

Future Tense: Entering an Age of Empowerment

**Southeast Regional TESOL
Conference 2019**

hosted by SSTESOL

November 5 - 9, 2019



Orlando, Florida



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WELCOME FROM ORLANDO MAYOR



November 6, 2019



Welcome! On behalf of the City of Orlando, it is my pleasure to welcome you to The City Beautiful for the 2019 Southeast Regional TESOL Conference.

We're thrilled to be hosting a conference that provides educators with access to professional development, resources and networking to help them provide leadership and advocacy in language policy issues.

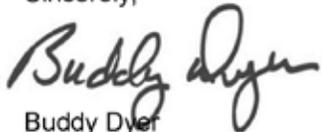
Your conference is set in one of the country's most dynamic cities. With a vibrant dining scene, first-rate hotels, diverse arts and cultural opportunities, endless shopping options and many outdoor activities, Orlando has so much to offer.

I invite you to explore our community during your visit. You probably know that Orlando is America's most-visited destination, but there is so much more.

We're proud that our city is diverse, inclusive and welcoming, which is reflected in our 10 Orlando Main Streets districts, which are filled with unique restaurants and shops. Downtown Orlando is experiencing an entertainment and sports renaissance thanks to venues like the Amway Center and Dr. Phillips Center for the Performing Arts, plus our community's crown jewel, Lake Eola Park.

I hope you have a wonderful conference, but also take some time to discover the other half of Orlando!

Sincerely,



Buddy Dyer
Mayor

OFFICE OF THE MAYOR
Orlando City Hall · 400 South Orange Avenue · Third Floor
PO Box 4990 · Orlando, FL 32802-4990
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GREETINGS FROM SSTESOL



Welcome to the Southeast Regional TESOL Conference! We are pleased to host colleagues from the region and around the world who have come together in Orlando to learn, network, and perhaps even play at one of the local theme parks afterwards.

The theme of the conference this year is *Future Tense: Entering the Age of Empowerment*. Of course, the pun is intentional and yet optimistic. You may wonder, "What do you mean?" The thought behind this year's theme is that while future funding streams, political forces, and demographic shifts may be changing the ways we work and the populations we serve, TESOL professionals remain steadfast advocates of English learners. We are future-oriented and empowered. To that end, we have an excellent line-up of speakers who are going to speak on topics that matter to TESOL teachers and researchers alike. Practitioners from K-12 schools, adult education and community programs, Intensive English Programs, and colleges and universities will find something of interest at this year's conference.

Outside of the conference, opportunities to get involved with Sunshine State TESOL are available throughout the year. If you're looking for inspiration, research-based practices or a teaching tip, check out the SSTESOL Journal published online at sstesol.org. Peruse the contents and consider submitting an article.

Special appreciation goes to Arlene Costello, Conference Chair, Ryan Pontier, Program Chair, and Eric Le Tourneau, Exhibitor Liaison, for organizing the event. They have worked hard to put together a wonderful event. The board and local volunteers will be staffing the registration table throughout the conference. Come by and say hello.

Finally, all are invited to join us at a reception on Thursday evening at Bubba Gumps restaurant located at the entrance to Universal's CityWalk.

Enjoy the conference.
Sunny Salutations.

Michelle Ploetz
SSTESOL President
2018-19

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SETESOL

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SETESOL History

SETESOL is a group of nine affiliates associated with the TESOL International Association. All nine of the affiliates that comprise SETESOL are located in the Southeast. The first SETESOL Conference took place in the 1980s. This effort was conceptualized and led by the English language centers at several universities throughout the Southeast. To bring greater cohesion to these annual regional conferences, an Accord was written in 1990 and approved by its member affiliates. This Accord has been updated regularly. Additional information about SETESOL's history can be found at www.amesol.org/setesol-history.

As indicated by its Accord, SETESOL is overseen by a regional council. This council consists of one official representative from each of its nine member affiliates. The SETESOL council meets twice a year: in fall at the SETESOL conference and in spring at the International TESOL Convention.

As is also indicated in the Accord, the main purpose of SETESOL is to stimulate professional development by having an annual regional conference. The regional SETESOL conference takes place in fall and is hosted by member affiliates on a rotating basis. However,

if the International TESOL Convention is slated for the Southeast, the SETESOL conference does not take place during that same academic year.

The rotation of upcoming SETESOL conferences is as follows:

Fall 2020 VATESOL - Virginia TESOL vatesol.cloverpad.org

Fall 2021 GATESOL - Georgia TESOL gatesol.org

Fall 2022 TNATESOL - Tennessee TESOL tnatesol.org

Fall 2023 Carolina TESOL - North & South Carolina
carolinatesol.shuttlepod.org

Fall 2024 ARKATESOL - Arkansas TESOL arkatesol.org

Fall 2025 LATESOL - Louisiana TESOL latesol.org

Fall 2026 KYTESOL - Kentucky TESOL kytesol.wildapricot.org

Fall 2027 AMTESOL - Alabama/Mississippi TESOL amesol.org

For information about your state's TESOL affiliate, be sure to visit its website. To become more involved with the TESOL profession, consider volunteering at your affiliate's next conference.



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SUNSHINE STATE TESOL OF FLORIDA

SSTESOL History

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

In 1990, Broward separated from Florida TESOL in the southeast, formed the Broward TESOL Council, and joined Gulf TESOL as its first chapter. The next two chapters to join were Northeast Florida TESOL and Treasure Coast TESOL. By 1995, there were about 450 members in Gulf TESOL. A controversial and unifying issue for TESOL folks in the state in the 1990s 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.

Currently, SSTESOL has eight active chapters. In 2006, SSTESOL again hosted the TESOL International Convention in Tampa Bay, and in 2010, the Southeast Regional TESOL Conference in Miami.

Conference Team Members



Michelle Ploetz
SSTESOL President



Arlene Costello
Conference Chair



Ryan Pontier
Program Chair



Eric LeTourneau
Local Conference Chair
and Exhibitor Liaison



Katya Goussakova
Treasurer

SUNSHINE STATE TESOL OF FLORIDA

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Michelle Ploetz

Exhibitor Liaison

Eric LeTourneaux

Treasurer-Elect & Asst. Journal Editor

Keya Mukherjee

Advocacy Liaison

Arlene Costello

SSTESOL Past Presidents

| | |
|-----------|-------------------------|
| 1975–1976 | Carol Cargill |
| 1976–1977 | Mary Jane Schenk |
| 1977–1978 | Jane Harder |
| 1978–1979 | John Rogers |
| 1979–1980 | Sheila Acevedo |
| 1980–1981 | Judy Judd Price |
| 1981–1982 | Pat Byrd |
| 1982–1983 | Bob King |
| 1983–1984 | Susan McFalls |
| 1984–1985 | Jerry Messee |
| 1985–1986 | Bill Powell |
| 1986–1987 | Edwina Hoffman |
| 1987–1988 | Luz Paredes Lono |
| 1988–1989 | Randall Alford |
| 1989–1990 | Consuelo Stebbins |
| 1990–1991 | Yvonne Cadiz |
| 1991–1992 | Linda Evans |
| 1992–1993 | Sandra Fradd |
| 1993–1994 | Nancy Lucas |
| 1994–1995 | Allene Grognet |
| 1995–1996 | Judy Strother |
| 1996–1997 | Pat Ellis |
| 1997–1998 | Judy Jameson |
| 1998–1999 | Michael Kraft |
| 1999–2000 | Marilyn Santos |
| 2000–2001 | Sandra Hancock |
| 2001–2002 | Katherine Dunlop |
| 2002–2003 | Betty Green |
| 2003–2004 | Cheryl Benz/Betty Green |
| 2004–2005 | Suze Lindor |
| 2005–2006 | Jose Carmona |
| 2006–2007 | Carmen Morales-Jones |
| 2007–2008 | Roger Thompson |
| 2008–2009 | Ann Jackman |
| 2009–2010 | Cynthia Schuemann |
| 2010–2011 | Nora Dawkins |
| 2011–2012 | Patricia Grant |
| 2012–2013 | Kisha Bryan |
| 2013–2014 | James May |
| 2014–2015 | Li-Lee Tunceren |
| 2015–2016 | Ester de Jong |
| 2016–2017 | Li-Lee Tunceren |
| 2017–2018 | Tony Erben |
| 2018–2019 | Michelle Ploetz |

IN SINCERE APPRECIATION TO SETESOL CONFERENCE VOLUNTEERS

President — Michelle Ploetz
Conference Chair — Arlene Costello **Program Chair** — Ryan Pontier
Exhibitor Liaison & Local Conference Chair — Eric Letourneauux
Registration Chair — Michelle Ploetz **Finance and Materials Chair** — Katya Guossakova
Donors and Sponsors Committee Co-Chairs — Evangeline Aguirre and Carla Huck
Members — Local SSTESOL Chapters **Awards Committee Chair** — Li-Lee Tunceren
Members — Evangeline Aguirre, Andrea DeCapua, Jane Govoni

SSTESOL Press — Tony Erben **Webmaster** — Mariah Scheumann **Social Media** — Andrea Lypka

Welcome Reception at Bubba Gump Shrimp Company Logistics and Support

Arlene Costello Terri Mussgrove
Eric Letourneauux Bubba Gump Shrimp,
Katya Guossakova Co Manager Marianne
Keya Mukherjee Marsiano and staff

