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SSTESOL HYBRID ANNUAL CONFERENCE

Westshore Grand Hotel  
Tampa, Fl  
Oct 28 - 30, 2021
Greetings from SSTESOL President
Why Reconnecting Matters to SSTESOL: Diverse Members in Diverse Times

On behalf of the Sunshine State TESOL Board of Directors, we are pleased and excited to welcome you to the first ever hybrid SSTESOL annual conference. It feels invigorating to see and be with you this weekend.

For the past year and a half, we have endured unprecedented challenges, but yet we continue to shine as we deliver the best education possible for English learners. We have immersed ourselves in a renewed sense of commitment and passion to lift each other up, to “Reconnect.”

At this conference, as we “Reconnect,” you and I have stories to share. You probably would like to highlight how you addressed equity in your workplace, fought against racism in the classroom, transformed a system to provide English learners and teachers equal access to educational resources, professional development and quality programs. How about the new found ways to assess student learning and how you engaged and prepared every English learner and all marginalized children to succeed in this diverse world? You showed resilience and adapted to the new ways to teach that included social distancing as we create a safer learning environment. To “Reconnect” in SSTESOL matters.

“Reconnecting” at this conference matters to SSTESOL because we have so much to tell you as well. In Sunshine State TESOL, we continue to take our place as a leader in English language teaching, professional development, research and advocacy. We are laser focused on implementing the recommendations of Rethinking and Reimagining SSTESOL Task Force and the revision of the SSTESOL Constitution and By Laws as we sketch a new path in leading the association forward for the next decades to come.

More...Beginning in January 2022, SSTESOL shifts to the calendar year cycle rather than the fiscal year cycle. This means that the new SSTESOL Board of Directors takes office on January 1, 2022 in place of July 1, 2022. The Members at Large positions will be replaced with Directors as their titles, with expansion of duties and responsibilities as Membership Engagement and Development Outreach. We have developed the SSTESOL Regional map in our work to expand our professional development, recognition, and scholarship programs. As we continue to build our standing in the national and international levels, I am proud to have brought in SSTESOL members as invited presenters in TESOL International’s regional events. For the first time ever, the members of the SSTESOL Executive Board have presented twice at the Affiliate Network Council Conferences.

“Reconnecting” at SSTESOL state conference matters to our members. It matters that we support and advocate for their wellbeing and continue to build our professional relationships safely. Here, members would like to know that the state of our organization is strong and sound. It is! We, SSTESOL Board of Directors, continue to do our best to serve you, and likewise, it is an honor to serve as your president.

In closing, we ask that you reconnect, enjoy the conference and learn a lot.

Sincerely, and on behalf of SSTESOL Board of Directors,

Dr. Arlene M. Costello
President

Superintendent of Schools
Addison G. Davis
Hillsborough County Public Schools
Preparing Students for Life

October 2021

Dear Sunshine State TESOL Participants,

As Superintendent of the 7th largest district in the United States, I am thrilled to welcome you to the Sunshine State Teachers of English to Speakers of Other Languages Conference in Tampa. The tireless efforts you put forth change lives while simultaneously celebrating the rich diversity our communities have to offer.

More than 35% of the students in Hillsborough County Public Schools identify as Hispanic. We understand the unique challenges English Language Learners (ELLs) face and provide talented and highly-qualified teachers to guide students both academically and emotionally. The research has unequivocally proven that teachers of ELLs improve the quantity and quality of English language acquisition. By utilizing comprehensive input, the use of appropriate materials, scaffolding, and a deep cultural sensitivity to the backgrounds of their students, they transform monolingual newcomers into multilingual learners who can master the most challenging of academic standards.

This year’s theme of "Reconnecting" could not be any more appropriate for what our educational system is contending with currently. School leaders, teachers, and staff are continuously working to combat learning loss while ensuring students have a safe and nurturing environment as we return to the classrooms after more than a year learning virtually. Your presence in the lives of our ELLs will open doors by enhancing a child’s educational experience while cultivating lasting relationships. I commend you for your heroic actions during the pandemic and beyond which have undoubtedly contributed to making our schools and communities a better place for all.

Respectfully,

Addison G. Davis
Superintendent of Schools
Greetings,

It is a pleasure to welcome you to the Sunshine State Teachers of English to Speakers of Other Languages (SSTESOL) Annual State Hybrid Conference on October 28-30, 2021, held at the Westshore Grand Hotel in beautiful Tampa, Florida. This important event features the theme Reconnecting and will include educators and instructors throughout the state of Florida and across the nation.

SSTESOL is a non-profit organization comprised of professionals dedicated to advancing the quality of the English language by teaching and learning through professional development, research, standards, and advocacy. The 2021 annual state conference is focused on reconnecting professionally and socially with an emphasis on the issues around diversity, social-emotional learning, justice, awareness, interaction, inclusion, equality, race, critical learning, and more that individuals have experienced over the past year and learning how to move forward and reconnect. The Tampa Bay community is appreciative of the dedication, contributions, and service of the members who are committed to higher education standards.

Tampa offers a unique, exciting experience for all its visitors, and our rich history, entertainment venues, museums, parks and restaurants ensure a memorable visit. For those of you who are visiting for the first time, I hope you will have the opportunity to experience the many cultural and historical venues our city has to offer. Whether you visit one of our landmark attractions, ride the streetcar from downtown to Sparkman Wharf and Historic Ybor City, stroll along Tampa’s Riverwalk or Bayshore Boulevard, enjoy a meal at one of our fine restaurants, or visit our many first-class parks and shopping areas, we are sure you will find your stay to be an unforgettable experience.

Again, welcome and best wishes for an informative and enjoyable time.

Sincerely,

Jane Castor
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 500 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 TEASOL. 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 Southeast Regional TESOL 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 in 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 for October 28-31, 2021.

CONFERENCE TEAM MEMBERS

Arlene Costello
SSTESOL President

Tony Erben
Conference Chair

Keya Mukherjee
Treasurer

Andrea Enikő Lypkja
Proposal/Program Chair

Eric Letourneaux
Exhibitor Liaison

2019 - 2021 BOARD OF DIRECTORS

President
Arlene Costello, CVENT Support, TESOL International Liaison, Advocacy Liaison

First Vice President
Tony Erben, Past President, Conference Chair, SSTESOL Journal Editor

Second Vice President
Andrea Enikő Lypkja, Program Chair, Social Media Specialist, CVENT Event Planner

Secretary
Carla Hauk, Secretary and Webmaster

Treasurer
Keya Mukherjee, Assistant Journal Editor

Members-at-Large
Amany Habib, Professional Development and Research
Scott Neyman, Membership Growth and Development, Co-Chair 2021
Edwidge Bryant, Membership Growth and Development, Chair 2021
Firoza Rasul, Sponsors and Donors Committee, Chair
Raydel Hernandez, Technology Support and Design
Pamela Jo Wilson, Adult TESOL and Professional Development
Eric Letourneaux, Exhibitor Liaison and Coordinator, Chair 2021

AD-HOC BOARD POSITIONS

Receiving Secretary and Historian
Cynthia Schuemann, Miami Dade College

Awards
Li-Lee Tunceren, Saint Petersburg College

Webmaster
Carla Hauk, School District of Lee County

STATE CHAPTERS

Emerald Coast TESOL
Amany Habib, uhlabiba@uwf.edu

Bay Area Regional TESOL (BART)
Li-Lee Tunceren, tunceren.lillien@spcollege.edu

Central Florida TESOL
Robyn Socha, rochaful@aol.com

Northeast Florida TESOL
Catherine Baucom, baucomec@duvalschools.org

Southwest Florida TESOL
Carla Hauk, swlhauk@gmail.com

Palm Beach TESOL
Chirsty Aliaga, Christy.aliaga@palmbeachschoolso.org

Broward TESOL
Jennifer Killam, browardtesol@gmail.com

Miami Dade TESOL
Raydel Hernandez, rherina24@mdc.edu

SSTESOL PAST PRESIDENTS

1975-1976 Carol Gergil
1976-1977 Mary Jane Schenck
1977-1978 Jane Harder
1978-1979 John Rogers
1979-1980 Sheila Acedo
1980-1981 Judy Addy Price
1981-1982 Pat Byrd
1982-1983 Bob King
1983-1984 Susan McFalls
1984-1985 Jerry Mesene
1985-1986 Bill Powell
1986-1987 Edwina Hoffman
1987-1988 Luz Pardue Lono
1988-1989 Randall Iford
1989-1990 Ernesto LeBlanc
1990-1991 Yoana Cadiz
1991-1992 Linda Evans
1992-1993 Sandra Fradlo
1993-1994 Nancy Lucas
1994-1995 Alene Granger
1995-1996 Judy Strother
1996-1997 Pat Elias
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 Renz/Betty Green
2004-2005 Suzie Lindor
2005-2006 Jose Carmona
2006-2007 Carmen Moroles-Jones
2007-2008 Roger Thompson
2008-2009 Ann Jackman
2009-2010 Cynthia Schuemann
2010-2011 Rose Dankins
2011-2012 Patricia Grant
2012-2013 Khoa Bryan
2013-2014 James May
2014-2015 Li-Lee Tancer
2015-2016 Ester de Jong
2016-2017 Li-Lee Tancer
2017-2018 Tony Erben
2018-2019 Michelle Plaetz
2019-2021 Arlene Costello
Proposal Reviewers

Shady Abyssyauf, Britishay Training Centre
Iona I Sarieva, Saint Leo University
Jhon Mosquera, Universidad Surcolombiana/Universidad Pontificia Boliviaritana
Firoza Rasul, School District of Palm Beach County
Raydel Hernandez, MDTESOL and SSTESOL
Amany Habib, University of West Florida, Emerald Coast TESOL, SSTESOL
David Chiesa, The University of Georgia
Tannintha Daugupta, Vellore Institute of Technology (VIT-AP University)
Chrisy Williams, INTO USF
Arlene Costello, University of West Florida, SSTESOL
Andrea Enikő Lypka, Pinellas Education Foundation, SSTESOL

Raffles and Door Prizes

Amany Habib, University of West Florida
Edwidge Bryant, Flagler College

Technology and Program Support Team

Tony Erben, University of Tampa
Arlene Costello, University of West Florida
Raydel Hernandez, Miami-Dade TESOL
Encore AV, Jorge Santiago, Manager

Awards and Welcome Reception

Arlene Costello, University of West Florida
Tony Erben, University of Tampa
Li-Lee Tunceren, St. Petersburg College
Patricia Fernandez, Manager, Catering, Westshore Grand Hotel

SSTESOL Merchandise

Carla Huck, School District of Lee County
SSTESOL Members-at-Large

Sponsors, Donors and Door Prizes Committee

Firoza Rasul, (Chair), School District of Palm Beach County
Arlene Costello, (Co-Chair), University of West Florida

Finance, Materials, and Registration

Keya Mukherjee (Chair), St. Leo University
Edwidge Bryant, Flagler College
Catherine Baeumc, Dual County School District

Conference Bags and Materials

Andrea Enikő Lypka and University of Tampa volunteer students

Certificates of Attendance and CEUs

Amany Habib, University of West Florida
Scott Neyman, IMG

Graphic Layout Design Artist

Nadine Wampler, Design Scibes

Marketing and Promotion

Arlene Costello, University of West Florida
Tony Erben, University of Tampa
Andrea Enikő Lypka, Pinellas Education Foundation

Door Prizes

Edwidge Bryant, Flagler College
Eric Letourneau, Valencia College
Tony Erben, University of Tampa
Arlene Costello, University of West Florida
Carla Huck, School District of Lee County
Raydel Hernandez, Miami-Dade TESOL
Amany Habib, University of West Florida
Firoza Rasul, School District of Palm Beach County
Valencia College Continuing International Education
Saddleback Educational

Volunteers

Grace Ann Digiacomo
Olivia Nikopoulos
Gabriella Garner
Amany Habib
Angelica Elizabeth Long-Diaz
Kyla Figureoro

Exhibitors

American College of Education
Paula Petit-Freire  paulina.petit-freire@ace.edu

Florida State University
Hyejin An  ha19b@my.fsu.edu

Grand Canyon University
Ashley Boothie  ashley.boothe@gcu.com

PowerUp!Ed and Alive Studios
Debbie Gaulard  debbie@powerupedu.com

Saddleback Educational
Tim McHugh  tmchugh@sdlback.com

Speak Agent, Inc.
Den LaFountain  dkir@speakeagent.com

Townsend Press
Dolly Depugter  george.henry@townsendpress.com

U.S. Department of State English Language Program
Terrell Hawkins  elprograms@georgetown.edu

Vista Higher Learning
Katherine Jimenez  kjimenez@vistahigherlearning.com

Wiley Education Services
Gloria Kotrady  aseabrook@wiley.com

Volunteers (cont.)

A special Thanks to the pre-service teachers and students in ESOL courses EDU 312 and LIN 217 from the University of Tampa who volunteered.

Aiden Howie  Elizabeth Rokes
Alexa Girace  Emma Triano
Allison Hendon  Gabriella Garnier
Alyssa Romano  Grace McGuirk
Amanda Kelly  Isabella Ninivaggi
Anne Buller  Isaiah Pinkerton
Annika Hansen  Jack Georgeu
Ashley Tamely  Kelsey DelFalcro
Avery Foley  Megan Phillips
Caitlin Delaney  Olivia Lorraine
Caitlyn Yoh  Olivia Nikopoulos
Chloe Pilione  Reagan McGovern
Christina Falletta  Rebecca McPheron
Cordelia Albanese  Kathleen Cheney

IN SINCERE APPRECIATION

IN SINCERE APPRECIATION

IN SINCERE APPRECIATION
A SINCERE THANK YOU!
To SSTESOL Diamond Sponsor and Friends

Charles Latiste, President

Sandy Edwards
Mimi Fulgencio

SPONSORS - DIAMOND AND FRIENDS

A SINCERE THANK YOU!
To All SSTESOL Gold and Silver Sponsors

Northeast FL TESOL Chapter
Catherine Baucum, President

Southwest FL TESOL Chapter
Carla Huck, President

Valencia College

Vina Scarella
Dr. Andrea Enikő Lypka
Bay Area Regional TESOL (BART)
Li-Lee Tunceren, President

Dr. Arlene Costello
Kamran Rasul

SPONSORS - GOLD AND SILVER
Catherine Baucom, English Language Development Coach, Duval County Public Schools

Catherine Baucom works tirelessly as a TESOL professional, enhancing the lives of both English language learners and educators. She is an informed and inspirational English Language Development Coach at two Duval County elementary schools with high populations of ELs – one with over 50% – making a daily impact on teaching and learning as she guides and models ways to support they need, and her teacher candidates receive important resources to return to time and again as they embark on their careers. Dr. Tia Timball at UNF writes, “Ms Baucom’s passion for working with EL’s and their teachers is palpable. She is approachable, welcomes new ideas, collaborates with teachers, paraprofessionals, and administrators alike.”