Registration

Keya Mukherjee Michelle Ploetz
Katya Guossakova Krista Royal

Speaker Support

Ryan Pontier Michelle Ploetz
Eric Letourneauux Tony Erben

Certificates, Local Chapters & CEUs

Amany Habib Krista Royal

Proposal Reviewers

Katya Koubek Mariah Schuemann
Stephanie Wasta Lauren Rivas
Rebecca Raine Raab Maria Mercier
Mary Rose-McCully Jane Harvey
Lucas Katz Krista Royal
Raydel Hernández García Christy Williams
Katya Goussakova Renuka Karunaratne
Pamela Patterson James May
Cynthia Duhnam-Gonzalez Soonhyang Kim
M.M. Rose-McCully Patricia Grant

Hospitality

Double Tree by Hilton Hotel SSTESOL Board members
Visit Orlando

Graphic Layout Design Artists

Sophia Benn Garrett Hallbauer

Awards Committee

Chair **Members**
Li-Lee Tunceren Evangeline Aguirre
Andrea DeCapua
Jane Govoni

Technology and Program Support Team

Tony Erben James May Scott Neyman

Marketing

Arlene Costello Chane Eplin
Eric Letourneauux Ryan Pontier

Registration Materials

Arlene Costello Eric Letourneauux Ryan Pontier
Valencia College Global and Continuing Education
International Students and Faculty members

PCI PK-12 Dream Day & PCI Adult Learner volunteers

Eric Letourneauux
Valencia College Global and Continuing Education
International Students and Faculty members

Valencia College Global and Continuing Education International Students

Alfred Joy Mercy Sbahle Mthembu
Seraphim Awuku Katekani Bright Mbowane
Tanvir Mahmud Sangela Pinheiro Nepomuceno
Daris Ramadhan Paula Avellaneda Coy
Wa Muliana Fathi Tamin
Neeraj Mishra Jennifer Daitey
Masindi Randy Methembu Betul Akdemir

University of North Florida Students

Junhwi Kim Julie Johnson

Raffles and Door Prizes

Cheryl Shamon Firoza Rasul

Raffle Tickets

Valencia College Global and Continuing Education
International Students

IN SINCERE APPRECIATION

Exhibitors

| | | |
|---------------------------------------|------------------------|-------------------------------------|
| American College of Education | Tim Haubrock | tim.haubrock@ace.edu |
| Benchmark Education | Chris Romans | cromans@benchmarkeducation.com |
| California University of Pennsylvania | Conne Monroe | monroe@calu.edu |
| Cambridge University Press | Jim Goldstone | jgoldstone@cambridge.org |
| Carnegie Speech | David Oberlin | david@carnegiespeech.com |
| Continental Press | Julio DeCastro | juliovdecastro@gmail.com |
| Curriculum Associates | Maribel Ariano | mariano@cainc.com |
| Drawp for School | Robert Seitelman | rob@moondropapps.com |
| DRC LAS Links | Arlene Baez | abaez@datarecognitioncorp.com |
| English Discoveries | Jill Rosolek | jill.rosolek@englishdiscoveries.net |
| English Language Programs | Caroline Nabors | outreach@ELPrograms.org |
| ESLLibrary.com | Tammy Wik | tammy.wik@gmail.com |
| ESL Supplies LLC | Rebecca Schwartz | ESLsupplies600@gmail.com |
| Feel Good, Inc. | Rechelle Llorito | rechelle@feelgoodinc.org |
| Florida State University | Alyssa Vuono | zherron@fsu.edu |
| Let's Learn English Today! | Rebecca Carter | rebeccacarter603@hotmail.com |
| LinguaLinx | Eric Beaulac | ebeaulac@lingualinx.com |
| National Geographic Learning | Cindy Le | cindy.le@cengage.com |
| Pearson | Malgorzata Jaros-White | malgorzata.jaros-white@pearson.com |
| Pro lingua Associates | Raymond Clark | ray@prolinguaassociates.com |
| Robotel Inc. | Gerry Sullivan | gsullivan@robotel.ca |
| Studica Inc. | Jim Sheehan | jim.sheehan@studica.com |
| Tilley Education | Jim Anderson | janderson@tilleyeducation.com |
| Townsend Press | Dolly DePagter | george.henry@townsendpress.com |
| University of Michigan Press | Jason Contrucci | esladmin@umich.edu |
| Velazquez Press | Jonathan Ruiz | info@academiclearningcompany.com |
| Wiley Education Services | Gloria Kotrady | gkotrady@seu.edu |

State Chapters

Emerald Coast TESOL

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Northeast Florida TESOL

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Bay Area Regional TESOL (BART)

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Central Florida TESOL

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Palm Beach TESOL

Pamela Jo Wilson, wilsonpamelajo@gmail.com

Broward TESOL

Jennifer Killam, browardtesol@gmail.com

Miami Dade TESOL

Raydel Hernandez, rherna24@mdc.edu

Southwest Florida TESOL

Carla Huck, swfltesol@gmail.com

AWARDS 2019

SSTESOL/Badia Scholarship Award

Eszter Erdei - Cooper City High School

SSTESOL Travel Awards

Janine Silva - Belvedere Elementary, Lake Worth

Majeed Noroozi - Florida International University

Huseyin Uysal - University of Florida

Raydel Hernandez Garcia - Miami Dade College

Cynthia Miller - North Bay Charter School, Panama City

María Rossana Ramírez-Ávila - Universidad Casa Grande,
Ecuador

Babak Khoshnevisan - University of South Florida



Introducing the Dr. Goussakova Scholarship Award

Purpose — 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.

Award — 1 award at \$500.00 USD

Guidelines & Criteria —

- Applicant will write a (min) one-page letter of request, which describes the applicant's academic experiences (including ESOL, EAP, IEP, or LI), highlighting personal and academic challenges and achievements.
- Additional information should be included that outlines the applicant's future educational goal(s), and how this award will be used to pursue that goal.
- Recommendation Letter — One letter of recommendation from a current or former teacher will be submitted, providing information relevant to the factors above.
- Follow-up — Awardees agree to maintain contact with the SSTESOL President/Board of Directors for up to one year. If feasible and schedule permitting, awardees will attend the Awards Ceremony during the annual SSTESOL conference to update the organization on their academic pursuits.

Email submission documents to awardschair@sstesol.org or go to www.sstesol.org

For more information on SSTESOL Awards and Travel Grants, please visit www.sstesol.org

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WELCOME RECEPTION

Bubba Gump Shrimp Co.
Universal City Walk

Thursday 6-9pm

Music by The Caribbean Crew Steel Drum Band
Bring your conference badge to gain entrance.



WEDNESDAY PCI SPEAKERS

TEACHERS OF ADULT ENGLISH LEARNERS BREAKOUT SESSION A



Keynote Speaker & Morning Lead Facilitator — Christina Cavage most recently has served as the Director of the Intensive English Institute at Florida Atlantic University in Boca Raton. Prior to FAU, Christina was both a faculty member and director at Savannah College of Art Design and Atlantic Cape Community College in New Jersey. She received her Master's in TESOL from West Virginia

University, and completed a one year fellowship at Princeton University, where she researched blended learning and English Language Learners. Throughout her career, she was worked with English Language Learners and teachers. She has trained numerous teachers all over the world in using digital technologies to enhance and extend learning. She has authored over a dozen ELT textbooks, and several papers, many of which have been presented at conferences including TESOL, National Education Computing Conference (NECC), and the League for Innovation. Currently Christina is an Online Learning Facilitator for Lexia Learning, a Rosetta Stone company. Prior to joining Lexia, she worked in higher education for 28 years.



Featured Speaker & Afternoon Lead Facilitator — Judith B. O'Loughlin, M.Ed. taught ESL at K-12 adult education, and graduate university ESL/ELD/bilingual endorsement programs for more than 25 years. She is the author of chapters in several edited books, including Academic Language in Diverse Classrooms: Mathematics, Grades

3-5, sole author of the Academic Language Accelerator and co-author of Students with Interrupted Formal Education: Where They Are and What They Need. She is one of the TESOL "50 at 50" recognized leaders, in 2016 and received CATESOL Sadae Iwataki Service Award recipient. In 2018, Ms. O'Loughlin was an invited professor for the ILE TESOL Program at Soka University in Tokyo, Japan. She taught an elective course "Teaching the Young EFL Learner," for graduate students preparing to teach EFL in Japan and other Asian countries. Ms. O'Loughlin has been an invited teacher for TESOL Academies in Columbus Ohio, and Stockton University, NJ, with 25 visiting Pakistani EFL professors, as well as invited speaker at TESOL K-12 Day annual events.

K-12 DREAM DAY WORKSHOP BREAKOUT SESSION B



Lead Facilitator — Dr. Joyce Nutta is professor of World Languages Education and the ESOL Endorsement and TESOL PhD Track Coordinator at the University of Central Florida. She is devoted to equipping teachers of all subjects and grade levels with tools and techniques that support English learners' academic achievement and language development.



Panel Member — Dr. Carine Strebel is assistant professor at Stetson University where she teaches stand-alone ESOL courses and oversees the infusion of English learner content throughout the departments' programs. Dr. Strebel focuses on pre-service teacher self-efficacy in working with English learners, coaching, and providing actionable feedback to instructional differentiation specific for the needs of second language learners.



Panel Member — Dr. Florin M. Mihai is a Professor of TESOL and the Director of the Undergraduate TEFL Certificate in the Modern Languages and Literatures Department/College of Arts and Humanities at the University of Central Florida. His expertise is in assessment of English learners.



Panel Member — Dr. Edwidge Crevecoeur-Bryant is an Associate Professor and Coordinator of ESOL (English for Speakers of Other Languages), in the Education Department, at Flagler College, St. Augustine, FL. She is an expert in literacy development and also serves as Co-Director of Agrilti Kominote Alfanèt (AKA), a literacy center in Petit Goâve, Haiti.



Panel Member — Dr. Kouider Mokhtari is the Anderson-Vukelja-Wright Endowed Professor of Literacy Education. He focuses on the acquisition of language and literacy by first and second language learners, with an emphasis on children, adolescents, and adults who can read but have difficulties understanding what they read.

WEDNESDAY PCI BREAKOUT SESSIONS



Dr. Socorro Herrera serves as a professor of Curriculum & Instruction at Kansas State University and directs the Center for Intercultural and Multilingual Advocacy (CIMA) in the College of Education. Her K-12 teaching experience includes an emphasis on literacy development and biography-driven instruction (BDI). Her research focuses on literacy opportunities with culturally and linguistically diverse students, reading strategies, and teacher preparation for diversity in the classroom.

Dr. Herrera has authored 9 textbooks and has authored articles for numerous nationally known journals such as the Bilingual Research Journal, Journal of Research in Education, Journal of Curriculum and Instruction, Journal of Latinos and Education, and Journal of Hispanic Higher Education. In addition to her writing, Dr. Herrera conducts multi-state and international professional development on issues of instruction and assessment with CLD students.



Featured Speaker — Chane Eplin has served Florida's English Language Learners (ELLs) for over 34 years as a teacher, administrator, professor, consultant, tutor, and, perhaps most importantly, as a friend. It has always been his goal to sincerely make a positive difference in the lives of Florida's

ELLs and their families. His goal is to continuously improve as a servant leader as Florida's Student Achievement through Language Acquisition bureau chief. He believes in making progress, and knows that if we provide the appropriate education and tools to our ELLs, they will increase both their language skills and their academic achievement in content areas.



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CONFERENCE SPEAKERS



Keynote Speaker — Peter I. De Costa, Ph.D., is an associate professor in the Department of Linguistics and Languages and the Department of Teacher Education at Michigan State University. He is the co-editor of TESOL Quarterly, and from 2015-2018 served on TESOL's Research Professional Council. In addition to being an engaged

member of TESOL International, he is also actively involved in the American Association for Applied Linguistics and the American Educational Research Association. Peter started his career as an English high school teacher in Singapore, which is where he is from originally. He taught ESL at the University of Wisconsin-Madison for six years, where he earned his doctoral degree. He has also worked with refugee and immigrant youth and adults. As a critical educational linguist, he is concerned about issues surrounding power and inequities that exist in school and society. While his primary areas of research are identity and ideology in second language acquisition, second language teacher education and language policy, his more recent work has focused on language teacher emotions.



Keynote Speaker — Deborah J. Short, Ph.D., directs Academic Language Research & Training, LLC and provides professional development on academic literacy, content-based ESL, and sheltered instruction worldwide. Formerly she was a Division Director at the Center for Applied Linguistics where she co-developed the research-

validated SIOP Model for sheltered instruction. She has directed research and program evaluations on English learners for the Carnegie Corporation of New York, Rockefeller Foundation, U.S. Department of Education, and U.S. Department of Justice, among others. Publications include the SIOP Model books, ESL textbooks for National Geographic Learning/Cengage, and numerous professional journal articles. She has presented at conferences around the U.S. and in Canada, Europe, South America, the Middle East, and New Zealand. She has taught ESL and EFL, in New York, California, Virginia, and the DR Congo. She led The 6 Principles writing team for TESOL and is the President-Elect for 2019-2020.



Plenary Speaker — Diane August, Ph.D., is a managing researcher and directs the Center for English Language Learners at the American Institute for Research (AIR). Her area of expertise is the development of science and literacy in second-language learners in grades PK-12. Currently, she is assisting several states and districts in implementing the

Common Core State Standards for ELLs.

Prior to her position at AIR, Dr. August was a senior research scientist at the Center for Applied Linguistics, where she served as principal investigator for a ten-year National Institute of Child Health and Human Development Program project that investigated the development of literacy in ELLs. She was also co-principal investigator at the National Research and Development Center for English Language Learners, funded by the Institute of Education Sciences (IES). In addition, she was co-principal investigator on two IES-funded studies; the first focused on developing a comprehension assessment for ELLs, and the second focused on implementing and evaluating bilingual and English as a Second Language programs for ELLs. She also served as staff director for the National Literacy Panel on Language Minority Children and Youth.

Previously, Dr. August was a senior program officer at the National Academy of Sciences, where she was study director for the Committee on Developing a Research Agenda on the Education of Limited-English-Proficient and Bilingual Students. Dr. August has worked as a teacher, school administrator, legislative assistant, grants officer for the Carnegie Corporation, and director of education for the Children's Defense Fund. She has published widely in journals and books.



Closing Keynote — Margie McHugh, Ph.D., is Director of the Migration Policy Institute's National Center on Immigrant Integration Policy. The Center is a national hub for leaders in government, community affairs, business, and academia to obtain the insights and knowledge they need to respond to the challenges

and opportunities that today's high rates of immigration pose for communities across the United States. It provides in-depth research, policy analysis, technical assistance, training, and information resource services on a broad range of immigrant integration issues.

Ms. McHugh's work focuses on education quality and access issues for immigrants and their children from early childhood through K-12 and adult, post-secondary, and workforce skills programs. She also leads the Center's work seeking a more coordinated federal response to immigrant integration needs and impacts, and more workable systems for recognition of the education and work experience immigrants bring with them to the United States. An author or co-author of dozens of reports on U.S. integration policy and program topics, she is also the recipient of numerous awards recognizing her efforts to bring diverse constituencies together and tackle tough problems. Ms. McHugh is a graduate of Harvard and Radcliffe Colleges.

CONFERENCE SPEAKERS



Closing Plenary — Rosie Castro Feinberg, Ph.D., is Co-Chair of the Government and Media Relations Committee for LULAC Florida and the moderator for the Sunshine State TESOL Advocacy Mailing list. She was a founding member and government relations chair for both Florida TESOL and Gulf TESOL.

She's been a middle and high school ESOL and Spanish teacher, the director of the University of Miami National Origin Desegregation Assistance Center (the Lau Center) and of several Title III teacher and administrator training grants, a faculty member for the University of Miami and for Florida International University, an author and editor of several books and scholarly articles, an expert witness for public interest law firms, and a consultant to state and federal agencies and to ministries of education on the education of children from language minority groups.

Upon election as a member of the Dade County School Board, Dr. Castro Feinberg became the first Latina chosen countywide for a government office in Dade County

Florida. Her public service includes appointment as a member of Florida's Post Secondary Education Planning Commission, a Trustee for the Public Broadcasting System, a board member for the Florida School Boards Association, and as Chair of the Florida Advisory Council on Bilingual Education. She is also a member of numerous professional organizations on the local, state, and national levels. She is a member of the Sunshine State TESOL.



Featured Speaker — Philip Anderson lives and breathes all things Adult ESOL at the Florida Department of Education Office of Adult Education. Focusing 100% on the needs of teachers and their students, Philip collaborates with career education partners to deliver professional development trainings statewide on curriculum,

instruction, and assessment. Building upon his first English teaching experience in 1974 in the Dominican Republic, then in Puerto Rico and Haiti, Philip continues to seek ways to open doors of opportunity for English learners all across Florida. "Yes, we can!"