Besides the great work described above, SSTESOL also expresses its sincere thanks for Catherine’s current role as President of the Northeast Florida SSTESOL chapter. We congratulate Ms Catherine Baucom on this well-deserved award!

SSTESOL Outstanding Educator Award

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

Catherine Baucom, English Language Development Coach, Duval County Public Schools

SSTESOL Outstanding Organization/Institution Award

Designed to recognize outstanding contributions of K-12 schools and Higher Education institutions. 1 Award of $500.00

Flagler College Tallahassee

Flagler College - Tallahassee (FCT) empowers preserve educators to guide English Language Learners in an additive and knowledge-based manner, with informed and caring instruction that builds classroom community and fosters language proficiency. FCT engages in social justice initiatives and community interactions largely through its Student Florida Education Association (SFEA), such as partnering with a local Title 1 school to provide bilingual Spanish-English books to all PK and K students and sending pre-service educators as learners and stewards to area schools with larger EL populations to tutor and teach. FCT students engage in a 20-hour field experience in which they practice delivery of Sheltered Instruction lesson plans and active learning teaching strategies; students also complete an ethnographic interview with an Adult English Learner, a learning initiative designed to provoke thoughtful conversations in a judgement-free environment. FCT also hosts an annual phonology and literacy teaching event, “Read Across America,” and mentors adjunct instructors in the delivery of the ESOL Endorsement sequence in their classes through the infused model. Students and faculty at FCT are encouraged and financially supported to attend and present their work at ESOL conferences.

For all these initiatives and ongoing great work in the field, SSTESOL congratulations Flagler College Tallahassee on winning the 2021 Institutional Excellence Award!

SSTESOL/Dr. Guussakovka Scholarship Award

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. Rebeca Arndt, University of Central Florida
2. Deniz Salli-Copur, Middle Eastern Technical University
3. Elif Şeşen, Middle Eastern Technical University
4. Pat Bauer, Literacy Council of Upper Pinellas
5. Yoelvis Rodriguez, Miami Dade College
6. Gulnora Khon Niyazova, University of North Alabama

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

Rigoberto Andres Francisco, Leon High School

SSTESOL Presidential Award in Leadership and Innovation

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 in English language instruction and exhibited exemplary service to further promote and support SSTESOL’s vision and mission. 1 Award of $500.00 (Due to conflict of interest, Chane Eplin rejected the monetary award. In lieu of the $500.00, he will receive a plaque for the Presidential Award in Leadership and Service.)

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

Chane Eplin is a long-time loyal friend of SSTESOL and its members. He has always wholeheartedly accepted SSTESOL’s invitation as a keynote speaker for a number of years. In addition, upon request, he has always provided SSTESOL Board of Directors data which could inform SSTESOL members’ curriculum design, standards of instruction, and assessment of ELs’ English language development and proficiency.

Chane has provided technical assistance to numerous groups or organizations, particularly the Sunshine State TESOL of Florida, on areas such as interpretation of Florida State Board Rules on linguistic accommodations on state content assessments, development of Florida State Board rule on Requirements for the Florida Seal of Biliteracy Program which benefited English Learners and their families, implementation of the Title III Part A Grant Program, Language Instruction for English Learners and Immigrant Students, implementation of WIDA’s Tier of Support Strategic Plan, and providing technical assistance to LEAs. He was instrumental in the development and expansion of SALA’s Online Learning series to support SSTESOL members who teaches of English Learners, English language development standards and special standards notes section and an EL supporting document that delineates performance definitions and descriptors for the proficiency levels of EL’s in course descriptions in CPALMS.

Chane has served EL’s for more than 38 years in Florida schools, LEAs, colleges and universities in different capacities from a full-time K12 and vocational ESOL classes, college English instructor, ESOL District Director to Florida Department of Education Bureau Chief of the Student Achievement through Language Acquisition (SALA). Chane strongly collaborates with SSTESOL in moving forward SSTESOL vision and mission.

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.

1. Rebeca Arndt, University of Central Florida
2. Deniz Salli-Copur, Middle Eastern Technical University
3. Elif Şeşen, Middle Eastern Technical University
4. Pat Bauer, Literacy Council of Upper Pinellas
5. Yoelvis Rodriguez, Miami Dade College
6. Gulnora Khon Niyazova, University of North Alabama
Chane Eplin has served Florida’s English Language Learners (EL’s) for over 38 years as a teacher, administrator, professor, consultant, tutor and friend. He currently serves as Bureau Chief in the Florida Department of Education Bureau of Student Achievement through Language Acquisition where his goal is to make a positive difference in the lives of Florida’s EL’s and their families. He believes that if teachers provide the appropriate education and tools to EL’s, they will increase both their language skills and their academic achievement in content areas.

Chane Eplin is the Featured Speaker in Bayshore 1, 2, 3 on Friday, Oct 29th at 8:30-9:00 with the presentation address entitled “English Language Learner (EL) Updates”.

Addison Davis is the Superintendent of Schools for Hillsborough County Public Schools where he took office in March 2020. He believes in putting students’ best interests at the heart of all decision-making, goal-based management, and building a school system that embraces the entire community. Addison Davis was born and raised in northeast Florida and has a master’s degree in Educational Leadership from Jacksonville University. He and his lovely wife Natalie have two daughters, Madisyn and Kaitlyn.

Addison Davis is the Featured Speaker at the Awards and Welcome Reception between 5:00-8:00.

Grazzia María Mendoza Chirinos has two master’s degrees, one in International Education and one in TESOL. She is a US State Department Alumna recognized for project development for teachers’ professional growth projects. She has been in the TESOL field for 28 years. Her research interests include CALL, Competency Based Language Teaching and Methodological Improvements for Professional Development. She is the founder of HELTA TESOL in Honduras and its former president, Representative of Honduras in the Latin America Regional TESOL Group, as well as its former President, finally member of TESOL International Association Board of Directors serving as Chair of the Finance Committee. At present she is an education specialist for the US Government at USAID Honduras supporting the Honduran Ministry of Education in the development of quality of education programs, education in crisis and conflict and continuous professional development.

Grazzia María Mendoza Chirinos is the Keynote Speaker in Bayshore 1, 2, 3 on Saturday Oct 30th at 10:05-11:00 with a keynote address entitled, “Stories of Resilience: Voices from the Field”.

Chane Eplin

Addison Davis

Grazzia Maria Mendoza Chirinos

Grazzia Maria Mendoza, M.Ed., M.A.

TESOL International Association Board Member (Chair Finance Committee Member)

Founder, Former President, and current advisor HELTA Honduras TESOL

Former President Regional TESOL Group for CA and CB now Latin America and Caribbean TESOL

USDos Alumna

USAID/Honduras

English Language Learner (EL) Updates

Grazzia María Mendoza Chirinos

Sunshine State TESOL Conference
Virtual Participants

- All virtual presentations will be 30 minutes in length.
- A zoom link to all virtual presentations will be sent to virtual participants by 3pm on the day before the conference starts: Thursday 28th October.
- It is recommended that all virtual participants download zoom to your computer and test out the audio and video. Go to https://zoom.us/ to get started.
- To overview SSTESOL’s virtual line-up of presentations (pink cells) visit our up-to-date conference schedule at: https://sunshinestatesesol.wixsite.com/page-1075477 and then click on “Tentative Schedule”
- Keynotes and Business Meeting will be zoomed.

Face-2-Face (F2F) Participants

- All F2F presentations will be 45 minutes in length.
- Upon arrival at the Westshore Grand Hotel, F2F participants will go to the SSTE SOL Registration Table to collect their Conference Totebags, Name Tags as well as Conference Booklet & SSTE SOL Tshirt (if purchased).
- Safety protocols are in place in all areas. Wear masks, use sanitizers, take advantage of social distance seating.
- Registration starts on Thursday 10/28 at 4pm, at 7am on Friday 10/29 and at 7:30am on Saturday 10/30.
- All F2F participants can also view any virtual presentation (pink cells on schedule). Virtual presentations will be screened in Westshore 1&2, Poinciana 1 and Hillsborough. F2F presentations are in white cells. See schedule at: https://sunshinestatesesol.wixsite.com/page-1075477 and then click on “Tentative Schedule”

Virtual Presenter

- All virtual presentations will be done through zoom. Please download the zoom software onto your computer if you do not have it already – it is free. On Thursday October 28th, you will receive the zoom link to your presentation, as well as the virtual registrants who have registered as virtual only participants.
- We will set up Westshore 1&2 (am/pm Friday and Saturday), Poinciana 1 (pm on Friday) and Hillsborough (all day Saturday) at the conference Hotel as the “virtual presentation rooms”.
- You will be given control privileges at the beginning of your presentation by the manager of your presentation, who will be in attendance in the Westshore 1&2 room throughout your presentation.
- All virtual presentations are 30 minutes in length. The times for virtual presentations are located within each pink cell. All virtual presentations will be recorded.

Face-3-Face (F3F) Presenter

All F3F presentations will have a room assigned at the conference hotel (The Westshore Grand Hotel).
F3F presentations are 45 minutes in length. The times for F3F presentations are in the yellow column on the left hand of the spreadsheet.
In the presentation room, there will be an overhead projector (OH), a screen and a table to set your computer on. There will also be an extension lead so you can plug in your computer.
The OHMs have three types of outlets that could connect to your laptop: HDMI, USB or a pin outlet. Since all computers have differing plugs, SSTE SOL will not provide dongles for you to connect to the OHM. Make sure that you bring a dongle connection that can connect with at least one of the outlets provided with the OHM.
SSTE SOL cannot furnish every presenter with a dongle, you must bring your own in order to ensure you connect with one of the three outlets on the OHMs (shown above).
CONFERENCE LAYOUT

AWARDS AND WELCOME RECEPTION

COME AND JOIN US
SSTESOL AWARDS CELEBRATION & DINNER
with a little Halloween atmosphere thrown in

Guest Speaker: Addison Davis, Hillsborough County Public Schools
Entertainment by Island Boys Steel Band

5pm - 8pm
Friday 29th October
Westshore Grand Hotel

Registration
Thursday, October 28, 2021
4:00 – 7:00 pm.
FRIDAY SCHEDULE - IN PERSON

Friday Oct 29, 2021

Bayshore 1 | Bayshore 2 | Poinciana I
--- | --- | ---
7:30-4:00 | Registration |  
8:00-8:30 | Orientation & Welcome - Bayshore 1, 2, 3 |  
8:30-9:15 | Featured Speaker: Chane Eplin, Bureau Chief, FLDOE, SALA |  
| Bayshore 1, 2, 3 |  
9:20-10:05 | Reconnecting English Learners With Vocabulary Masks, Emotional Journeys, and Real-Life Situations - Kim Hardiman, Daytona State College |  
|  | Telecollaboration in Academic Writing Courses: Peers and Teacher Corrective Feedback - Imelda Bangas, Chuck Shaw Technical Education Center |  
|  | Song Critique: Going Beyond Filling In Missing Lyrics - Grace Ann DiGiacomo, Full Sail University |  
11:00-11:45 | Equity for Multilingual Learners: What Is the Role of Common Assessment? - Mango Gottlieb, University of Wisconsin-Madison |  
|  | Collaborating With Adjuncts: Connecting Strategies, Methods, and Materials Across EAP Levels - Cynthia M. Schwamner, Markis Rodriguez and Adrienne Aiko Thompson, Miami Dade College |  
11:45-12:30 | Challenges Faced by EL Students’ Emotional State and Compensation in Language Learning - Ghadah Rahman Benitez, University of Alabama |  
|  | Autoethnography as Pedagogy in L2 Academic Composition - Sydney McNeill, University of South Florida |  
12:30-1:30 | Lunch Courtesy of SSTESOL and Westshore Grand Hotel |  
1:30-2:15 | Connecting Student Self-Assessment, Faculty Evaluation and EAP Program Placement - Susan Benson and Melanie Paden, St. Petersburg College |  
|  | Reconnecting to Vocabulary Learning With Corpus-Informed Resources - Katya Goussakova, Seminole State College of Florida |  
2:20-3:05 | Life During a Time of Pandemic: I Am Here for You - David Broasch, University of South Florida |  
3:10-3:55 | Social Emotional Learning Reconstructive Curriculum - Sarah K. Roberts and Denis Young, Polk County Schools/Winter Haven Sr. |  
|  | Applying Language Principles in the K-12 Mainstream Classroom - Jane Gouwari and Cindy Lowell, University of South Florida |  
5:00-8:00 | Awards & Welcome Reception with Featured Speaker Addison Davis |  