Featured Speaker — Chane Eplin *see bio under Wednesday PCI*



Provide Tuition Grants for Educators through American College of Education

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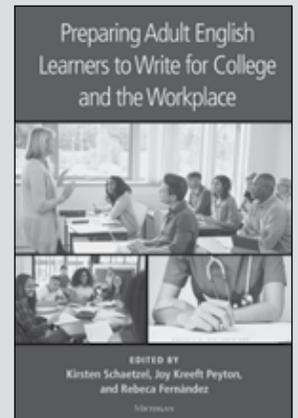
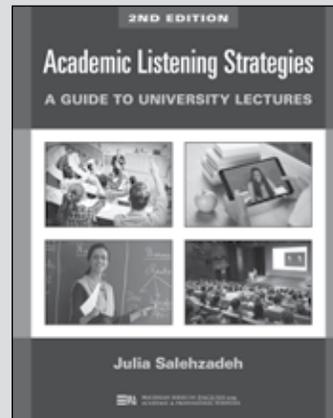
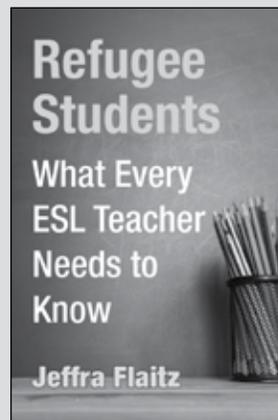
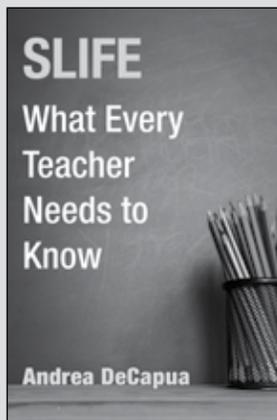
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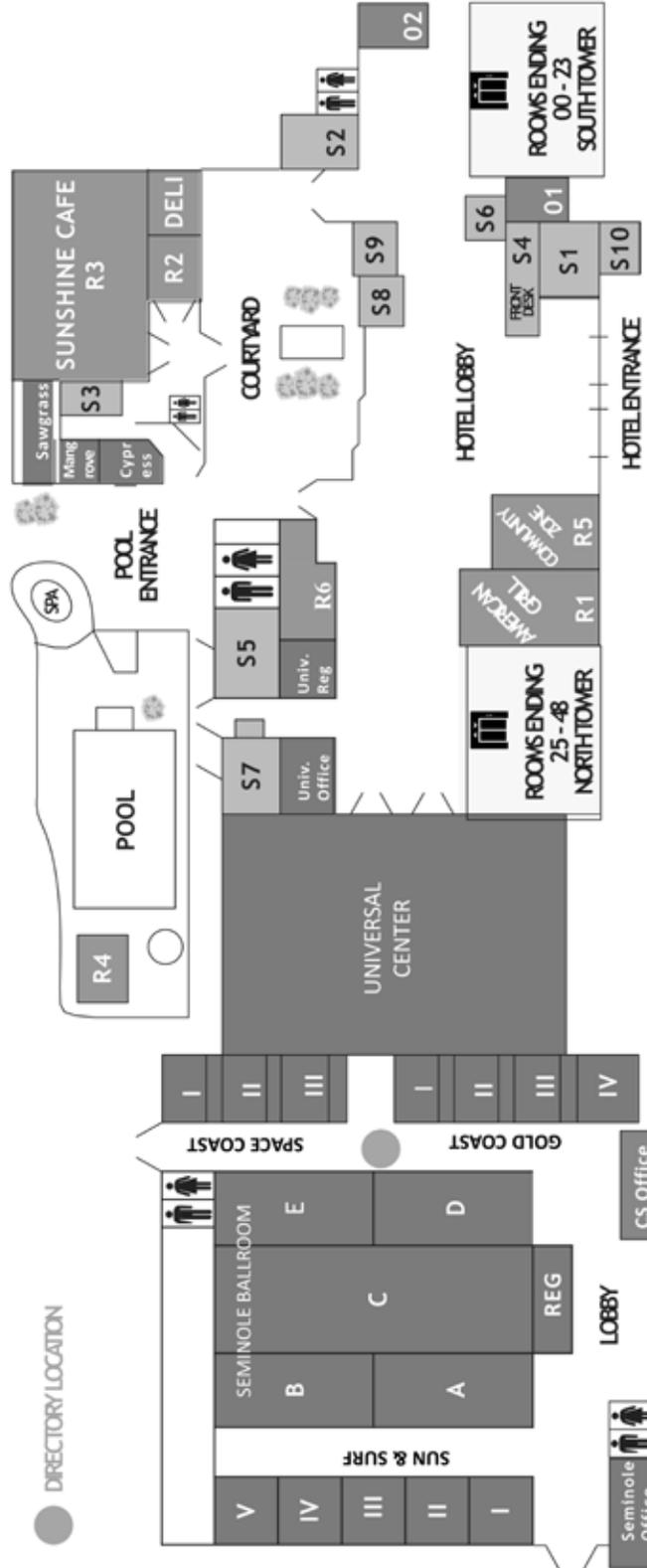
CONFERENCE LAYOUT

- | | | |
|--------------------|---------------------------|----------------------|
| SERVICES | RESTAURANTS / BARS | OFFICES |
| S1 Bell Desk | R1 American Grill | 01 Executive Offices |
| S2 UPS Store | R2 Starbucks / Angelo's | 02 Sales Office |
| S3 Fitness Center | R3 Sunshine Cafe | |
| S4 Front Desk | R4 Pool Bar | |
| S5 Game Room | R5 Community Zone | |
| S6 Gift Shop | R6 Candy/Ice Cream Shop | |
| S7 Guest Laundry | | |
| S8 Universal Desk | | |
| S9 Rent a Car Desk | | |
| S10 Valet Desk | | |