FRIDAY SCHEDULE - IN PERSON

Friday Oct 29, 2021

Poinciana II | Poinciana III | Bayshore 3 | Gasparilla
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7:30-4:00 | Registration |  
8:00-8:30 | Orientation & Welcome - Bayshore 1, 2, 3 |  
8:30-9:15 | Featured Speaker: Chane Eplin, Bureau Chief, FLDOE, SALA |  
| Bayshore 1, 2, 3 |  
|  | Using the SIOP Model to Engage Teachers of Multilingual Learners in Face to Face or Virtual Professional Learning - Carla Marsh, Lee County School District |  
10:10-10:55 | Instructing Students Phrasal Verbs for the TOEFL, With Proper Pronunciation as Needed - Mary Quinno, Volunteers for Adult Literacy in Florida |  
|  | Preparing the Way: Teaching English Learners in the PreK-12 Classroom - Jane Gouwari and Cindy Lovek, University of South Florida |  
11:00-11:45 | What’s So Funny? Describing Sound-Based Humor to American Sign Language Users - Laurel Whitsett |  
|  | The Use, Accommodations, and Adaptations of Ebooks for ESL - Terrence Conover, University of North Florida |  
11:45-12:30 | Connecting Student Agency and Adaptions of Ebooks for ESL - - Maria Rossana Ramirez-Avilés, Universidad Casa Grande, Guayaquil, Ecuador and Mary Quijano, Volunteers for Adult Literacy in Florida |  
|  | Using the SIOP Model to Engage Teachers of Multilingual Learners in Face to Face or Virtual Professional Learning - Jamie Leamone, PowerUp EDU and Stacy DeWerd, Alive Studies |  
12:30-1:30 | Lunch Courtesy of SSTESOL and Westshore Grand Hotel |  
1:30-2:15 | Fostering Student Agency and Autonomy in EAP Through Teacher-Student Conferences and Self-Assessments - Aimee Kostakis, Uceda School of Orlando |  
|  | Informed Choice for Parents of Secondary English Language Learners - Terri Mossgrove, WIDA at University of Wisconsin-Madison |  
2:20-3:05 | Leveraging OASIS for EFL Writing Teacher Professional Development Workshops - Sean Farrell and Matt Kessler, University of South Florida |  
|  | A Literature Review of English Learning Motivation for Chinese Students - Aimee Kostakis, University of North Florida |  
3:10-3:55 | Making Reading an Active Skill -Mariana Rosasena Ramirez-Avilés, Universidad Casa Grande, Guayaquil, Ecuador and Mary F. Goodman, Unigram USA |  
|  | Carnegie Learning virtual Presentations |  
5:00-8:00 | Awards & Welcome Reception with Featured Speaker Addison Davis |  

FRIDAY SCHEDULE - IN PERSON

Friday Oct 29, 2021

FRIDAY SCHEDULE - IN PERSON

Friday Oct 29, 2021
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>8:00-8:30</td>
<td>Orientation &amp; Welcome</td>
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<tr>
<td>8:30-9:15</td>
<td>Featured Speaker: Chane Eplin, Bureau Chief, FLDOE, SALA</td>
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<tr>
<td>9:30-10:00</td>
<td>Supporting Immigrant Students With Trauma Backgrounds - Judith B. O’Laughlin, Language Matters Education Consultants, LLC and Brenda K. Costello, Ohio State University</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>A Quasi-Experimental Study on Expressive/Receptive and Executive-Functioning Skills in an Inclusive Immersion Program - Hild Peker, Framingham State University</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Supporting Dually Identified EL/SpEd Students - Lynda Idle, CoTESOL and Fran Herbert, ASHA</td>
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<tr>
<td>11:00-11:30</td>
<td>Impact of English Only Instruction on English Proficiency of ELS - Yekui Imeh, Elms College</td>
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<tr>
<td>11:30-12:00</td>
<td>Identifying, Referring and Servicing Dually Identified EL/SpEd Students - Lynda Idle, CoTESOL and Fran Herbert, ASHA</td>
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<tr>
<td>11:30-12:30</td>
<td>Vocabulary Strategies for English and Bilingual Learners - Ric Villasanta, Vista Higher Learning</td>
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<tr>
<td>12:00-12:30</td>
<td>Refocusing the Roles of Teachers in the New Normal Education - Ia Dinh Bao Quoc, VUS - The English Center</td>
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<tr>
<td>12:30-1:30</td>
<td>Lunch Courtesy of SSTESOL and Westshore Grand Hotel</td>
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<tr>
<td>1:30-2:00</td>
<td>ELT Programs Striving to Reconstruct Teaching Practices During a Global Pandemic - Jinanna Mora-Pablos and M. Martha Lengeling, Universidad de Guanajuato</td>
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<tr>
<td>2:00-2:30</td>
<td>Design and TESOL: A Crossover - Brianna Dresbach, University of Tampa</td>
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<tr>
<td>2:30-3:00</td>
<td>The Power of Affiliate Networks: A Journey to Remember - Hind Elaysa, Niagara College</td>
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<tr>
<td>3:00-3:30</td>
<td>Decoding the Impact and Adaptability of COVID-19 in Education System in India - Rya Chakraborty, University of Florida</td>
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<tr>
<td>3:30-4:00</td>
<td>Inheritance Tracks: Using Student Playlists to Build Engagement and Confidence in SL - Christine Rassaver and Aviva Nadell, Florida Atlantic University</td>
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<tr>
<td>5:00-8:00</td>
<td>Awards &amp; Welcome Reception with Featured Speaker Addison Davis</td>
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### Saturday Schedule - In Person

<table>
<thead>
<tr>
<th>Time</th>
<th>Bayshore 1</th>
<th>Bayshore 2</th>
<th>Bayshore 3</th>
<th>Gasparilla</th>
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<tbody>
<tr>
<td>7:30</td>
<td>Registration</td>
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<tr>
<td>8:30-9:15</td>
<td>Collective Narration of Stories: Teaching Thematic Vocabulary to Beginner English Learners - Sophie Cuesen, University of Central Florida</td>
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<tr>
<td>9:20-10:05</td>
<td>Intercultural Communication and Multimedia Projects: Connecting Learning to a Global Audience - Christy Williams, INTO USF, and Andrea Eniki Lypha, Pinellas Education Foundation</td>
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<tr>
<td>10:05-11:00</td>
<td>The Power of Self-Growth: Reconnecting English Language Learners in Transnational Higher Education - Ru Wang, University of North Florida</td>
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<tr>
<td>11:00-11:30</td>
<td>Expanding Learning and Teaching Horizons With Padlets: Time to Share and Explore - Jana Saravia and Marcela van Olphyn, Saint Leo University</td>
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<tr>
<td>11:30-12:15</td>
<td>Middle School Students’ Perceptions Towards Their Learning Experiences During Covid 19 - Fatima Raslated, University of South Florida</td>
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<tr>
<td>12:15-1:30</td>
<td>The World is Your Classroom: Teach Aboard With the English Language Fellow Program - Tered Newkirk, English Language Programs, U.S. Department of State</td>
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<tr>
<td>1:30-2:15</td>
<td>Teachers’ Perceptions of ESL Language Learning in Remote Digital Environments - Cheryl Shaman, Keys Multilingual and Melinda Carter, Saint Leo University</td>
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<tr>
<td>2:20-3:05</td>
<td>Keynote Speaker - Grazzie Maria Mendoza Chirinos - Bayshore 1, 2, 3</td>
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<tr>
<td>3:10-3:55</td>
<td>General Session: Business Meeting, Door Prizes, Grand Door Prize - Bayshore 1, 2, 3</td>
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<tr>
<td>3:55-4:30</td>
<td>Lunch Courtesy of SSTESOL and Westshore Grand Hotel</td>
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<tr>
<td>4:30-5:15</td>
<td>SEL for ELLs, Creating Optimal Learning and Growth Spaces - Cindy Fisher, Lee County School District and Stephanie Bums, Orange River Elementary, Lee County</td>
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<tr>
<td>5:15-6:00</td>
<td>Developing the Academic Vocabulary of ESLQ, EAP and IEP Students - Rebeca Arndt, Pinellas County School District</td>
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<tr>
<td>6:00-6:45</td>
<td>A Path Forward: A Framework in Leadership and Advocacy for Educators - Arlene Costello, University of North Florida; Andrea Eniki Lypha, Pinellas Education Foundation; and Yuliya Williamson, Escambia County School District</td>
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<tr>
<td>6:45-7:30</td>
<td>Reconnecting Language and Education With Technology: Advancing ESLQ Education Using AI - Melissa Bourg, JKS and UNF and Michelle Kim</td>
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<tr>
<td>7:30-8:15</td>
<td>Lunch Courtesy of SSTESOL and Westshore Grand Hotel</td>
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<tr>
<td>8:15-9:00</td>
<td>Harnessing the Power of Music to Support English Language Learners - Melissa Selek, Mayport Elementary School</td>
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<tr>
<td>9:00-9:45</td>
<td>EAP Online Assessments: Navigating Topics With Consistent and Engaging Low-Stake Activities - Aimee Schoomaker, University of Central Florida and Nicholas Kostakis, Uvalde School of Orlando</td>
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<tr>
<td>10:30-11:15</td>
<td>Leveraging Multilingualism for SLFPE: A Culturally Responsive Sustaining Pedagogical Approach - Andrea DeCapu, University of North Florida and Helaine Marshall, Long Island University Hudson</td>
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<tr>
<td>11:15-12:00</td>
<td>Writing Corrective Feedback in EAP Classes: A Successful Three-Tiered Approach - Aimee Schoomaker, University of Central Florida and Nicholas Kostakis, Uvalde School of Orlando</td>
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<tr>
<td>12:00-12:45</td>
<td>From Practice to Publication: Guiding Working Teachers and Graduate Students - Geoffrey Butler, Ferndale Middle School and Michelle Kim, University of North Florida</td>
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<tr>
<td>12:45-1:30</td>
<td>Fostering EL Language Development Through Interactive Stories Using Google Slides - Tony Erben, University of Tampa and Keys Multilingual, Saint Leo University</td>
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<tr>
<td>1:30-2:15</td>
<td>Unleashing the Superpowers of Your Secondary LTELs - Andy Nolf, Palm Beach County Shool District</td>
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<tr>
<td>2:15-3:00</td>
<td>A Case Study of a Presence Teacher’s Language Awareness - Jing Zhang, University of Florida</td>
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<tr>
<td>3:00-3:45</td>
<td>Multilingual Learners With Rather Than Forbidding Learning Experiences - A Proposed Term - Terri Mossgrove, WIDA at University of Wisconsin-Madison</td>
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<tr>
<td>3:45-4:30</td>
<td>Social Justice in ESL: Navigating the Current Educational Policy Landscape in Florida - Jennifer Killam, Broward College and Anastasia Khanav</td>
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<tr>
<td>4:30-5:15</td>
<td>Social Justice for Your Secondary LTELs - Tony Erben, University of North Florida and Arelis Marichal, Saint Leo University</td>
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<tr>
<td>5:15-6:00</td>
<td>Tales as an Inclusive Teaching Landscape in Florida - Jim Deward and Multimodal Projects: Intercultural Communication - Jose Rios de la Barca in EAP Classes: A Successful</td>
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<tr>
<td>6:00-6:45</td>
<td>Westshore Grand Hotel</td>
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<tr>
<td>6:45-7:30</td>
<td>PoweringUpEdu and Alive Studios - Jamie Lannone and Stacy Cawood</td>
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### SATURDAY SCHEDULE - VIRTUAL

<table>
<thead>
<tr>
<th>Time</th>
<th>Westshore 1&amp;2</th>
<th>Poinciana I</th>
<th>Hillsborough</th>
<th>Madeira</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Phenomenal Tips for Classroom Teachers With “Entering” EL Students - Martha Voorhees, Collier County Schools</td>
<td>Getting Political How Opinion Hinders Dialogue in the L2 Class - Emilio Cedreron, Universidad de los Andes</td>
<td>Wiley Education Services</td>
<td></td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>You Can’t Have Your Cake and Eat It Too: Teaching American Idioms - Margaret Papetti</td>
<td>Myths of Bilingualism - Best of NETESOL - Claudia Noraz, Doral County Public Schools</td>
<td>US Department of State English Language Programs</td>
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<tr>
<td>9:30-10:00</td>
<td>Engaging Teaching Tips for EL Teachers - Aileen Hale, TTEL</td>
<td>Modifying Instruction So ELs Can Access Grade-Level Text in Elementary Classrooms - Lynda Franco, Pasco County Schools</td>
<td>Google Applications for Improving Digital Literacy in Our IET World - Pamela Jo Wilson, Palm Beach County School District Adult Education</td>
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</tr>
<tr>
<td>10:05-11:00</td>
<td>Keynote Speaker - Grazzie Maria Mendoza Chirinos - Bayshore 1, 2, 3</td>
<td>Business Meeting</td>
<td>Lunch Courtesy of SSTESOL and Westshore Grand Hotel</td>
<td></td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Reading Strategies: Notable Differences for ELs - Lynda Franco, Pasco County Schools</td>
<td>Teacher Professional Development During the Pandemic: Reflections From Across the Globe - Zeynep Erkil-Moody, St. Petersburg College; Demiz Salt-Casar and Elif Bener, Middle East Technical University</td>
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<tr>
<td>12:15-1:30</td>
<td>Lunch Courtesy of SSTESOL and Westshore Grand Hotel</td>
<td>Teacher Educators and Students’ Perspectives Regarding Team Teaching in ELT Teacher Programs - Irasema Mora-Pablo and M. Martha Lengeling, Universidad de Guanajuato</td>
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<tr>
<td>1:30-2:00</td>
<td>Six Steps to Making Complex Text Accessible to ELs - Allyson Caudill, John Cox and Ashley Blackley</td>
<td>Grouping and Hands-on Activities in the Development of Communicative Competence in ESL Classrooms - Mariny Melian Pekmezali, Lincoln-Marti Charter Little Havana Campus</td>
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<tr>
<td>2:00-2:30</td>
<td>Teaching and Learning in the Time of COVID: Addressing Instructional Needs of ELs During Distance Learning - Deland Innocent, Miami Dade County Public Schools</td>
<td>Bilingual Lessons for People and the Planet - Cristina Valentino, Western Governors University</td>
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<tr>
<td>2:30-3:00</td>
<td>Supporting Teaching in Online Learning Environments: A Case for the Six As - Tony Ebene, University of Tampa; cris Vicinante andAshlee Cappasso</td>
<td>Formal Emails: Teaching Explicit Pragmatics That Facilitate Connection - Sophia Eyerman, Cochise College</td>
<td>Carnegie Learning Presentation</td>
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</tr>
<tr>
<td>3:00-3:30</td>
<td>Fostering Social Presence Through the Synchronous Online Flipped Learning Approach – SOFLA - Helene W. Marshall, Long Island University Hudson</td>
<td>Here a Coup, There a Coup: Teaching Through Political Turbulence - Julie Dell Jones, Fullbright/Independent Scholar</td>
<td>Building Early English Language Learners Literacy Skills with iPad - Katie Gardner, Rowan Salisbury Schools</td>
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</tbody>
</table>
### FRIDAY PRESENTATIONS - IN PERSON

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>8:30 am</td>
<td>Bayshore 1</td>
<td>Reconnecting English Learners with Vocabulary Masks, Emotional Journeys, and Real-life Situations</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Bayshore 2</td>
<td>Using the SIOP Model to Engage Teachers of Multilingual Learners in Face to Face or Virtual Professional Learning</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Bayshore 3</td>
<td>Exploration of Resources for Improving Writing Skills in the Era of Covid-19</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Poinciana I</td>
<td>Reconnecting Research on English Idiomatics to Applied Practices: Some Timely and Appropriate Solutions Under the Spotlight</td>
</tr>
<tr>
<td>10:10 am</td>
<td>Poinciana II</td>
<td>Engage and Motivate English Language Learners With Interactive Technology to Increase Learning</td>
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### ORIENTATION & WELCOME

Friday, 8:00-8:30
Bayshore 1, 2, 3

**FEATURED SPEAKER**

Chane Eplin

**English Language Learner (EL) Updates**

This session will provide updates on English Language Learners (ELs) in Florida public schools, with a particular focus on supporting all students. Topics include standards and instruction (Benchmarks in Excellent Student Thinking and English Language Development Standards), literacy, strategic improvement of federal programs, Florida’s Every Student Succeeds Act (ESSA) state plan, the acceleration imperative, 2021 education legislation and Florida’s Assessment of Student Thinking.

Chane Eplin, Bureau Chief, FLDOE, SALA

### ADULT ESL

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15 am</td>
<td>Poinciana I</td>
<td>Telecollaboration in Academic Writing Courses: Peers and Teacher Corrective Feedback</td>
</tr>
<tr>
<td>9:20 am-10:05 am</td>
<td>Poinciana I</td>
<td>Using the SIOP Model to Engage Teachers of Multilingual Learners in Face to Face or Virtual Professional Learning</td>
</tr>
<tr>
<td>9:30 am-10:05 am</td>
<td>Poinciana II</td>
<td>Reconnecting Research on English Idiomatics to Applied Practices: Some Timely and Appropriate Solutions Under the Spotlight</td>
</tr>
<tr>
<td>10:10 am-10:55 am</td>
<td>Poinciana III</td>
<td>Exploration of Resources for Improving Writing Skills in the Era of Covid-19</td>
</tr>
<tr>
<td>11:00 am-12:15 pm</td>
<td>Bayshore 1</td>
<td>Engage and Motivate English Language Learners With Interactive Technology to Increase Learning</td>
</tr>
</tbody>
</table>

**Participants to write their words and emotions. They can begin rhetorical discussions while reconnecting with colleagues.**

Kim Hardiman, Daytona State College

**Telecollaboration in Academic Writing Courses: Peers and Teacher Corrective Feedback**

Although online corrective feedback is proven to help English learners construct their academic knowledge and critical thinking skills, the study of its effectiveness, particularly in online writing and editing collaboration is largely absent. This paper analyzes EAP students’ perception of online peer/teacher feedback and explores their technology-mediated feedback and interaction.

Imelda Bangun, Chuck Shaw Technical Education Center

**Using the SIOP Model to Engage Teachers of Multilingual Learners in Face to Face or Virtual Professional Learning**

This interactive session is designed for educators and school leaders interested in providing effective professional development for teachers of English Learners in mainstream classrooms. Whether teaching online, face to face, or through a combination of models, it is critical that teachers plan opportunities for students to interact socially and perform higher level cognitive tasks to develop language proficiency. Using the SIOP Model as a framework, participants will experience high yield strategies to build background, enrich vocabulary, and promote literacy and communication skills for all learners.

Carla Huck, Lee County School District

**Exploration of Resources for Improving Writing Skills in the Era of Covid-19**

Writing is a critical academic skill for (ELs) that is required for academic success and for college readiness. Some reports suggest that linguistic gains by ELs may have gotten lost during the pandemic along with other learning losses. This session highlights the issues and offers tips and suggestions for strengthening the writing skills of ELs through a combination of online as well as old-fashioned strategies that support the development and the strengthening of writing as an essential academic skill.

Amany Habib, University of West Florida
Differentiated Learning in the Virtual Classroom Workshop

Connecting and engaging students while practicing social distancing and navigating an online interactive learning environment can be challenging. Let’s share some techniques and websites that nurture the ever changing learning environment. We’ll explore the idea of how we can flip the virtual classroom with traditional methodologies and scaffolding with a reconnection of the old with the new. The past academic year taught us that a textbook is not necessarily needed. Students can learn using visual aids and great storytelling. Students need a community of connection, engagement, and brave spaces. As instructors we are the guide and leader in both modeling and pioneering this design. Come explore and share in the new frontier!

Robyn Socha and Denise Hernandez, Full Sail University

Song Critique: Going Beyond Filling In Missing Lyrics

There is more to a song than its lyrics and exercises on lyric completion and comprehension. Songs are entertaining, complex pieces of music that can be turned into other fun and rewarding learning experiences for all students no matter the age. By discussing the basic technicalities of a song and “songbulary”, teachers will be able to demonstrate a way to dissect pop songs as part of a holistic activity wherein students analyze a pop song and compose a presentation, paragraph, or essay that discusses a song they like or dislike.

Grace Ann DiGiacomo, Full Sail University

WIDA ELD Standards Framework, 2020 Edition Overview and Insights

The 2020 Edition of the WIDA English Language Development (ELD) Standards Framework was released last December. While the five ELD Standards have remained the same, the framework has been reimagined pulling together a variety of WIDA resources including the Key Language Uses (KLUs). In this edition, you will find language functions and features organized by grade level and content area leaning into rigorous content for multilingual learners while supporting English language acquisition. During this session, we will explore how the 2020 Edition is organized, what is included, and how it can support your instruction of multilingual learners.

Terri L. Mossgrove, WIDA at UW-Madison

Preparing the Way: Teaching English Learners in the PreK-12 Classroom

In this session, the focus will be on practical, hands-on strategies for the Pre-K-12 classroom. The session will begin with a brief overview of theories aligned to ESOL strategies, followed by engaging activities for all participants to become more familiar with and be able to immediately implement in their own classrooms. A packet of resources will be provided to all attendees. A case scenario will also be provided to further one’s awareness of ways to work with English learners.

Jane Govoni and Cindy Lovell, University of South Florida

Collaborating With Adjuncts: Connecting Strategies, Methods, and Materials Across EAP Levels

Adjunct faculty often form the backbone of EAP programs, but they sometimes feel overlooked and disconnected from program decision-making. This presentation provides lessons learned from a series of four interactive workshops held with adjunct faculty at Miami Dade College. Topics explored included ESL textbook selection, syllabi design, and effective use of EdTech. Conference session participants will be encouraged to share experiences and reflect on how to apply similar training strategies to enhance adjunct involvement and connections at their institutions.

Cynthia M. Schuemann, Yoelvis Rodriguez and Adrianne Aiko Thompson, Miami Dade College, Padron Campus

Instructing Students Phrasal Verbs for the TOEFL With Proper Pronunciation as Needed

In this interactive presentation, we will look closely at how much we unknowingly use phrasal verbs with activities. Yet to earn good TOEFL scores or improve already existing ones, ESOL students need to know phrasal verbs well. Educators may tend to think of phrasal verbs as lower-register vocabulary, but some are considered acceptable for academic vocabulary in English. Knowledge of phrasal verbs is not only essential to receive a high TOEFL score but are also crucial for English fluency. Thus, we will discuss fun and innovative ways to teach phrasal verbs. Links to resources will be provided, as well.

Mary Quijano, Volunteers for Adult Literacy in Florida

Equity for Multilingual Learners: What is the Role of Common Assessment?

Students are the center of our educational universe, yet where is their agency in assessment? To promote equity for multilingual learners in schools, yet adheres to federal legislation, we propose a new approach for envisioning classroom assessment. Couched within linguistically and culturally responsive teaching, we demonstrate how to build a common assessment for a unit of learning with reference to the WIDA ELD Standards Framework, 2020 Edition. In doing so we acknowledge the contribution of multiple voices to the process.

Margo Gottlieb, University of Wisconsin-Madison

Funny Tales From the Field: An Update

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.

John I. Lontas, University of South Florida

Online materials/resources provided.

Wiley Education Services

Grand Canyon University

Ashley Boothe

Role of Common Assessment?

Students are the center of our educational universe, yet where is their agency in assessment? To promote equity for multilingual learners in schools, yet adheres to federal legislation, we propose a new approach for envisioning classroom assessment. Couched within linguistically and culturally responsive teaching, we demonstrate how to build a common assessment for a unit of learning with reference to the WIDA ELD Standards Framework, 2020 Edition. In doing so we acknowledge the contribution of multiple voices to the process.

Margo Gottlieb, University of Wisconsin-Madison

Collaborating With Adjuncts: Connecting Strategies, Methods, and Materials Across EAP Levels

Adjunct faculty often form the backbone of EAP programs, but they sometimes feel overlooked and disconnected from program decision-making. This presentation provides lessons learned from a series of four interactive workshops held with adjunct faculty at Miami Dade College. Topics explored included ESL textbook selection, syllabi design, and effective use of EdTech. Conference session participants will be encouraged to share experiences and reflect on how to apply similar training strategies to enhance adjunct involvement and connections at their institutions.

Cynthia M. Schuemann, Yoelvis Rodriguez and Adrianne Aiko Thompson, Miami Dade College, Padron Campus

Preventing Phrasal Verbs

In this interactive presentation, we will look closely at how much we unknowingly use phrasal verbs with activities. Yet to earn good TOEFL scores or improve already existing ones, ESOL students need to know phrasal verbs well. Educators may tend to think of phrasal verbs as lower-register vocabulary, but some are considered acceptable for academic vocabulary in English. Knowledge of phrasal verbs is not only essential to receive a high TOEFL score but are also crucial for English fluency. Thus, we will discuss fun and innovative ways to teach phrasal verbs. Links to resources will be provided, as well.

Mary Quijano, Volunteers for Adult Literacy in Florida

Preparing the Way: Teaching English Learners in the PreK-12 Classroom

In this session, the focus will be on practical, hands-on strategies for the Pre-K-12 classroom. The session will begin with a brief overview of theories aligned to ESOL strategies, followed by engaging activities for all participants to become more familiar with and be able to immediately implement in their own classrooms. A packet of resources will be provided to all attendees. A case scenario will also be provided to further one’s awareness of ways to work with English learners.

Jane Govoni and Cindy Lovell, University of South Florida
Teaching Higher Order Thinking Skills to Multilingual Students in K-12 Classrooms

Educational systems worldwide underscore the importance of developing Higher Order Thinking Skills (HOTS) to prepare students for the new challenges of the 21st century (Dwyer, Hogan, & Stuart, 2014; OECD, 2014; Preus, 2012). Educators are often troubled about the complexity of developing HOTS with students from linguistically and culturally diverse backgrounds (Campbell, 1994; de Jong & Derrick Mescua, 2003; Heffington, 2019; Hill & Flynn, 2008). This presentation unravels the complexities intertwined with HOTS and multilingual education, provides examples of activities for developing HOTS, and offers recommendations for teaching HOTS to multilingual learners.

Deon Victoria Heffington and José Luis Esparza Aguilar, Universidad de Quintana Roo

Autoethnography as Pedagogy in L2 Academic Composition

Autoethnography has grown in its popularity as a research method within the social sciences, but its usefulness as a pedagogical method in L2 classrooms has been given little attention. Autoethnography as pedagogy has the potential to increase students’ genre awareness and autonomy as writers as well as change their attitudes towards narrative writing. This session will provide L2 academic composition teachers with examples of how autoethnography can be used pedagogically and will explore the benefits of using this pedagogy. Attendees of this session will view a sample assignment and sample syllabus, which they can adapt for their own classroom use.

Sydney McNeill, University of Alabama

Digital Tools to Support the Whole Child

EVERFI provides cost free, web based resources to help address critical skills around early language acquisition, financial literacy, career readiness, social emotional learning and more. This session will give you the tools needed to teach these critical concepts and for students to apply them in real life scenarios. Our FL standards aligned online resources span elementary through high school and are suited for online and in-person classroom settings. All courses presented have closed captioning built in Spanish translation and are available at no cost, thanks to our sponsors!

Michelle Schamp and Mathew Kirouac, EVERFI

What’s So Funny? Describing Sound-Based Humor to American Sign Language Users

Have you ever laughed at a joke and wondered why? Humor is difficult to explain, yet many find it relaxes learners by lowering affective filters. How might sound-based humor be described such that it is made more accessible to Deaf and hard-of-hearing populations? By connecting the central tenet of an existing theory of verbal humor to linguistic features inherent in American Sign Language, an opportunity is born. The current research serves to close the gap between spoken and signed language studies and promotes inclusion by celebrating diverse modes of communication.

Laurel Whitsett, University of Texas

Connecting Student Self-Assessment, Faculty Evaluation and EAP Program Placement

The pandemic forced most of Florida’s state colleges to go online in 2020. At St. Petersburg College, we needed an online alternative to the on campus Levels of English Proficiency (LOEP) placement test. EAP faculty worked together to create a placement test within the Learning Management System that could be proctored using Honorlock. The instrument has continued to evolve and following Miami Dade’s lead, now includes a self-placement component that allows for a comparison of student perception to instructor evaluation. Presenters will share how the online placement test was created and initial findings concerning self-assessment of their English language proficiency, instructor evaluation, and placement into the EAP Program.