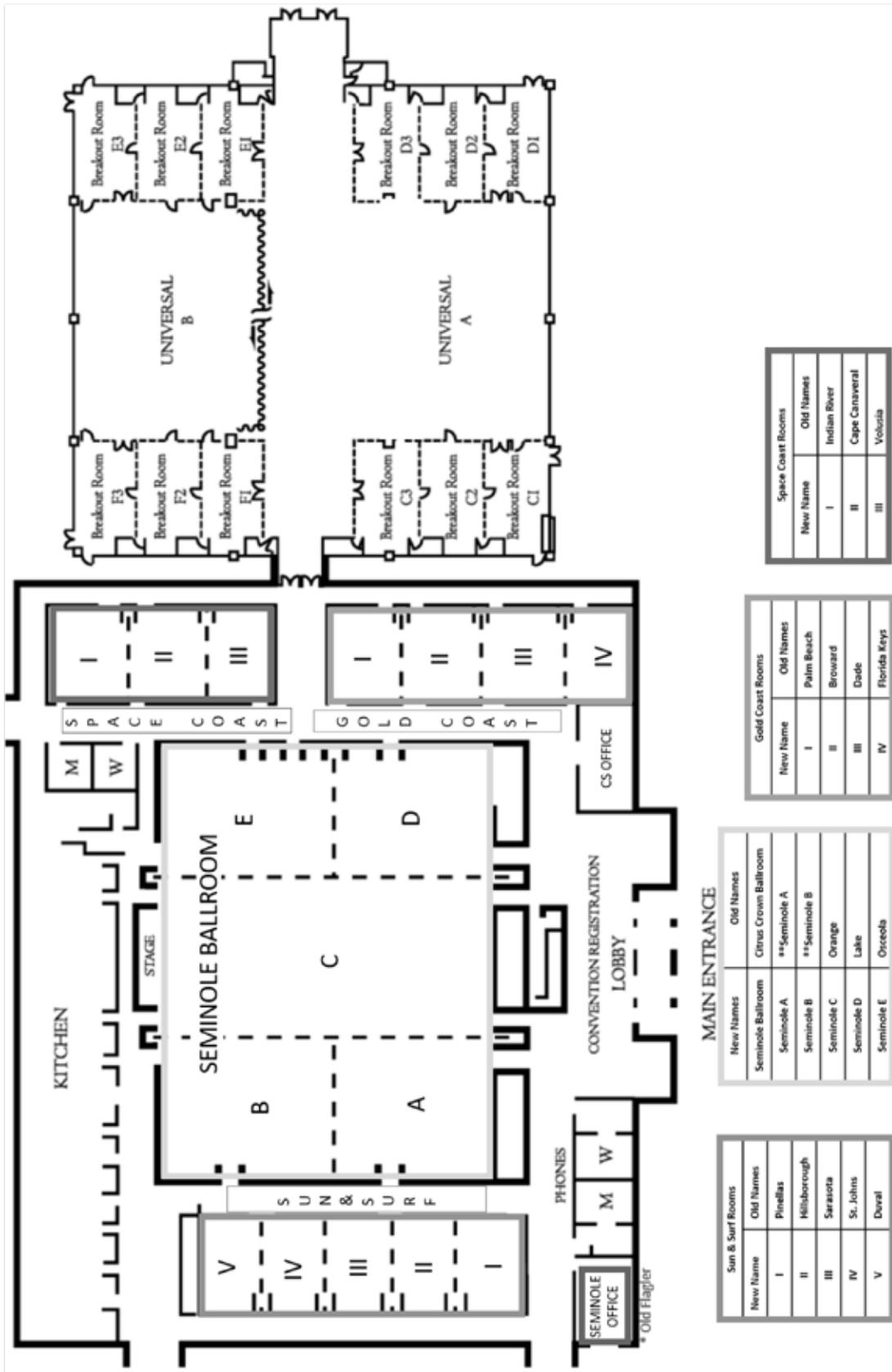


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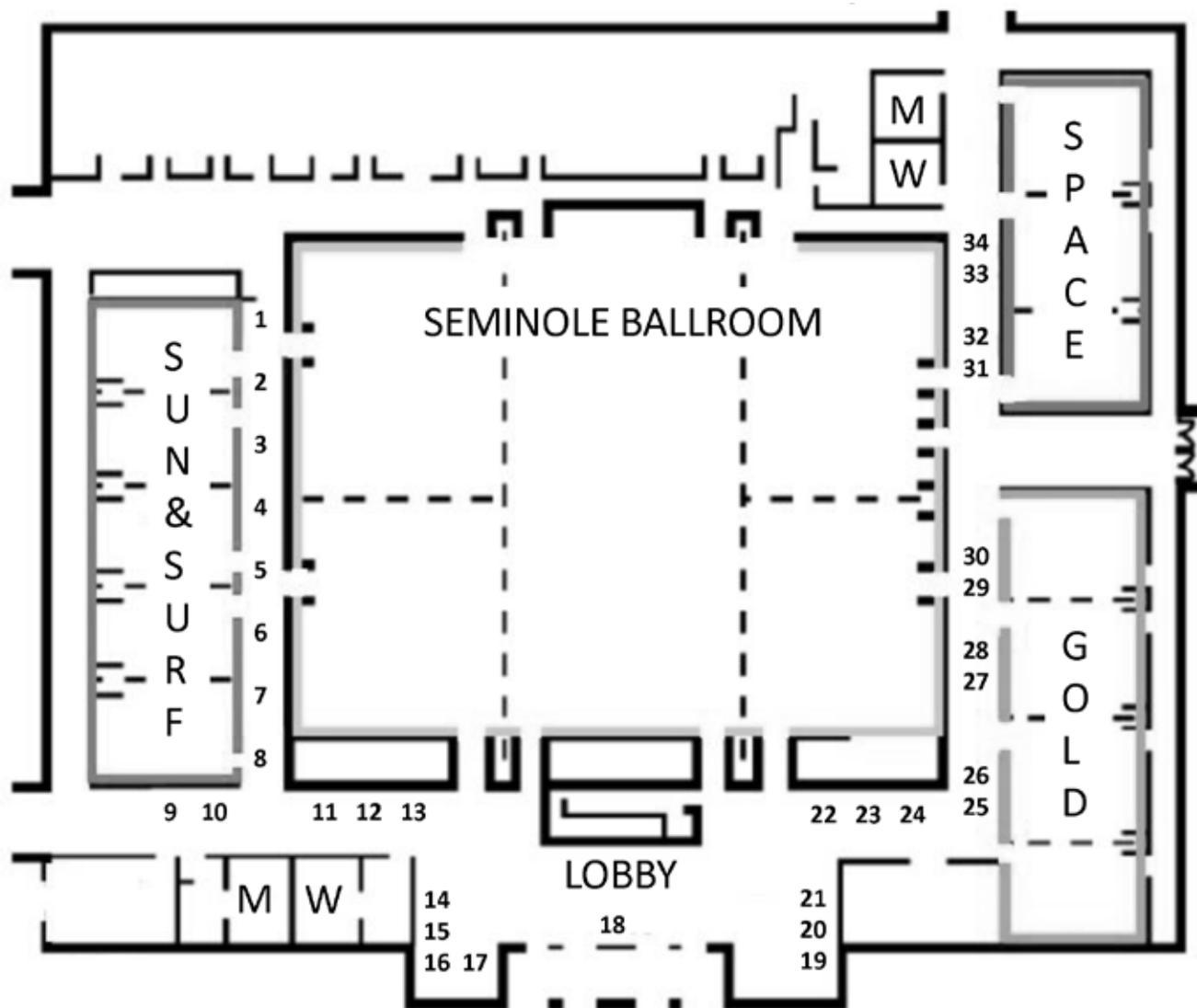
AT THE ENTRANCE TO
UNIVERSAL ORLANDO



● DIRECTORY/LOCATION



EXHIBITOR LAYOUT



| EXHIBITORS | Table # | EXHIBITORS | Table # |
|---------------------------------------|---------|------------------------------|---------|
| American College of Education | 9 | Florida State University | 31 |
| Benchmark Education | 24 | Let's Learn English Today! | 10 |
| California University of Pennsylvania | 4 | LinguaLinx | 6 |
| Cambridge University Press | 22-23 | National Geographic Learning | 14-17 |
| Carnegie Speech | 33 | Pearson | 11 |
| Continental Press | 25 | Pro lingua Associates | 34 |
| Curriculum Associates | 32 | Robotel Inc. | 29 |
| Drawp for School | 5 | SSTESOL | 18 |
| DRC LAS Links | 8 | Studica Inc. | 2 |
| English Discoveries | 12-13 | Tilley Education | 7 |
| English Language Programs | 21 | Townsend Press | 28 |
| ESL Supplies LLC | 27 | University of Michigan Press | 19-20 |
| ESLLibrary.com | 1 | Velazquez Press | 26 |
| Feel Good, Inc. | 30 | Wiley Education Services | 3 |

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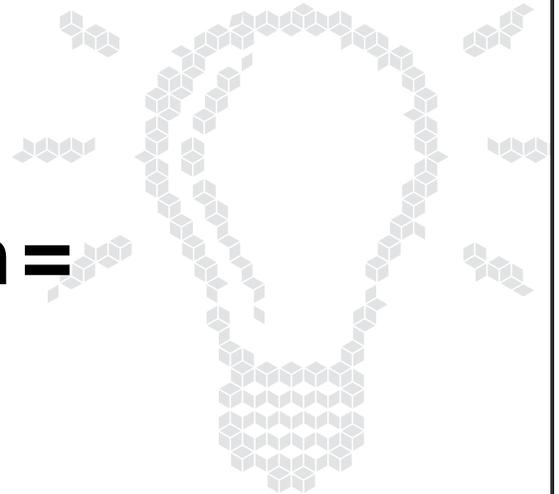
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TUESDAY, NOVEMBER 5, 2019

4:00 – 7:00pm **Registration**

WEDNESDAY, NOVEMBER 6, 2019 PRE-CONFERENCE INSTITUTE (PCI)

8:00 – 9:00am **Opening Keynote**
Seminole A
21st Century Learning and Learner Empowerment
Christina Cavage

9:00 – 9:15 **Coffee Break | Visit Exhibit Hall**

9:15 – 11:15 **Breakout Sessions**

Session A: Teachers of Adult ELs — Seminole A
Teaching Adult English Learners (ELs): Workshop for Instructors and Education Leaders of Adult ELs
Who's Ready to FLIP? — Christina Cavage

Session B: Teachers of K-12 ELs* — Seminole B
Show, Tell, Build: Instructional Tools and Techniques that Support K-12 English Learners' Achievement Panel — Dr. Joyce Nutta, Dr. Carine Strebels, Dr. Florin Mihai, Dr. Edwidge Crevecoeur-Bryant, Dr. Kouider Mokhtari

Session C: Teachers of K-12 ELs* — Sun & Surf V
Achieving Equity: Anchoring Your Literacy Practices in the Lived Experiences of the Learner
Speaker — Dr. Socorro Herrera

Session D
Site Visit – Valencia College West Campus
ESOL and IEP Programs Coordinator: Eric Letourneauux

11:20 – 12:00 **Joint K-12 Sessions**
Sun & Surf V
Connections: Policy, Standards & Instruction
Speaker — Chane Eplin

12:00 – 1:15 **Lunch on your Own**

1:15 – 3:45 **Breakout Sessions**

Session A: Teachers of Adult ELs — Seminole A
The Six Principles for Exemplary Teaching of English Learners: Empowering Teachers and Learners
Speaker — Judith O'Loughlin

Session B: Teachers of K-12 ELs* — Seminole B
Show, Tell, Build: Instructional Tools and Techniques that Support K-12 English Learners' Achievement Panel — Dr. Joyce Nutta, Dr. Carine Strebels, Dr. Florin Mihai, Dr. Edwidge Crevecoeur-Bryant, Dr. Kouider Mokhtari

Session C: Teachers of K-12 ELs* — Sun & Surf V
Navigating and Accelerating Authentic Literacy Development for Culturally and Linguistically Diverse Students
Speaker — Dr. Socorro Herrera

Session D
Site Visit – Valencia College West Campus
ESOL and IEP Programs Coordinator: Eric Letourneauux

3:45 – 4:00 **Coffee Break | Visit Exhibit Hall**

*Note: Teachers of K-12 ELs must attend the same session after the lunch break.

- 4:00 – 4:45 **Closing Keynote**
Seminole A
Motivating All Educators to Move from Obstructive to Constructive Beliefs About the English Learner
Judith O'Loughlin
- 4:00 – 7:00 **Registration for SETESOL Regional Conference**

THURSDAY, NOVEMBER 7, 2019 CONFERENCE AT-A-GLANCE

- 8:00 – 5:00pm **Registration**
- 8:30 – 8:50am **Opening Ceremony**
Welcome — Dr. Michelle Ploetz, SSTESOL President
Presentation of Colors — Major John Murphy, VFW 4287, Honor Guard
Overview of Conference — Dr. Arlene Costello, SSTESOL First Vice-President
- 8:50 – 9:40 **Keynote Address**
The Emotional and Identity Turn in Second Language Teacher Education: Prospects and Possibilities
Dr. Peter De Costa
- 9:45 – 10:15 **Grand Opening of Exhibit Hall**
- 10:15 – 11:00 **Concurrent Sessions**
Featured Speaker
Empowering Districts in Implementing ESSA Plans
Chane Eplin
- 11:00 – 11:15 **Break | Visit Exhibit Hall**
- 11:15 – 12:00 **Concurrent Sessions**
Featured Speaker
Researching Language Teacher and Emotions
Dr. Peter De Costa
- 12:00 – 1:15 **Lunch on your Own**
- 1:15 – 2:00 **Poster Presentations**
- 2:00 – 2:15 **Break | Visit Exhibit Hall**
- 2:15 – 3:15 **Keynote Address**
Building Community to Empower Ourselves and Others
Dr. Deborah Short
- 3:15 – 3:30 **Break | Visit Exhibit Hall**
- 3:30 – 4:15 **Concurrent Sessions**
- 4:15 – 4:30 **Break | Visit Exhibit Hall**
- 4:30 – 5:15 **Concurrent Sessions**
Featured Speaker
Implementing The 6 Principles in Your K-12 Classroom and School
Dr. Deborah Short
- 6:00 – 9:00 **Welcome Reception**
Bubba Gump Shrimp Company, Universal City Walk, Orlando

FRIDAY, NOVEMBER 8, 2019 CONFERENCE AT-A-GLANCE

8:00 – 5:00pm **Registration**

8:30 – 9:15 **Concurrent Sessions**

Featured Speaker

Empower Teachers of Adult Learners with The 6 Principles
Dr. Deborah Short

9:15 – 9:30 **Break | Visit Exhibits**

9:30 – 10:30 **Keynote Address**

Enhancing Education for ELs Through Evidence-Based Practices: Findings from Promoting the Educational Success of Children and Youth Learning English: Promising Futures
Dr. Diane August