Susan Benson and Melanie Paden, St. Petersburg College

Reconnecting to Vocabulary Learning With Corpus-Informed Resources

The goal of this session is to inspire the use of corpus-informed digital tools (e.g., Macmillan Learner Dictionary, SKELL, FLAX Corpus, & EAP Foundation) and word lists (e.g., NAWL, AKL, AFI, & ACL) to promote the students’ active vocabulary learning. The presenter will demonstrate the activities that have worked in her classroom.

Katya Gousakova, Seminole State College of Florida
Fostering Student Agency and Autonomy in Eap Through Teacher-Student Conferences and Self-Assessments

In EAP courses, international students require a robust understanding of differences in rhetorical styles, cultural norms, and types of assignments. Additionally, such courses should assist students to obtain a greater sense of confidence, motivation, and agency to approach and navigate through these differences, their teacher and course expectations, and overall learning objectives. To foster student agency and autonomy, the presenters provide two alternative assessments: structured teacher-student conferences and self-reflection assessments, which have allowed students to successfully progress through their EAP and other American college courses. Handouts will be provided.

Aimee Schoonmaker, University of Central Florida and Nicholas Kostakis, Uceda School of Orlando

Responsive Instruction for Emergent Bilingual Learners: Biology Classrooms in Florida

This presentation highlights the work of Responsive Instruction for Emergent Bilingual Learners (RIEL) Biology, a research project focused on Emergent Bilingual learners’ learning of language and content simultaneously in Florida classrooms. RIEL Biology is a partnership between the University of Florida, the University of South Florida, the NSF, and three school districts. We present data from our first year of implementation including the development of an observation protocol as well as future directions through reconnecting in the 2021-2022 school year.

Amber Deig, University of Florida
A Literature Review of English Learning Motivation for Chinese Students

Few pieces of research on the English learning motivation of middle/high school students from 7th grade to 12th grade, especially those in mainland China. To fill this research gap, this literature review focuses on the question of what shapes the English learning motivation of middle/high school students in mainland China. Based on the socio-culture lens, this literature review explores factors influencing Chinese middle/high school students’ English learning motivation from two perspectives: academic achievement and social network factors. The paper concludes that English scores, teachers, parents, and peers play important roles in shaping students’ English learning motivation in mainland China.

Xiaolu Liu, The University of Florida

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 the language system (phonology, morphology, syntax, semantics, pragmatics) is essential in supporting the language needs of English learners (ELs) in the mainstream classroom. Research shows that knowledge of these linguistic topics enables teachers to create more effective lessons for students from diverse cultural backgrounds and varying English proficiency levels. The session will provide a quick overview of the five areas, followed by hands-on opportunities for all attendees.

Jane Govoni and Cindy Lovell, University of South Florida
**SAFETY FIRST**

- All Hotel Rooms Disinfected
- Antiseptic Stations throughout Conference Areas
- Mini Hand Sanitizers and Masks Provided in every Conference Totebag
- Mask Coverings Required in all inside areas
- Social Distancing Seating in all Presentation Rooms
- SSTESOL Recommends that All Conference Registrants Receive their COVID-19 Vaccinations

**FRIDAY PRESENTATIONS - VIRTUAL**

Friday, 10:00-10:30
Westshore 1 & 2

**A Quasi-Experimental Study on Expressive/Receptive and Executive-Functioning Skills in an Inclusive-Immersion Program**

Friday, 8:00-8:30
Bayshore 1, 2, 3

**FEATURING SPEAKER**

**Chane Eplin**

**English Language Learner (EL) Updates**

This session will provide updates on English Language Learners (ELs) in Florida public schools, with a particular focus on supporting all students. Topics include standards and instruction (Benchmarks in Excellent Student Thinking and English Language Development Standards), literacy, strategic improvement of federal programs, Florida’s Every Student Succeeds Act (ESSA) state plan, the acceleration imperative, 2021 education legislation and Florida’s Assessment of Student Thinking.

**Chane Eplin, Bureau Chief, FLDOE, SALA**

Friday, 9:15 am
Westshore 1 & 2

**Supporting Immigrant Students With Trauma Backgrounds**

Many EL’s come to American schools having faced traumatic experiences that affect their ability to be academically successful. This session will review the types of issues many of these students have faced, how trauma can impact learning, and give educators and building leaders specific ideas for how to make their schools more culturally and linguistically supportive for English learners. We will also provide suggestions for helping students build internal resilience.

**Judith B. O’Loughlin, Language Matters Education Consultants, LLC and Brenda K. Custodio, Ohio State University**

Friday, 9:30-10:00
FRIDAY PRESENTATIONS - VIRTUAL

Identifying, Referring and Servicing Dually Identified EL/SpEd Students
Presenters will review steps educators and administrators can take to ensure English Learner (EL) referrals to special education are appropriate. Participants will explore how educators can collect, analyze and use comparative data to meet the needs of EL’s in making informed decisions about referrals to Special Education thereby reducing disproportionality.

Lynda Idle, CoTESOL and Fran Herbert, ASHA

Friday, 11:30-12:00
Westshore 1 & 2

Impact of English Only Instruction on English Proficiency of ELs
This study is an analysis of the percentage of students making progress on the ACCESS assessment across the number of teachers who completed the Rethinking Equity in the teaching of English Language Learners (RETEL) course, program size, the percentage of ELs within a district, and their English proficiency levels.

Yeukai Imeh, Elms College

Friday, 11:30-12:00
Poinciana I

ELT Programs Striving to Reconstruct Teaching Practices During a Global Pandemic
In this presentation we will examine how three courses related to observation and reflection in an ELT program at public university in central Mexico provided opportunities for student teachers to reflect upon their beliefs and practices and to construct and reconstruct their personal theories of language teaching and learning during COVID-19. Through excerpts from journals, activities and reflective tools, we will show how student teachers report their first experiences with observation, their reflections and learning achievements during these courses.

Irasema Mora-Pablo and M. Martha Lengeling, Universidad de Guanajuato

Friday, 1:30-2:00
Westshore 1 & 2

Vocabulary Strategies for English and Bilingual Learners
This hands-on professional learning opportunity will provide language teachers with strategies such as the use of various types of context clues; dictionary skills; synonyms and antonyms; and word meaning strategies to encourage students to write about fiction and non-fiction. Participants will be able to learn and try awesome strategies that they can implement the following day. The presenter will also share his personal English learning journey and how vocabulary was the key to comprehending English in high school and beyond.

Ric Villasanta, Vista Higher Learning

Friday, 11:00-11:30
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Lynda Idle, CoTESOL and Fran Herbert, ASHA

Friday, 12:00-12:30
Westshore 1 & 2

Redefining the Roles of Teachers in the New Normal Education
This presentation highlights the roles of teachers in the New Normal teaching contexts to ensure the effectiveness of teaching and learning. In particular, the participants will see the required attributes a teacher should have to enhance learner autonomy, motivation, and lifelong learning.

Le Dinh Bao Quoc, VUS - The English Center

Friday, 11:30-12:00
Westshore 1 & 2

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Ric Villasanta, Vista Higher Learning

Friday, 11:00-11:30
Westshore 1 & 2
**FRIDAY PRESENTATIONS - VIRTUAL**

**Friday, 2:00-2:30**
Westshore 1 & 2

**Design and TESOL: A Crossover**
Brianna Dresbach, University of Tampa

There are processes within the designer and educational community that focus on TESOL needs. As a designer and a teacher, a clear understanding of both subjects has presented me with the knowledge to thoroughly evaluate the processes at hand, and question the possibility and application of informed duality. This becomes possible through approaches to educational design, in which techniques become developed under the term design thinking. With the successful applications of design and instruction, students gain access to personally curated thinking. With the successful applications of design and educational design, in which the processes at hand, and question the possibility and application of informed duality. This becomes possible through approaches to educational design, in which techniques become developed under the term design thinking. With the successful applications of design and instruction, students gain access to personally curated thinking.

**L2 Learners’ Lived Experiences in Fully Online Composition Courses at Community Colleges**
Oxanne Jean, Barry University

Distance learning has become an attractive pathway for stakeholders in the field of higher education. A growing number of students enrolled in fully online courses at community colleges are second language (L2) learners who are not fully prepared for college level work and struggle in writing courses (Clausen, 2017; Fernandez, Peyton, & Schaezel, 2017; Flynn, 2016; Kim & Diaz, 2013). A three-dimensional narrative inquiry was conducted to capture the temporal, spatial, and interactional factors that influence the learning experiences of L2 learners who have completed fully online composition courses in community colleges across Southeastern Florida.

**The Power of Affiliate Networks: A Journey to Remember**
Hind Elyas, Niagara College

This session will focus on my professional journey with my local association, TESOL Sudan, and how it was my springboard into the TESOL International world. I aim to provide the audience with an overview of many professional associations that I am affiliated with and how they have helped me learn and expand my professional network. The participants will learn about the benefits of collaboration between associations and the importance of joining their local associations to grow and develop. At the end of the session, the participants will leave with a better understanding of the importance of professional associations, networking, and collaboration.

**FRIDAY PRESENTATIONS - VIRTUAL**

**Friday, 3:00-3:30**
Westshore 1 & 2

**Getting to the CORE for Beginning ELs**
Deland Innocent, Miami Dade County Public Schools

The purpose of this session is to inform participants of the various ways that they can effectively engage and instruct their beginning EL’s in an academic setting in grades K-5. The problem faced by many second-language learners and their teachers is the fact that students must learn grade-level content and language simultaneously across the curriculum. Research shows that students internalize and build on concepts that are correlated, rather than taught in isolation. In this session, the participants are provided with appropriate strategies to engage, differentiate, assess, and facilitate the learning of grade-level content across the curriculum for beginning elementary EL’s.

**Decoding the Impact and Adaptability of COVID-19 on Education System in India**
Christine Kassover and Aviva Katzenell, Florida Atlantic University

The main objective of this study is to review and examine the impact of COVID-19 on the K-12 education system in India, with a specific focus on English language teaching and learning by identifying the perceived barriers, needs, and strategies for implementing successful promotion for better educational outcomes. As mitigating measures there should be scopes of capacity building, skill development through building public-private partnerships, training, and support for digitization of education, adopting blended learning approach, infrastructure development and educational policy changes. These are important for assessing individual, interpersonal, and or community level factors that may influence change in educational outcomes.

**Inheritance Tracks: Using Student Playlists to Build Engagement and Confidence in SLP**
Riya Chakraborty, University of Florida

What have you inherited musically from loved ones? What would you pass on to future generations? These are the questions posed in the activity “Inheritance Tracks.” The lesson encompasses vocabulary, grammar, suprasegmentals, and critical thinking skills in an intimate and supportive platform. Students review, practice, and assess SLP skills through meaningful songs and peer interaction within the classroom community. The opportunity to share personal music choices encourages authenticity and empowerment, which lowers affective barriers resulting in enthusiastic, natural, and purposeful language use.

**AWARDS AND WELCOME RECEPTION**

5:00 pm

Guest Speaker
Addison Davis, Superintendent of Schools, Hillsborough County Public Schools

Entertainment
Island Boys Steel Band

8:00 pm

**Panel Discussion**

**Roundtable**

**Exhibitor**

**US Department of State English Language Programs**

**Paper: Research-oriented**

**Paper: Practice-oriented**

**Workshop/Demo**

**Panel Discussion**

**Exhibitor**
Collective Narration of Stories: Teaching Thematized Vocabulary to Beginner English Learners

Although vocabulary has traditionally been limited within classroom teaching, it plays a crucial role in reading comprehension and effective communication. Material writers and ESL educators often rely on semantic sets to maximize in-class vocabulary instruction. However, research suggests that a quicker and better way to retain new vocabulary might be the use of thematic sets instead. As the COVID-19 pandemic led to a sudden switch to online teaching, factors such as time and students’ engagement became central. This presentation provides an example of a thematic presentation of vocabulary through the collective narration of a story with limited technology involvement.

Sophie Cuocci, University of Central Florida

Intercultural Communication and Multimodal Projects: Connecting Learning to a Global Audience

Grounded in students’ multiliteracy practices and technology skills (New London Group, 1996), educators can ease students’ academic socialization and connect learners to a global community of practice. The presenters will draw on their teaching experiences and share the ways they implemented multimodal projects such as digital duoethography and hybrid escape room with their EAP students to cultivate academic communication awareness, critical reflection on “self” and “other,” education for global citizenship.

Christy Williams, INTO USF and Andrea Enikő Lypka, Pinellas Education Foundation

The Power of Self-Growth: Reconnecting English Language Learners in Transnational Higher Education

English language learners (EL’s) encounter challenges and possibilities in transnational higher education while they experience academic, personal, and cultural disconnections. The presenter will not only share her struggles as an EL in transnational higher education, but also reflect on her self-growth and cultural reconnections about gaining individual accountability, a growth mindset, and positive cultural identifications. This session will also offer recommendations for international students (particularly EL’s), professors, and international centers to help EL’s connect with one another, develop cultural awareness, accept academic challenges, and utilize opportunities as they are adapting to a new school and culture.

Rui Wang, University of North Florida

Expanding Learning and Teaching Horizons With Padlets: Time to Share and Explore

This workshop introduces interactive and communicative activities using Padlet. Padlet is a user-friendly digital tool that provides a single space for communication and resource sharing in real-time and asynchronously. The choice of the presented tool is motivated by the realization that learning in the modern classroom is happening in different contexts and modalities (face-to-face, blended, and distance). During this session, presenters will (a) demonstrate different activities, (b) discuss pedagogical considerations, and (c) guide participants on how to design activities and manage students’ communication flow. In addition, participants will collaborate via Padlet to gain hands-on experience using the tool.

Iona Sarieva and Marcela van Olphen, Saint Leo University
Tips for Getting Published in the SSTESOL Journal

Sunshine State TESOL (SSTESOL) Journal is a double-blind peer-reviewed, practitioner-oriented electronic journal that publishes articles based on current theory, research and practice in the field of teaching English to speakers of other languages (TESOL) in Florida. SSTESOL Journal is a forum for second and foreign language educators at all levels to engage in the ways that theory and practice can inform, shape, and ground teaching practices and perspectives.

Are you an ESOL educator who does some fantastic stuff in the classroom and would like to share what you do with others? Or are you a new researcher who wants to start publishing? This session is all about providing tips for getting your work published. The ultimate goal of SSTESOL Journal is to highlight and facilitate vibrant professional dialogue about ESOL education in Florida.

Tony Erben, SSTESOL

“My Language Learners Seemed Like Ghosts”: Implementing the Seal of Biliteracy

The Seal of Biliteracy was implemented in the State of Florida in 2016, yet small rural school districts face challenges both implementing the Seal and advocating for their English Learner (EL) students. This presentation describes a secondary Spanish teacher’s transformational journey to implement the Seal of Biliteracy (SoBL) in a rural Florida school district. In the context of a professional development (PD) program, the bilingual teacher transformed her own deficit views about bilingualism and implemented the SoBL to disrupt ELs’ existing inequities while positively affecting their own views of bilingualism and their lives in the rural school community.

Nidza Marichal, University of Florida and Arelis Rosario Roldan, Williston Middle High School Teacher

Using Comparative Linguistics in the ESL and Bilingual Education Classrooms

In the process of learning a new language there is a diversity of linguistic (syntactic, lexical and phonological), sociolinguistic and sociocultural contradictions (proxemics, body language, appropriateness, etc.), which arise due to contrasts between students’ mother tongue and the target language. This presentation intends to explain how instructors can use the linguistic comparative method, and with the results obtained from the comparison, instructors will have at their disposal tools to raise awareness of these contradictions and improve their teaching-learning process.

Raydel Hernandez, Miami Dade TESOL

Middle School Students’ Perceptions Towards Their Learning Experiences During Covid 19

In this ethnodrama inquiry, I explored three middle school students’ perceptions of their online learning experiences during Covid 19. This study is essential to highlight students’ feelings during Covid 19 pandemic and their challenges to experience online learning. My discoveries might help teachers and administrators improve the existing system and develop new ways to accommodate students’ needs. The study limitations were hermeneutic considerations and researcher bias. Additionally, the participating students may not have felt comfortable sharing their feelings.

Fatima A. Raafat, University of South Florida
The World Is Your Classroom: Teach Abroad
With the English Language Fellow Program

Learn how you can enhance English language teaching capacity abroad through in-person teaching fellowships and virtual teaching projects 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.

Terrell Hawkins, English Language Programs, U.S. Department of State

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Teachers’ Perceptions of ELLs’ Language Learning in Remote Digital Environments

Teaching in remote and hybrid learning environments has increasingly become the new format for educating students and was accelerated by the COVID-19 pandemic. This presentation will share the results of an exploratory study that examined teachers’ perceptions related to the strategies, resources, and methods used in remote instruction for ELLs’ language learning.

Cheryl Shamon, Melinda Carter and Keya Mukherjee, Saint Leo University

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A Duoethnographic Approach to Uncovering Identity and Equity-Oriented Practices

In this duoethnography, two educators interrogate their transnational teacher-researcher trajectories. Through this equitable partnership, the presenters juxtapose their experiences to unpack the importance of a community of practice, and promote social justice in their classrooms. For minority scholars, their experiences may provide a lens on how a reflective, critical, and dialogic teaching and research framework can transform professional development, interrelatedness, and identity negotiation.

Imelda Bangun and Andrea Enikő Lypka, Pinellas Education Foundation

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In a Land Far Away: Fairy Tales as an Inclusive Teaching Practice

English Learners (ELs) study in US schools from every continent, but regardless of their home country, they bring an additive component of background knowledge regarding childhood stories familiar to them and their family. Such stories can include fairy tales, so it’s important that pre-service teachers (PSTs) learn how to incorporate this literary genre into their classroom reading. Using theories advanced by Joseph Campbell’s work, PSTs can learn how to incorporate fairy tales into their teaching, empowering and including ELs by encouraging them to share their own culturally-imbued versions of these stories.

Anna M. Burnley, Flagler College

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Unearth Educational Equity for English Learners and Dual Language Learners: That is POWER!

ELs encounter possibilities in transnational higher education while they experience academic, personal, and cultural disconnections and other challenges. The presenter will not only share her struggles as an EL in higher education, but also reflect on her self-growth and cultural reconnections about gaining individual accountability, a growth mindset, and positive cultural identifications. This session will offer recommendations for international students, administrators, and professors to help students connect with one another, develop cultural awareness, and overcome academic challenges to adapt to a new school and culture.

Maria M. Torres, Vista Higher Learning

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яемое слово
A Path Forward: A Framework in Leadership and Advocacy for Educators

The challenge to recruit and retain qualified and quality teachers in our communities is higher than ever before. The presenters will discuss ways in which the qualities, language and musts of leadership (L), the power of advocacy (A), the role of commitment (C) to achieve excellence (E) based on research, experience and practice can empower educators at all levels, thereby increase the retention rate of quality teaching. Join this session as we explore ways to strengthen and improve our standing, through LACE (Leadership, Advocacy, Commitment and Excellence), no matter the setting. Participants will leave with an advocacy and leadership guide.

Cindy Fisher, Lee County School District

SEL for EL’s, Creating Optimal Learning and Growth Spaces

In reconnecting, educators must create safe, trauma-informed conditions for language learning. In this workshop, the presenter will provide resources for strengths-based teaching, teaching strategies that calm the fight or flight response so learning can begin, and tools addressing school pressure and minimizing standardized test-taking anxiety. The participants will engage in group exercises creating a centered, mindful, and successful learning community.

Cindy Fisher, Lee County School District

Developing the Academic Vocabulary of ESOL, EAP and IEP Students

This session is aimed at classroom practitioners working with beginner or intermediate ESOL / EAP and IEP students. The purpose of this session is to offer the participants information about several evidence-based tools and suggestions that can support emergent bilinguals to expand their academic vocabularies in terms of breadth and size.

Rebeca Arndt, University of Central Florida

Building Networks as Pathways of Change: PD for Teachers of ELs and Teaching Candidates

This presentation reports on a research study conducted in Volusia County’s elementary schools through a partnership with Stetson University. Two schools, one in a suburban and another in a rural area, were the site of intern placement where mainstream teachers and ESOL teachers participated in a collaborative PD series. The PD’s intended outcome is to improve the instruction of ELs, develop teacher candidates’ cultural competence, and foster collaboration between individuals in the school’s professional learning communities (PLCs) and our university’s teacher-scholars. Results are examined through a theoretical lens of culturally responsive teaching and the authors discuss present and future directions for professional development.

Raisa Ankeny and Mary Ellen Oslick, Stetson University

Breaking Down Baseball’s Language Barriers With the Tampa Bay Rays

While the use of English for Specific Purposes (ESP) has been thoroughly researched, its role in professional sports has been largely neglected. The Tampa Bay Rays are a professional baseball team with a diverse group of players and staff who speak a variety of different languages. This study analyzes the techniques and approaches employed within the team’s language classrooms, as well as rules set in place by Major League Baseball intended to help international players communicate, to see how effective these are in helping players/students learn English and how such programs might be improved by adopting a more ESP-based curriculum.

Taylor Landau, The University of Tampa

Curriculum Internationalization Initiatives

While the use of English for Specific Purposes (ESP) has been thoroughly researched, its role in professional sports has been largely neglected. The Tampa Bay Rays are a professional baseball team with a diverse group of players and staff who speak a variety of different languages. This study analyzes the techniques and approaches employed within the team’s language classrooms, as well as rules set in place by Major League Baseball intended to help international players communicate, to see how effective these are in helping players/students learn English and how such programs might be improved by adopting a more ESP-based curriculum.

Taylor Landau, The University of Tampa

Sunshine State TESOL Conference

11:30 am

Saturday, 11:30-12:15

Bayshore 1

湾shore 2

Bayshore 3

Sunshine State TESOL Conference

12:15 pm

LUNCH COURTESY OF SITESSEL AND WESTSHORE GRAND HOTEL

Sunday, 11:30-12:15

Poinciana III

Sunshine State TESOL Conference

1:30 pm
Harnessing the Power of Music to Support English Language Learners

Music provides an effective way to reconnect with your students post-COVID and is also a proven way to help English Language Learners (ELLs) learn English and transition to a new culture; however, classroom teachers may not know how to incorporate music into their lessons. In this music teacher-led presentation, attendees will learn practical ways to incorporate music into their classroom. You will explore which types of music are most effective for ELLs and ideas on how to collaborate with your school’s music teacher. You will also participate in both elementary and secondary sample lessons. No music experience required!

Melissa Salek, Mayport Elementary School

EAP Online Assessments: Reinforcing Topics With Consistent and Engaging Low-Stake Activities

Language skills development is of utmost importance for international students to achieve university-level demands. This session describes weekly activities that help reinforce, review, and consolidate students’ knowledge in a format that is both autonomous and engaging. These features encourage students to employ their language and academic skills to actively assess their understanding of the concepts seen in the course during the week in a stress-free and fun way. Intentionally designed as low-stakes coursework performed independently, these activities foster students’ study habits and allow them to be agents of their own learning.

Handouts will be provided.

Aimee Schoonmaker, University of Central Florida and Nicholas Kostakis, Uceda School of Orlando

Fostering EL Language Development Through Interactive Stories Using Google Slides

Choose Your Own Adventure, or Choice Story, is where the reader assumes the role of the protagonist and makes choices that determine the main character’s actions and the plot’s outcome. This session is about how to make a choice story using Google Slides, but more importantly how to use Choice Stories to promote EL language development. Have you ever wanted to design your own interactive fiction story? This is a great project for your ELs!

Tony Erben, University of Tampa and Keya Mukherjee, Saint Leo University

PRISM: Cambridge’s HS Newcomer ELD Program - Academic Skills and Critical-Thinking Rich!

Cambridge’s Prism is an ELD program designed specifically for high school EL’s. Students make progress in their ELD classes when there is proper scaffolding provided for teachers so students will be successful English learners. Cambridge University Press did the research and now EL’s have a content rich program which teaches the 4 language domains, while including the most important academic language. Cambridge has infused critical thinking skills throughout the Prism high school ESOL series and provided the students with more rigorous readings and academic vocabulary they need once they mainstream into the core curriculum classes including ELA. Come join us!

Jim Goldstone, Cambridge University Press; Zeynep Erdil Moody, University of South Florida and Ionela Hategan, Hillsborough County Public Schools
Unleashing the Superpowers of Your Secondary LTELs

This presentation will focus on the unique needs of long-term English learners. These students typically have been in a language-learning program for at least six years or more. Many of these students are proficient speakers of English, yet they often struggle in other areas of literacy. However, these talented students have many skills that should be utilized and incorporated into their daily learning.

Jody Nolf, School District of Palm Beach County

Saturday, 1:30-2:15
Poinciana I

A Case Study of a Preservice Teacher’s Language Awareness

Teachers’ language awareness mediates their pedagogical decisions, which affect students’ especially EL’s learning outcome. This case study investigated a mainstream preservice teacher’s (PST’s) language awareness after taking an ESOL (English for Speakers of Other Languages) teacher education course in a southeastern university in the U.S. Through thematic analysis of the interview, think-aloud activity, and course assignment papers, research results demonstrated that this PST viewed language awareness linguistically, culturally and pedagogically. Furthermore, teacher educators should bridge PSTs’ declarative and procedural knowledge of teacher language awareness thus transforming their knowledge about language into teaching practices.

Jing Zhang, College of Education, University of North Florida

Saturday, 1:30-2:15
Poinciana II

Multilingual Learners With Other Than Formalized Learning Experiences: A Proposed Term

Multilingual learners with other than formalized learning experiences (MLs with OTFFE) is proposed as an assets-based term focusing on what students bring to the learning environment. This term could potentially replace the reductionist acronym “SLIFE” for students with limited or interrupted formal education which focuses on what students are lacking. By leveraging the lived experiences that students bring to their learning environment, learning is made more meaningful to them.

Terri L. Mossgrove, WIDA at UW-Madison

Saturday, 2:20-3:05
Bayshore 1

Leveraging Multilingualism for SLIFE: A Culturally Responsive-Sustaining Pedagogical Approach

Through the lens of a culturally responsive-sustaining model, we examine how leveraging their whole linguistic repertoires supports students with limited or interrupted formal education (SLIFE) in developing subject area content knowledge and in advancing their English language skills while validating their own languages and cultural identities. Using the model as a base, we offer suggestions for how educators can re-evaluate and modify pedagogical practices to meet the academic needs of these students

Andrea DeCapua, University of North Florida and Helaine W. Marshall, Long Island University Hudson

Saturday, 2:20-3:05
Bayshore 3

Writing Corrective Feedback in EAP Classes: A Successful Three-tiered Approach

Corrective feedback (CF) in writing is an invaluable aspect of international students’ efforts to improve their writing skills. CF can offer international students a concrete way of improving their weak areas and actively pursue improvement in each of one them. The presenters demonstrate a detailed three-tiered CF approach that provides students with the necessary tools to revise and improve their writing pieces, one sentence at a time. This approach encourages students to go beyond mere revision and understand why they are making the suggested changes on a deeper level. Handouts will be provided.

Aimee Schoonmaker, University of Central Florida and Nicholas Kostakis, Uceda School of Orlando

Saturday, 2:20-3:05
Bayshore 2

Overcoming Cultural Mismatch: Reaching and Teaching Diverse Children

What better way to “reconnect” than through creating your own cultural autobiography and beginning to listen to the stories of others. Building relationships with EL’s is key to supporting quality education for students from culturally and linguistically diverse populations. Becoming a culturally responsive teacher requires you to first take a look inward. Whether you are a teacher in training or an experienced educator, this session is for those who have never created a cultural autobiography! Attend for a chance to win Dr. Fuller’s new book “Overcoming Cultural Mismatch: Reaching and Teaching Diverse Children.”