10:30 – 11:00 **Break | Visit Exhibit Hall and Exhibitor's Mini Presentations**

11:00 – 11:45 **Concurrent Sessions**

Featured Speaker

Enhancing Education for ELs through Evidence-based Practices: Exemplars for Educators
Dr. Diane August

11:45 – 12:00 **Break | Visit Exhibit Hall**

12:00 – 1:30 **SETESOL Awards Luncheon**

1:45 – 2:30 **Concurrent Sessions**

Featured Speaker

Empowering Parents of English Learners
Phillip Anderson

2:30 – 2:45 **Break | Visit Exhibit Hall**

2:45 – 3:30 **Concurrent Sessions**

3:30 – 3:45 **Break | Visit Exhibit Hall**

3:45 – 4:30 **Round Table Sessions**

4:30 – 4:45 **Break | Visit Exhibit Hall**

4:45 – 5:30 **Concurrent Sessions**

6:30 – 7:30 **Free Evening: Explore Orlando**

SATURDAY, NOVEMBER 9, 2019 CONFERENCE AT-A-GLANCE

8:00 – 11:00am **Registration**

8:00 – 8:45 **Concurrent Sessions**

8:45 – 9:00 **Break | Visit Exhibit Hall**

9:00 – 10:00 **Closing Keynote**

*Turbulent Times for Immigrant Families: Responding to Challenges
at the Intersection of the Immigration and Education Fields*
Dr. Margie McHugh

10:00 – 10:15 **Break | Visit Exhibit Hall**

10:15 – 11:00 **Concurrent Sessions**

11:00 – 11:30 **Break | Visit Exhibit Hall**

11:30 – 12:30 **Closing Plenary**

Past Victories, Current Issues, Future Prospects
Dr. Rosa Castro Feinberg

12:30 – 1:00 **Door Prizes**

1:15 – 2:00 **SSTESOL Board Meeting**

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WEDNESDAY PRE-CONFERENCE INSTITUTE

Opening Keynote *Christina Cavage*

8:00 – 9:00am
Seminole A

21st Century Learning and Learner Empowerment

Adult and adolescent learners need to develop language skills, but they also need to have 21st century skills for success. The keynote walks participants through the framework of the 4Cs. You learn what the 4C's are and how instructional practices that embed the 4C's enhance and deeper engage English Learners. The speaker identifies strategies and learning activities that employ a 4C approach. Participants learn how employing this approach can lead to greater learner gains and a better understanding of what it takes beyond language for academic success. Additionally, the presenter shows how English Language Learners experience a deeper level of engagement, but are empowered and develop skills that enable them to become autonomous learners.

9:00am

**COFFEE BREAK
VISIT EXHIBIT HALL**

9:15am

A

9:15 – 11:45am
Seminole A

Who's Ready to FLIP?

In today's technological revolution, we are bombarded with terms like blended learning, the FLIPped classroom and micro learning. What do these terms mean, and how can the effectively be implemented with EAP and Adult learners when time is limited, outcomes are numerous and differentiating learning can be challenging? How can a teacher leverage digital tools to address these issues? This session will define key terms and demonstrate how to differentiate instruction effectively and efficiently by employing the FLIPped approach, while assessing student learning outcomes with creative and non-traditional assessments. Each pillar is broken down, with examples. Teachers walk away with classroom ideas, and strategies to get started.

Christina Cavage

B

9:15 – 11:15am
Seminole B

Show, Tell, Build: Instructional Tools and Techniques that Support K-12 English Learners' Achievement

Participants in this interactive workshop will experience key tools and techniques they can use with K-12 English learners of different English proficiency levels. As learning about tools and techniques for English learners (the what) is only part of what makes a teacher successful with ELs, the workshop also emphasizes the how, when, where, and with whom to use them.

The day is divided into four main sessions:

- 1) Developing L2 vision: A simple procedure for identifying where support for English learners is needed
- 2) Showing and telling: Support for English learners in learning academic subjects
- 3) Building: Development of English learners' listening, speaking, reading, and writing skills
- 4) Afternoon tea with the authors: Focused, small group interactions with experts in ESOL, dual language instruction, reading comprehension, literacy development, and assessment for English learners.

Dr. Joyce Nutta, Dr. Carine Strebelt, Dr. Florin Mihai, Dr. Edwidge Crevecoeur-Bryant, and Dr. Kouider Mokhtari

C

9:15 – 11:15am
Sun & Surf V

Achieving Equity: Anchoring Your Literacy Practices in the Lived Experiences of the Learner

This hands-on session will begin with *Images as catalyst* for learning, which will move beyond the traditional use of visuals for instruction to map new ways images may be maximized throughout the lesson to promote listening, speaking, reading, writing and thinking, as well as ways to identify applicable strategies for classroom use. Next, participants will identify new strategies that will enhance cross-cultural teaching of vocabulary. Finally, during Words and comprehension: Where is the link? Participants will review the key attributes of reading for comprehension. Participants in this session will be guided to think beyond the obvious in literacy development.

Dr. Socorro Herrera

A

Session A: Teaching Adult English Learners: Workshops for Instructors and Education Leaders

B

Session B: K-12 Dream Day: Workshops for K-12 Teachers and School Leaders

WEDNESDAY PRE-CONFERENCE INSTITUTE

Site Visit

Valencia College West Campus
ESOL and IEP Programs

9:15 – 3:00pm

Joint K-12 Session

Chane Eplin

11:20am – 12:00pm
Sun & Surf V

Connections: Policy, Standards and Instruction

This session will discuss Florida's approved ESSA plan with its report card and federal index requirements as well as supports for schools in Targeted Support and Intervention and Comprehensive Support and Intervention based on their report card. Additionally, this session will provide the opportunity for collaboration on topics of interest and challenges for states in the Southeast region related to ESSA implementation.

11:45am

LUNCH ON YOUR OWN

1:15pm

A

The Six Principles for Exemplary Teaching of English Learners: Empowering Teachers and Learners

This interactive session will explore various ways in which teachers of adult English language learners and instructional leaders can address the changes to English language acquisition (ELA) and integrated English literacy and civics education (IELCE) service required by the Workforce Innovation and Opportunity Act (WIOA). WIOA requires that ELA services lead to attainment of a high school diploma or its recognized equivalent and transition to postsecondary education and training or employment. The statute also requires that IELCE services be delivered in combination with integrated education and training that is part of a career pathway. Participants will learn about resources available through the U. S. Department of Education's Office of Career, Technical, and Adult Education to help them address these challenges.

Judith B. O'Loughlin

1:15 – 3:45pm
Seminole A

B

Show, Tell, Build: Instructional Tools and Techniques that Support K-12 English Learners' Achievement (cont.)

Dr. Joyce Nutta, Dr. Carine Strebek, Dr. Florin Mihai, Dr. Edwidge Crevecoeur-Bryant, and Dr. Kouider Mokhtari

1:15 – 3:45pm
Seminole B

C

Navigating and Accelerating Authentic Literacy Development for Culturally and Linguistically Diverse Students

This hands-on session will begin with *Images as catalyst* for learning, which will move beyond the traditional use of visuals for instruction to map new ways images may be maximized throughout the lesson to promote listening, speaking, reading, writing and thinking, as well as ways to identify applicable strategies for classroom use. Next, participants will identify new strategies that will enhance cross-cultural teaching of vocabulary. Finally, during Words and comprehension: Where is the link? Participants will review the key attributes of reading for comprehension. Participants in this session will be guided to think beyond the obvious in literacy development.

Dr. Socorro Herrera

1:15 – 3:45pm
Sun & Surf V

3:45pm

**COFFEE BREAK
VISIT EXHIBIT HALL**

4:00pm

Closing Keynote

Judith B. O'Loughlin

4:00 – 4:45pm
Seminole A

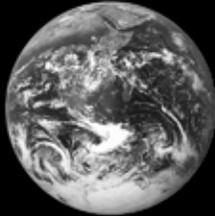
Motivating All Educators to Move from Obstructive to Constructive Beliefs About the English Learner

Innovation and opportunity are key concepts for the effective instruction of English learners at all levels of instruction from K-adult learners. How does one become an effective and innovative educator? It begins with recognizing and dispelling the obstructive beliefs about teaching and learning. Only then can an educator include and provide opportunities for innovative instruction. The presenter provides examples of innovation that can only be explored with an understanding of how students learn.

C

Session C: K-12 Teachers and School Leaders

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THURSDAY SESSION DESCRIPTIONS

8:00am

REGISTRATION

5:00pm

Opening Ceremony 8:30 – 8:50am
Seminole C

Presentation of Colors - Major John Murphy,
VFW 4287, Honor Guard

Pledge of Allegiance - Julie Johnson, University of
North Florida

Welcome Remarks - Dr. Michelle Ploetz, President,
Sunshine State TESOL of FL

Recognition of Special Guests and Southeast
Regional TESOL Council

Recognition of the Conference and Program Chairs

Introduction of Keynote Speaker - Dr. Arlene
Costello, First Vice President & Conference Chair

Keynote Address 8:50 – 9:40am
Dr. Peter I. De Costa Seminole C
Assoc. Prof., Michigan State University

The Emotional and Identity Turn in Second Language Teacher Education: Prospects and Possibilities

Following the growing interest in language teacher identity (De Costa & Norton, 2017) and sociocultural turn (Zembylas, 2005) in teacher emotion research, I examine second language teacher emotions from a positive psychology and critical perspective. Importantly, both lines of research consider the ecologies in which teachers are embedded. To illustrate the vibrant and burgeoning language teacher emotion and identity research agenda, I elaborate on three recently published studies. I also explore how the second language teacher education research landscape can be enriched by a systematic investigation of teacher emotion labor with a view to advocate for language teaching professionals.