Abigail Fuller, Ave Maria University

Saturday, 2:20-3:05
Poinciana II
Social Justice in ELT: Navigating the Current Educational Policy Landscape in Florida

Given the current complexity of the educational policy landscape in Florida, this interactive session will discuss the challenges and possibilities of utilizing critical pedagogy in the ELT classroom to address issues of social justice. Presenters will begin with an overview of the renewed focus on diversity and inclusion followed by a brief discussion of the restrictive new educational laws in Florida. The presenters will then discuss the potential of critical approaches for countering pedagogical constraints and invite participants to offer further ideas regarding how diversity and inclusion can still be promoted in the classroom despite the new policy restrictions.

Jennifer Killam, Broward College and Anastasia Khawaja, University of South Florida

A Preliminary Study on the Proportion of Frequent Idioms in Academic Spoken English

Considering EL’s problem in comprehending English idioms, this study estimates the proportion of Liu’s list of frequent idioms occurred in 64,271-word samples of academic spoken discourse (e.g., lectures, group discussions, students’ presentations) in the Michigan Corpus of Academic Spoken English (MICASE). Idioms were operationalized as institutionalized (the degree to be conventionalized), fixed (the flexibility of word sequences), and semantically opaque (the unfeasibility of interpretation based on its constituent parts) phrases. AntConc 3.0. concordance search found a relatively small percentage (2.5%) of frequently used idioms, yet potentially to be unfamiliar to L2 learners due to their semantically opaque nature.

Boniesta Melani, University of Central Florida

Welcome to Your Present Perfect Life!

This fast-paced workshop entitled “Welcome to your Present Perfect Life!” is intended to help teachers with some practical and fun ways to teach the Present Perfect Tense via activities such as games, songs, string chart, timelines, acrostics, Info Gap, Crossword puzzles, board games, visuals, Teach-backs, cartoons, etc. Many teachers find it difficult to teach and explain this very frequent, useful, and fascinating verb tense. Come have fun and enjoy teaching grammar! We invite you to explore YOUR PRESENT PERFECT LIFE!

Mary E. Goodman, Unigran USA and María Rossana Ramírez-Ávila, Universidad Casa Grande

Motivation in Game-Based Language Learning in ESL Contexts

With growing advances in learning technologies, games have been recognized as effective tools for learning purposes (Gee, 2003, 2004; Mitchell & Savill-Smith, 2004). While it has been more recognized in other fields, the motivational impact of ESL games has not been fully explored and is in need of research. This study aims to address how motivation could be enhanced in game-based language learning experience and how it impacts other learning constructs (e.g., engagement; attitude; interaction) to promote a more positive language learning experience.

Sam Youseffard, University of British Columbia

Data Informed Programming for Secondary English Language Learners With Limited Formal Education

Positive impacts on educational opportunities for secondary English Language Learners (EL’s) with limited formal education in public schools may be achieved through thoughtful data collection and disaggregation. Current Florida policy requires schools to college home language and place of origin as well as a review of previous schooling, yet this information is not disaggregated to determine program effectiveness. We will co-construct a framework for data collection and leave with this resource to inform programming and program evaluation.

Terri L. Mossgrove, WIDA at UW-Madison
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

Getting Political: How Opinion Hinders Dialogue in the L2 Class

In May of 2021, teachers across Colombia were called upon to convert their classrooms into ad-hoc spaces for dialogue in which to discuss the massive protests sweeping the country. This session, based on evolving classroom praxis, includes an examination of best practices, classroom activities, and discussion questions for how to manage such politically sensitive conversations in EFL class through the establishing of common norms and the practice of deep listening.

Emilia Cedercroetz, Universidad de los Andes

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

Myths of Bilingualism- Best of NEFTESOL

This interactive session will present prominent myths and misconceptions that exist around bilingualism. With the rise of multilingual learners in schools, it is vital for educators to be aware of these myths to dispel them and meet their needs. Bilingual methods will be shared to equip participants with the instructional approaches necessary to support multilingual learners appropriately. The goal of this presentation is for educators involved in the decision-making process and implementation of emergent bilingual programs such as Sheltered English, English Language Development, Mainstream, and Dual Language Immersion to promote, encourage, and advocate for students to continue using both languages.

Claudia Norez, Duval County Public Schools
SATURDAY PRESENTATIONS - VIRTUAL

10:05 am

Engaging Teaching Tips for EL Teachers
This presentation shares TTELT (Teaching Tips for English Language Teachers) with teachers, globally, encouraging them to get involved in the project. The What, Why and How: What TTELT is, Why we created this nonprofit organization, and How teachers can get involved, will be explained. Teachers will have the opportunity to learn from and contribute to the on-going development of TTELT.
Aileen Hale, TTELT

10:05 am

Saturday, 10:05-11:00
Bayshore 1, 2, 3

KEYNOTE SPEAKER
Grazzia Maria Mendoza Chirinos
Stories of Resilience: Voices from the Field

Educators worldwide have historically had to find different ways to cope with challenges. There are many ways in which we usually respond to situations a) we can either complain about all the difficulties we face or look at it as an opportunity to develop and grow. During this plenary, participants will learn about helpful practices that can motivate, inspire, and create resilience no matter the situation, no matter the challenge.

Grazzia Maria Mendoza, TESOL International Association Board Member

11:00 am

Google Applications for Improving Digital Literacy in Our IET World
Are our adult EL learners tech-ready for this new normal? In this session we will experience how an adult ESOL teacher utilizes Google applications, such as Meet, Jamboard, Classroom, Docs, and more to deliver relevant and engaging instruction, without compromising standards-based instruction.
Pamela Jo Wilson, Palm Beach County School District

11:30 am

Saturday, 10:05-11:00
Bayshore 1, 2, 3

Saturday, 11:30-12:00
Westshore 1 & 2

Reading Strategies: Notable Differences for EL’s
Many commonly employed reading activities and strategies require modifications for EL’s. 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 EL’s at a variety of proficiency levels.
Lynda Franco, Pasco County Schools

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Grouping and Hands-on Activities in the Development of Communicative Competence in ESOL Classrooms

In order to promote the development of communicative competence, there are several aspects an instructor should take into consideration: students’ linguistic level, age range, needs and interests, learning styles, and their real-life context. The use of grouping strategies and hands-on activities are useful techniques to identify students’ linguistic level, needs and interests. The presenter will offer a series of techniques and grouping strategies.

Marivy Melian Palenzuela, Lincoln-Marti Charter Little Havana Campus
Saturday, 2:00-2:30
Westshore 1 & 2

Teaching and Learning in the Time of COVID-19: Addressing Instructional Needs of ELs During Distance Learning

The EL population is approximately 17% of the Miami-Dade County district students’ enrollment. As schools closed due to the pandemic, the school district shifted to distance learning and through guidance from district instructional staff, teachers focused on providing instruction of content that addressed critical standards for distance learning and through guidance from district instructional staff, teachers focused on providing instruction of content that addressed critical standards rather than focusing on previously taught materials. 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, 2:00-2:30
Westshore 1 & 2

Bilingual Lessons for People and the Planet

Introduce environmental stewardship to elementary students while building literacy skills for dual-language learners. Engage in simulation games, an interactive story, and data representation for academic enrichment in science, mathematics, social studies and language arts. Activities explore key life science concepts including carrying capacity in nature and sustainable resource use.

Cristina Valentin, Western Governors University
Saturday, 2:30-3:00
Westshore 1 & 2

Supporting Teaching in Online Learning Environments: A Case for the Six As

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

Formal Emails: Teaching Explicit Pragmatics That Facilitate Connection

While online communication is more important than ever, research continues to demonstrate that EL’s often lack the pragmatic skills to construct formal emails which lead to successful communication with their professors. With explicit explanations, we can empower EL’s to connect and feel comfortable in their sociolinguistic landscape, which likely differs from that of their country of origin. This presentation provides a practical and interactive lesson plan for teaching formal emails, including a detailed consideration of email components, appropriate forms of address, request formation, and exercises which facilitate student understanding of power, distance, and formality in their own relationships.

Sophia Eyerman, Cochine College
Saturday, 2:30-3:00
Poinciana 1

Fostering Social Presence Through the Synchronous Online Flipped Learning Approach – SOFLA®

Being socially present while in online or blended classroom contexts can pose a major challenge to both educators and their students. Yet, it is this social presence that most serves the need to engage meaningfully in accessing, developing, and mastering new course concepts and materials. The Synchronous Online Flipped Learning Approach, SOFLA®, is an active learning model that includes structured, interactive, multimodal activities, both asynchronous and synchronous, in an 8-step learning cycle that reframes and re-energizes our approach to instruction in all learning contexts, boosting social presence. Participants learn how to implement SOFLA® and receive resources for follow-up.

Helaine W. Marshall, Long Island University
Saturday, 3:00-3:30
Westshore 1 & 2
Here a Coup, There a Coup: Teaching Through Political Turbulence

In early 2021, I led a virtual course for education professionals in Myanmar/Burma. This presentation explores the emotional turmoil of teaching through two distinct political events on opposite sides of the globe that interrupted the course: the January 6th attempted coup d’état in the United States and the coup d’état in Myanmar in early February 2021. I share this unique narrative inquiry through a critical theory lens and as a self-described “world and political junkie” EFL educator grappling with ways in which imposing political events can be discussed with cultural sensitivity and empathy.

Julie Dell-Jones, Fulbright/Independent Scholar

Building Early English Language Learners Literacy Skills with iPad

In this interactive session discover ways to enhance early English as a Second Language Learners literacy skills with the power of iPad. Explore how iPad supports readiness standards and language skills in any kind of learning environment. Take a virtual visit into my ESL classroom to experience how iPad programs and features are used in the creation of digital vocabulary activity books, literacy centers, and personalize virtual tasks.

Katie Gardner, Rowan Salisbury Schools, North Carolina

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Alphabetical List of Presenters

Andrea DeCapua (drandreadecapua@gmail.com)
Andrea DeCapua is a teacher, researcher, and educational consultant. Her research interests include struggling language learners, particularly SLIFE, culturally responsive-sustaining teaching, and developing intercultural awareness in a global society. (University of North Florida)
Leveraging Multilingualism for SLIFE: A Culturally Responsive-Sustaining Pedagogical Approach

Amber Deig (a.deig@ufl.edu)
Amber Deig is a Doctoral Student in the School of Teaching and Learning at the University of Florida. Her work focuses upon the learning of emerging bilinguals in K-12 classrooms. (University of Florida)
Responsive Instruction for Emergent Bilingual Learners: Biology Classrooms in Florida

Julie Dell-Jones (juliiedelljones@gmail.com)
Julie Dell-Jones, Ph.D. As a two-time Fulbright Scholar and former English Language Fellow, Julie has over two decades of experience in teacher education and teaching ESL and EFL. She currently lives in Morocco, but calls Florida home. (Fulbright/Independent Scholar)
Here a Coup, There a Coup: Teaching Through Political Turbulence

Grace Ann DiGiacomo (g.digiacomo@fullsail.edu)
G. Ann DiGiacomo teaches at Full Sail University. She has taught at Seminole State, Daytona State, and other colleges in the US and overseas. Ann has an MA in Applied Linguistics from Teachers College, Columbia University NY. (Full Sail University)
Fostering EL Language Development Through Interactive Stories Using Google Slides

Zeynep Erdil-Moody (zerrdil@mail.usf.edu)
Dr. Zeynep Erdil-Moody is a language teacher trainer, a Better Learning Consultant for the Cambridge University Press, an online EAP instructor for the St. Petersburg College, and an ESL instructor at the ELS Center, Tampa. She is also an applied linguist and researcher specialized in TESOL, SLA, L2 teacher education, L2 motivation, and motivational teaching in adult EAP classes. Besides teaching EFL, ESL/EAP, and language teaching pedagogy courses for 18 years, she is also a Fulbright alumna, a BART board member, a Professional Learning Committee member of SSTESOL, and a manuscript reviewer for the Asian EFL Journal. (St. Petersburg College, Cambridge University Press, & ELS Center, Tampa)
Tips for Getting Published in the SSTESOL Journal

Tony Erben (terben9397@gmail.com)
Dr. Erben is Professor and Coordinator of the ESOL Endorsement programs at the University of Tampa. He is the Sunshine State TESOL Vice President and Editor of the SSTESOL Journal and SSTESOL Press. He is the author of Teaching ELs through Technology ( Routledge) and CALLing All Foreign Language Teachers: A looking glass adventure of integrating technology into classroom practice (Eye on Education), Explorando (Top Hat), among others. His recent publication is as editor of SSTESOL’s first book project: 45 Years SSTESOL: A Chronicle of Advocacy, Research and Pedagogy. (University of Tampa)
Fostering EL Language Development Through Interactive Stories Using Google Slides

Sophia Eyerman (eyermans@cochise.edu)
Sophia Eyerman is dedicated to interactive, meaningful learning. She currently teaches adult learners at Cochise College on the border of Arizona and Sonora, Mexico. (Cochise College)
Formal Emails: Teaching Explicit Pragmatics That Facilitate Connection

Abigail Fuller (abigail.fuller@avemaria.edu)
Abigail is Assistant Professor and Chair of the Education Department at Ave Maria University and was an administrator, special education specialist, and teacher in Collier County Public Schools. Her book “Overcoming Cultural Mismatch: Reaching and Teaching Diverse Children” was published by Rowman and Littlefield in July 2021. She earned her degrees in education from Slippery Rock University, Florida Gulf Coast University, and the University of Florida. She lives in Naples with her husband and children. (Ave Maria University)
Teaching Higher Order Thinking Skills to Multilingual Students in K-12 Classrooms
Alphabetical List of Presenters

Margo Gottlieb (margo.gottlieb@wisc.edu)
Margo Gottlieb, PhD, is WIDA’s Co-founder and Lead Developer. Her expertise centers on classroom assessment, curriculum design, and standards development, areas in which she has published extensively. (University of Wisconsin-Madison)

Equity for Multilingual Learners: What is the Role of Common Assessment?
Katya Goussakova (goussakovae@seminolestate.edu)
Dr. Katya Goussakova is a Professor at Seminole State College of Florida where she has been teaching EAP, ESOL, and Language Institute courses for the past 13 years. (Seminole State College of Florida)