Closing Remarks, Overview of Conference -
Dr. Arlene Costello, Conference Chair

9:45am

GRAND OPENING OF EXHIBIT HALL Gulf Coast/Sun Coast/Lobby

10:15am

Welcome - Eric Letourneau, *Exhibit Liaison & Local Conference Chair*

Ribbon Cutting - Dr. Michelle Ploetz, *President, SSTESOL of FL; Chair, SETESOL Council*; Eric Letourneau, *Exhibit Liaison & Local Conference Chair*; Chane Eplin, *Bureau Chief, Student Achievement through Language Acquisition, FL Department of Education*



10:15 – 11:00am
Seminole A

Empowering Districts in Implementing ESSA Plans

This session will discuss Florida's approved ESSA plan with its report card and federal index requirements as well as supports for schools in Targeted Support and Intervention and Comprehensive Support and Intervention based on their report card. Additionally, this session will provide the opportunity for collaboration on topics of interest and challenges for states in the Southeast region related to ESSA implementation.

Chane Eplin



10:15 – 11:00am
Gulf Coast I

Integrated Skills Courses for Adults "Have Your Choice"

If you're looking for an ESOL course for young adults and adult learners of English, look no farther! Cambridge University Press has 5 options, and all of these courses are excellent ones. Each has their own features and benefits and the presenter, will make it easy for you to decide which one is best for your program. Jim will be giving out free samples, showing you how to get a few great Apps which are free, and he will also be asking the participants what features they believe contribute to making a good adult ESOL program.

James Goldstone



Teacher
Education



Technology/
Other



Workshop/
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Practice-
Oriented



Exhibitor



Research-
Oriented

THURSDAY SESSION DESCRIPTIONS



10:15 – 11:00am
Gulf Coast II

Understanding Linguicism and Managing Microaggressions in Education

The current cultural climate in U.S. had led to a resurgence of Linguicism in society and even in education. In this session, participants will examine the origins of Linguicism and reflect on its effects. How does understanding microaggressions connect to our work as educators? How can we manage these microaggressions within our sphere of influence? How do we ensure our schools and classrooms are safe spaces for language development and language coaching opportunities?

Denise Nieto Hernandez



10:15 – 11:00am
Gulf Coast III

Pronunciation Bootcamp: Empowering Teachers

This interactive workshop offers ESL/EFL teachers an opportunity to review the basic elements of English pronunciation. The aim of the workshop is to empower all English language teachers to make effective choices in the teaching of pronunciation, especially features of stress, voicing, and intonation. This workshop supports teachers in recognizing students' needs and addressing common pronunciation problems that come up during regular lessons. The session includes videos and interactive activities that offer participants an opportunity to work with other teachers through focused practice. Topics covered include consonant sounds, minimal pairs, place of articulation, problem identification, and resources for teachers.

Lewis M. Malamed, Michelle Snider



10:15 – 11:00am
Gulf Coast IV

The Role of Accuracy in Speaking Skills

This proposal intends to model a variety of activities, techniques, and resources we can use in the teaching-learning process of speaking skills through the use of a dialogue. The methodological tools provided are paramount in the formation of language habits.

Raydel Hernandez, Amanda de Varona



10:15 – 11:00am
Sun & Surf I

How Are We Creating Language-Rich Classrooms for Our English Learners in HRCE Schools?

In this workshop, an overview will be provided through videos and a discussion emphasizing the importance of creating language-rich classrooms for supporting language learners across the content areas. Focus on collaboration and co-teaching will highlight how EAL learners are meeting outcomes while finding and developing their English academic voice along the way.

Sonja Grcic-Stuart



10:15 – 11:00am
Sun & Surf II

Providing Professional Development a Different Way: Using a Blog

Providing professional development in a different way: using a blog as a method of connecting with your teachers. The TEACHER HUB blog from the NYPL connects teachers throughout three boroughs, providing them with PD opportunities such as links to free webinars, events, journal articles, lesson plan activities and other resources.

Elizabeth Schade



10:15 – 11:00am
Sun & Surf III

A Corpus Workshop for Non-Corpus Teachers: Empowering Classrooms through Data-Driven Learning

The purpose of this workshop is to introduce non-corpus teachers to simple corpus tools and to demonstrate how these tools can be incorporated in the classroom without requiring advanced technical knowledge. During this session, attendees will be provided with sample lesson plans and materials, which they will adapt or use to create a corpus-based activity appropriate to their teaching context. The goal of this session is that teachers will understand simple ways to use corpus tools and to provide them with the novice-friendly resources required to practice these tools at home.

Andrew Davis



Adult ESL
Adult Ed



Advocacy



Dual
Language



EAP/
IEP



EFL



K-12
Programs

THURSDAY SESSION DESCRIPTIONS



10:15 – 11:00am
Sun & Surf IV

Growing through Reflection: Practical Strategies for Guided Reflection in the Classroom

Because reflection is an important part of the learning process, this session will provide instructors with strategies to promote student reflection in their classrooms. Participants will be introduced to guided reflection techniques used during pre-learning and post-learning. When implemented before and after instruction and assessment, these strategies help students activate background knowledge, articulate and retain language rules and patterns, increase self-awareness of individual strengths and weaknesses, and demonstrate comprehension and progress. This presentation will also outline how the reflection process benefits the instructor by giving insight into students' comprehension and needs.

Justin Crandall, Sarah Flaniken

In this practice-based session, the presenter offers a breadth of new understandings and approaches in K-12 instruction through R.I.S.E. The presenter shares her secrets in her students' successes, including schoolwide and districtwide high graduation rates and exemplary performance gains in standardized assessments.

Evangeline Aguirre

11:00am

BREAK | VISIT EXHIBIT HALL

11:15pm

Featured Speaker 11:15am – 12:00pm
Dr. Peter De Costa Seminole A

Researching Language Teacher & Emotions

The growing interest in language teacher emotion and identity in second language teacher education has resulted in a rich body of work that has informed language learning, teaching, and research. I will propose a series of research tasks. I first present a theoretical toolkit that will help teachers negotiate this fast evolving area of research. Next, I describe several research tasks that can be adopted for classroom-based research. By framing the suggested research tasks in relation to current theoretical and methodological developments, I provide a contemporary guide to research on emotion and identity in language learning and teaching.



10:15 – 11:00am
Sun & Surf V

Brain Power: Tips for Improving Memory Retention and Language Instruction

When it comes to memory retention, does age really matter? What do the experts say? How can findings about the brain and memory retention help language instruction?

Grace Ann DiGiacomo



11:15am – 12:00pm
Gulf Coast I

A Guide to Starting a Local TESOL Chapter in your Community

Regional and local TESOL chapters provide professional development for educators, and support advocacy initiatives and networking opportunities. However, such organizations are tricky to start up, and take a lot of time and dedication from board members. The presenters will share some of their initial challenges and solutions that they came across when establishing a local TESOL chapter in their own community. Participants in this interactive workshop will develop a framework and action plan for setting up a local TESOL chapter or organization in their home communities.

Caroline Webb, Jennifer Killam, Laura Felser, Tiffany M. Carrasco



10:15 – 11:00am
Seminole B

R.I.S.E. (Reinventing Instruction for Student Excellence)

How can we help ELLs meet the demands of standards-based accountability? The success of ELLs in a multilingual world depends on equitable and innovative instructional practices set in a culturally-responsive and authentic learning environment. This session will address the need to elevate teaching practices for ELLs through R.I.S.E. (Reinventing Instruction for Student Excellence). R.I.S.E. is as a platform for blended Reading and English instruction, guided by the principles of second language acquisition and the pillars of effective reading instruction.



Teacher Education



Technology/Other



Workshop/Demo



Practice-Oriented



Exhibitor



Research-Oriented

THURSDAY SESSION DESCRIPTIONS



11:15am – 12:00pm
Gulf Coast II

Boosting EFL Learners' Presentational and Interactional Skills Through Video-Oriented Activities

While EFL learners may excel in literacy, many face challenges with oral communication. This presentation demonstrates 2 video-oriented structured, well-defined course projects that help instructors engage and empower learners in presentational and interactional activities in a fun, inspiring way: iMovie/Movie Maker/ Screencast: Create one-minute narrated videos to develop presentational skills within a time limit, which include organizing and synthesizing information in a clear form. Voicethread: Create collaborative slideshows (i.e. answer questions and ask follow-up questions to the next participant, continue a story). Guides and examples from students' production will be provided.

Vanessa Revheim Cunha, Van Thi Hong Le, Deddy Amrand

efficacy. Further, pedagogical implications for utilizing this approach will be discussed. Attendees joining this session will be informed of how this approach can help their ELs promote English communicative competence and thereby empower ELs to regain "voices" in American mainstream classes.

Siying Li, Zhengjie Li



11:15am – 12:00pm
Sun & Surf I

Increasing Engagement through Student-Centered Learning

Picture this: You're introducing a lesson and notice a student with his head down, another playing with her desk supplies, and someone staring out the window. You harness your inner Russell Crowe and ask your students, "Are you not entertained?" The truth is, they're probably not! Or, more accurately put, they're not engaged enough. In this hands-on workshop, participants will be exposed to many benefits gained from using student-centered learning with ESL and bilingual students. Active versus passive learning will be compared. Ways to integrate student-centered learning and address various learning preferences in different environments will be presented.