Reconnecting to Vocabulary Learning With Corpus-Informed Resources
Jane Gavoni (drjmg7564@gmail.com)
Jane M. Gavoni received her MA in Spanish from Boston College and her PhD in Second Language Acquisition from the University of South Florida. (University of South Florida)

Exploration of Resources for Improving Writing Skills in the Prek-12 Classroom
Amy Habib (ahabib@uwf.edu)
Dr. Habib teaches TESOL courses at UWF. She serves as president of ECTESOL (a SSTESOL chapter). Her research interests include: teacher preparation and ELs, cross-cultural communication/diversity in education, and refugees/SULFE. (University of West Florida)

Exploration of Resources for Improving Writing Skills in the Era of Covid-19
Aileen Hale (aileenhale@gmail.com)
Dr. Hale, COO of www.TTEL.org, is a global educational consultant with expertise in; Teacher Training—ESL Methodology and Service-Learning; Curriculum Development; and Customized International Educational Travel. She has taught ESL/EFL for over 30 years and has trained teachers in Albania, Belize, Bosnia and Herzegovina, Croatia, Cuba, the Dominican Republic, Ecuador, Indonesia, Mexico, Moldova, Poland, South Korea, and the United States. She is bilingual in Spanish; and speaks French, and Romanian. (TTEL)

Engaging Teaching Tips for EL Teachers
Kim Hardiman (kimhardiman@gmail.com)
Kim Hardiman taught TESOL courses at UCF, SSC, and EFSC. She received the Outstanding Educator TESOL Award in 2016. Kim participated in multicultural festivals and encouraged ELs to celebrate diversity. (Daytona State College)

Reconnecting English Learners with Vocabulary Masks, Emotional Journeys, and Real-life Situations
Ioanela Hategan (ioanela.hategan@hcps.net)
Ioanela Hategan is an EL specialist for Hillsborough County Public Schools. She has taught ELs for over 15 years in US and overseas and trains EL educators in her district. (Hillsborough County Public Schools)

PRISM: Cambridge’s HS Newcomer ELD Program - Academic Skills and Critical-Thinking Rich!
Terrell Hawkins (outreach@elpprograms.org)
Terrell is an Outreach Coordinator for the U.S. Department of State English Language Programs. (English Language Programs, U.S. Department of State)

The World Is Your Classroom: Teach Abroad With the English Language Fellow Program
Deon Victoria Heffington (deon@uqroo.edu.mx)
Deon Heffington is an associate professor at Universidad de Quintana Roo. She holds a PhD in Curriculum and Instruction, with a specialization in ESOL and Bilingual Education, from University of Florida. Her research interests include effective instructional practices in English Language Teaching. (Universidad de Quintana Roo)

Teaching Higher Order Thinking Skills to Multilingual Students in K-12 Classrooms
Fran Herbert (frnherbert@gmail.com)
With 40-years’ experience in special education, Fran Herbert is an education consultant with ELs suspected of having a learning disability. As a previous Director of Early Intervention and a Supervisor at the Colorado Department of Education (CDE), Fran led a team in developing policies, procedures, and monitoring for compliance in the provision of special education services for all students with Individual Education Programs (IEPs) in the state of Colorado and on a national level. (ASHA)

Identifying, Referring and Servicing Dually identified EL/SpEd Students
Denise Hernandez (dnieto@fullsail.com)
Denise Nieto Hernandez is currently a Course Director for the Intensive English Program at Full Sail University. She currently consults for AVID, (Advancement Via Individual Determination) an educational non-profit organization. (Full Sail University)

Differentiated Learning in the Virtual Classroom Workshop
Raydel Hernandez (raydelhernandez1982@gmail.com)
Dr. Raydel Hernandez has a Ph.D. in Applied Linguistics with an emphasis in Education. He has distinguished himself in different educational settings that include K-12 and Higher Education as a teacher, researcher, and leader. He has presented in international conferences in England, Cuba, Canada, Ecuador, Colombia and the USA. His professional interests include foreign language teaching, bilingual education, and applied linguistics. He is the current President of Miami Dade TESOL and member of the Sunshine State TESOL Board. (Miami Dade TESOL)

Using Comparative Linguistics in the ESL and Bilingual Education Classrooms
Carla Huck
Carla Huck, M.A. TESOL and Ed.M Urban Education Leadership, is the EL Instructional Leader for Lee County School District and a pre-service teacher educator and doctoral candidate at Florida Gulf Coast University (Lee County School District)

Using the SIOP Model to Engage Teachers of Multilingual Learners in Face to Face or Virtual Professional Learning
Lynda Idle (lyndaide@comcast.net)
Lynda Espinoza Idle has been an educator for over 34 years with 40 years’ experience in special education, Fran Herbert is an education consultant with ELs suspected of having a learning disability. As a previous Director of Early Intervention and a Supervisor at the Colorado Department of Education (CDE), Fran led a team in developing policies, procedures, and monitoring for compliance in the provision of special education services for all students with Individual Education Programs (IEPs) in the state of Colorado and on a national level. (ASHA)

Identifying, Referring and Servicing Dually identified EL/SpEd Students

Veukal Imeh (imehy@elm.edu)
Assistant Professor and Researcher interested in topics concerning Bilingual and Multicultural learning. Imeh’s research investigates teaching practices that bridge the areas of English Language Acquisition and Content Literacy. (Elms College)

Impact of English Only Instruction on English Proficiency of Els
Deland Innocent (dinnocent@dadeschools.net)
Deland Innocent is a district supervisor with M-DOPCS, 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. (Miami Dade County Public Schools)

Getting to the CORE for Beginning ELs
Teaching and Learning in the Time of COVID: Addressing Instructional Needs of ELs During Distance Learning
Oxcanne Jean, PhD, M.S. Ed (oxcanne.jean@nymail. barry.edu.)
Oxcanne Jean is an associate English professor. Her research area of concentration is L2 learners and online education. She has a teaching background in ESOL, English composition, and literacy. (Barry University)

L2 Learners’ Experiedfull in Online Composition Courses at Community Colleges
Christine Kassover (cchromen@fau.edu)
Christine Kassover currently teaches at Florida Atlantic University, Palm Beach State College and Palm Beach County School District. She earned her BA from FAU and MA from University of Miami. (Florida Atlantic University)

Inheritance Tracks: Using Student Playlists to Build Engagement and Confidence in SLP
Aviva Katzenell (akatzenell@fau.edu)
Aviva Katzenell is the Academic Director of the Intensive English Institute at Florida Atlantic University. She has taught in Israel, Britain, and the US and holds a BA, Teacher Training PGCE, and MAs in Publishing and TESOL. (Florida Atlantic University)

Inheritance Tracks: Using Student Playlists to Build Engagement and Confidence in SLP
Matt Kessler (kesslerm@usf.edu)
Matt Kessler is Assistant Professor at the University of South Florida’s Department of World Languages. (University of South Florida)

Leveraging OASIS for EFL Writing Teacher Professional Development Workshops
Anastasia Khawaja (akhkawaja@usf.edu)
Dr. Anastasia Khawaja (she/her) is a senior instructor at INTO
Mr. Kostakis is a Returned Peace Corps Volunteer and recent MA TESOL graduate. He is an ESL Instructor at Uceda School of Orlando, where he teaches adult English learners. (Uceda School of Orlando)

Fostering Student Agency and Autonomy in Eap Through Teacher-Student Conferences and Self-Assessments

EAP Online Assessments: Reinforcing Topics With Consistent and Engaging Low-Stake Activities

Writing Corrective Feedback in EAP Classes: A Successful Three-tiered Approach

Breaking Down Baseball’s Language Barriers With the Tampa Bay Rays

Eric Lau

Eric Y.H. Lau, doctoral candidate in Technology in Education and Second Language Acquisition (TESLA), University of South Florida. His research interests include second/foreign languages acquisition constructs and figurative competence development. John I. Liontas Associate Professor University of South Florida. (University of South Florida)

Reconnecting Research on English Idiomatics to Applied Practices: Some Timely and Appropriate Solutions Under the Spotlight

Cindy Lovell (cindylovell@usf.edu)

Cindy Lovell received her MA in Education from Stetson University in Florida and her PhD in Education at the University of Iowa, specializing in ESOL and Gifted Education. (University of South Florida)

Applying Language Principles in the K-12 Mainstream Classroom Preparing the Way: Teaching English Learners in the PreK-12 Classroom

Andrea Enikő Lypka (alyipka@mail.usf.edu)

Andrea Enikő Lypka has worked with adult learners for over 10 years as an educator and administrator. She has a Ph.D. in Second Language Acquisition and Instructional Technology from the University of South Florida. She is currently 2nd Vice President of STESTOL. Her research interests include instructional technology, L2 literacy, and digital visual research. (Pinellas Education Foundation)

A Path Forward: A Framework in Leadership and Advocacy for Educators

A Duotethographic Approach to Uncovering Identity and Equity-Oriented Practices

Intercultural Communication and Multimodal Projects: Connecting Learning to a Global Audience

Nicholas Kostakis (ngk409@gmail.com)

Matthew Kirouac has a Bachelors of Science in Secondary Social Studies Education from the University of South Florida. Maj taught high school for nearly a decade in Pasco County before joining EVERFI in 2013 where he now serves as Director of Teaching, Learning, and Curriculum, University of North Florida. From Practice to Publication: Guiding Working Teachers and Graduate Students (Re)connecting Language and Education With Technology: Advancing ESOL Education Using AI Digital Tools to Support the Whole Child

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Martha holds a MA in TESOL (West Virginia University, USA) and a Ph.D in Language Studies (Kent University, UK). She is a teacher trainer at the Universidad de Guanajuato and a member of the National System of Researchers in Mexico. She was the Editor-in-Chief of the MEXTESOL Journal. Her research interests include narrative inquiry, teacher development, identity and emotions. (Universidad de Guanajuato)

ELT Programs Striving to Reconstruct Teaching Practices During a Global Pandemic Teacher Educators and Students’ Perspectives Regarding Team Teaching in ELT Teacher Programs

John I. Liontas

John I. Liontas, multiple award-winning editor and author of several dozen publications, is an Associate Professor of Foreign Language and ESOL Education and the 2014-2021 Director of the Technology in Education and Second Language Acquisition (TESLA) doctoral program at the University of South Florida. (University of South Florida)
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Dr. Deniz Salli-Capur is a teacher educator in the Department of Foreign Language Education at Middle East Technical University, Ankara, Turkey. Here, she has been teaching methodology and practicum courses to prospective teachers of English. Her areas of interest are pre-service teacher education, materials design, and program evaluation. (Middle East Technical University, Turkey)

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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. College of Arts and Sciences, Department of Language Studies and the Arts, Saint Leo University

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

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Elif Senen is an EAP instructor and PDU Coordinator in the Modern Language Department at Middle East Technical University, Turkey. Here, she has been teaching EAP classes and organizing and delivering in-service teacher professional development workshops. She is responsible for orientation and teaching observations of the new faculty in the program. Her areas of interest are teaching academic English skills, continuous professional development, teacher training, educational leadership, teacher and student motivation, program design, materials design. (Modern Language Department, Middle East Technical University, Turkey)

Michelle Schampa (mschamp@everfi.com)
Michelle graduating with a degree in Elementary Education from the University of South Florida. Michelle taught elementary school for six years before joining EVERFI in 2019, where she now serves as the Implementation Lead for West Florida, helping to support their implementation of EVERFI resources. (Everfi)

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A Path Forward: A Framework in Leadership and Advocacy

Laurel Whissted
Laurel Whitsett is a Linguistics and TESOL doctoral student at The University of Texas at Arlington and teaches full-time in the Department of Theatre Arts and the Disability Studies minor. (University of Texas)

What's So Funny? Describing Sound-Based Humor to American Sign Language Users

Christy Williams (christywill@usf.edu)
Christy Williams is a Senior Instructor of the English Language Program at the University of South Florida. Her research interests are intercultural communication, distance education, refugee/displaced educational opportunities and materials. She can be reached at christywill@usf.edu (INTO USF)

Intercultural Communication and Multimodal Projects: Connecting Learning to a Global Audience

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Ms. Yuliya Williamson is an emerging ESL teacher in the School District of Escambia County.

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Vocabulary Strategies for English and Bilingual Learners

Martha Voorhees
Collier County Schools
Phenomenal Tips for Classroom Teachers With “Entering” EL Students

Rui Wang (rn01420461@unf.edu)
Rui Wang is an international student from China and a Graduate Research Assistant at the University of North Florida. She is studying Elementary Education with a concentration in TESOL, (University of North Florida)

The Power of Self-Growth: Reconnecting English Language Learners in Transnational Higher Education

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Pamela Jo Wilson is an ESOL teacher and the Academic Support Coordinator for adult ESOL programs in the School District of Palm Beach County. Pamela Jo helped create the district’s Teach@ACEofPBC instructional support website. She holds an A.S. in Data Management and a B.S. in Communications and is the founder of Theo and Charles Learning where she serves her community through faith-based leadership training. (Palm Beach County School District Adult Education)

Google Applications for Improving Digital Literacy in Our IET World.

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

Mrs. Doris P. Young, Ed.S., ESOL Specialist for Polk Public Schools, is experienced in English language development and family engagement. She is an adjunct professor for Polk State College. Her research and focus are on multimedia language acquisition and equity in Education. (Polk County Public Schools, District-Wide)

Social-Emotional Learning Reconnective Curriculum

Sam Youssefifard (sam.yousefifard@ubc.ca)

Sam is an Instructional Technology Designer at University of British Columbia, Canada. He holds a MA in Media and Technology Studies Education from UBC. Working alongside faculty and staff at UBC, provided him with the opportunity of applying his instructional technology design into interdisciplinary practice. (University of British Columbia)

Motivation in Game-Based Language Learning in ESL Contexts

Jing Zhang (jing.zhang1@ufl.edu)

Jing Zhang is a PhD student specializing in ESOL and bilingual education. Her research focuses on preparing K-12 teachers for teaching culturally and linguistically diverse students. (University of Florida)

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