Angela Padron



11:15am – 12:00pm
Gulf Coast III

Exploring World Cultures Can Empower the Future of English Learners

In this workshop, I will demonstrate a special topic course that I developed about world culture and critical issues facing international students. The goal of the course is for students to share and understand cultural diversity.

Kim Hardiman



11:15am – 12:00pm
Sun & Surf II

English Learners and Students with Disabilities: Effective Education Plans without Confusion

This session will present issues on misidentification of students in special education. Disproportionality has been long addressed by researchers. According to Klingner (2005), one group of students who continue to be disproportionately placed are English learners, who are perceived as having a learning disability because they display characteristics that are similar to students with disabilities during second language acquisition. During the workshop, participants will engage in reflection exercises on their awareness of the differences between the two groups of students, identify strategies to understand and support the differences of both groups, and expand their current level of expertise in the topic.

Georgina Rivera-Singletary, Keya Mukherjee



11:15am – 12:00pm
Gulf Coast IV

Promoting English Communicative Competence via the Stanislavski's System Integrated with Translanguaging Pedagogy

This presentation demonstrates a novel method for promoting English communicative competence of Chinese Performing Arts major university students via the Stanislavski's system integrated with translanguaging pedagogy. Importantly, this approach also helps Performing Arts students produce English dialogues with special attention paid to intonation, stress, pitch, and speed of that language while elevating their bi-cultural awareness, motivation, and self-



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11:15am – 12:00pm
Sun & Surf III

Reading, Writing & Vocabulary Connections: The Power of Annotation in EAP

International students taking English for Academic Purposes (EAP) classes in preparation for college composition courses face multiple challenges during their academic transition. This session demonstrates a classroom-tested annotation assignment used in our EAP classes. Learn how this effective assignment addresses the importance of reading-writing connections while emphasizing vocabulary retention, comprehension skills, and critical thinking.

Christina Torres, Aimee Schoonmaker



11:15am – 12:00pm
Sun & Surf IV

AVID Excel: Accelerating Academic Success for Long-term English Learners

The success of AVID (Advancement Via Individual Determination) in preparing students, including English language learners, for college and career success has been documented for 40 years. This interactive presentation will provide participants with current research about the academic needs of long-term English language learners and outline key instructional routines that can be integrated into all classes at all levels to address those needs. In addition, participants will learn about AVID Excel, AVID's middle-level program for long-term English language learners intended to accelerate academic language acquisition and develop the scholarly skills necessary for high school AVID and college preparatory courses.

Denise Hernandez



11:15am – 12:00pm
Sun & Surf V

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

For newcomers to become resilient, schools must create “havens of resilience” (Henderson, 2013) helping learners discover their own internal strengths, the “I Have, I Am, I Can.” Newcomers learn to draw on these three researched strategies (Grotberg, 1995) Presenters model lesson activities for new arrivals to develop the resilience needed to become proficient learners.

Judith B. O’Loughlin



11:15am – 12:00pm
Seminole B

Teaching and Learning Vocabulary Digitally: Empowering Students

Language is power, and vocabulary is its integral part. The goal of this practice-oriented session is to inspire participants to use digital tools for vocabulary instruction and introduce them to students for individualized active learning. A demonstration of useful websites as well as tried and true vocabulary integration practices will follow a quick overview of current empirical research on vocabulary acquisition.

Katya Goussakova

12:00pm

LUNCH ON YOUR OWN

1:15pm

SETESOL Council Meeting

1:15 – 2:00pm
Sun & Surf I

Poster Presentations

1:15 – 2:00pm
Seminole A & B



Using Corequisite Coursework to Develop Comprehensive Programming from EAP to English Composition

This presentation provides practical information on building a cohesive, integrated EAP/corequisite English program for college-level English Learners (ELs). The presenters will briefly review the corequisite model and discuss the development of EL sections of corequisite reading/writing/composition courses. They will then focus on the bidirectional process of modifying curricula between an institution's EAP program and its corequisite courses to create an effective post-secondary academic English progression that empowers adult EL students and facilitates success in gateway and content courses. Attendees will receive guidelines for course development and supporting materials.

**Mary Elizabeth Wilson-Patton, Connie Mathews,
Elizabeth Stein**



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THURSDAY SESSION DESCRIPTIONS



1:15 – 2:00pm
Seminole A & B

Empowering ESL Students and their Writing through Flipped Grammar Instruction

The flipped classroom approach to teaching grammar is becoming a more popular approach in ESL classrooms, but does this pedagogical method improve ESL student writing? This research project investigates the impact of grammar taught using the flipped classroom method on ESL students' writing quality. To test the impact of this methodology, four adult ESL classrooms, two using the flipped classroom method and two using more traditional teaching methods, were compared using a pre-test/post-test analysis to measure student writing quality and focus group discussions to evaluate the students' perceptions about the pedagogical method used in the classroom.

Sydney Jones



1:15 – 2:00pm
Seminole A & B

Teaching a Language through Four Stands: From Theory to Practice in English and Arabic Classrooms

The idea of how to teach a foreign or second language affects not only teaching development, but also its results. One of the most critical techniques in teaching a language is the fourth stands (Nation 2007). The main principle of the fourth stands teaching techniques is the language course should consist of four equal strands: meaning focused input, meaning focused output, language focused learning, and fluency development. Each strand should receive a roughly equal amount of time in a course. The recent study aims to take the four strands from theory and apply it in teaching the language in the classroom. The presenter as an experienced Arabic and English instructor will present how these four strands principle can be a useful basis for teaching languages in a practical way.

Sarab Al-Akrra

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1:15 – 2:00pm
Seminole A & B

A Path Analysis of Chinese English Learners' Willingness to Communicate

This study addresses the extent to which students' speaking self-efficacy and anxiety mediate the relationship between learning strategies and willingness to communicate (WTC), and eventually the extent to which students' WTC influence speaking frequency. Robust Maximum Likelihood estimator in Mplus was used to test the hypothesized model. The model was then modified based on modification indices. The study results suggested that both students' speaking self-efficacy and anxiety mediated the relationship between inferencing strategies and WTC. Interestingly, metacognitive strategies could directly predict WTC. Additionally, both students' speaking self-efficacy and WTC could directly predict their speaking frequency.

Wenting Song, Maipeng Wei, Jeannine Turner



1:15 – 2:00pm
Seminole A & B

Negotiating Meanings of Idioms Among Saudi Undergraduate Students

Based on theories of language learning acquisition, vocabulary is designed to be "the building block" to understand meaning. The literature shows that idioms constitute a rich area of learning and constructing meaning while producing communication in English. ELLs are sometimes challenged by the metaphorical competency required in utilizing idioms (Shirazi & Talebinezhad, 2013). Little research has been conducted to understand Saudi students and how they develop the understanding of idioms in the register. This work focuses mainly on Saudi students. It pins down the linguistic strategies used by students to construct meaning in the process of learning English as a second language.

Asmaa Benbaba



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THURSDAY SESSION DESCRIPTIONS



1:15 – 2:00pm
Seminole A & B

Presenting Phrasal Verbs through Container Metaphors

In terms of second language (L2) pedagogy, one challenging area is how to present phrasal verbs (PVs) in an effective manner. Much traditional research has been conducted on this issue; however, these traditional methods have not been very productive. According to researchers in cognitive linguistics, it is possible to predict or infer the meanings of some PVs by exploring the metaphors contained in the components of PVs, especially in the particles but not often in the main verbs. Therefore, this study aims to determine whether the container metaphor model can be used as an effective way of presenting PVs.

Naghm Majeed, Mais Al-Jabbawi



1:15 – 2:00pm
Seminole A & B

Picture Stories in Japanese Elementary School English Classes

This study compares the effect of two types of after-reading activities, task-based group work and notional-functional individual work, on the quantity and quality of learner oral outcomes through small experiments. The results appear to show that there is a tendency for the task-based language learning activity to produce better outcomes than a more traditional notional-functional language teaching methods.

Tomoko Kaneko



1:15 – 2:00pm
Seminole A & B

Empowering Prospective EFL Teachers to Have a Successful Teaching Experience in Korea

The presenters will present best practices for researching and obtaining EFL jobs in South Korea based on their collective experiences and interviews with other teachers. This session is beneficial for any audience who is interested in securing a position as an English teacher in South Korea.

Hwanhee Song, Miranda Peters, Lauren Bankert Steif



1:15 – 2:00pm
Seminole A & B

Non-native Preservice Teachers' Perceptions of Foreign Language Teaching Methods

This study investigates the influence of a methodology on non-native preservice teachers, especially the influence on their minds and teaching practices. Data was collected through interviews and classroom observations from three non-native preservice teachers who were taking a methodology class. Findings demonstrate that all the participants believe that no perfect methods can fit all settings and that collective/multiple methods should be used for language teaching. Implications and future directions are discussed in the paper.

Chen Jiang, Shiyao Zhou



1:15 – 2:00pm
Seminole A & B

Empowering Language Learners with Art and Design

In an increasingly multimodal world of discourse, visual art and design offer rich and engaging material to elicit language from students of all levels. In this interactive workshop, the presenter suggests several avenues for infusing the English language classroom with art and design, from van Gogh to public art to food packaging. Participants explore myriad possibilities for using art and design to prompt vocabulary, grammatical structures, and written and spoken output. Participants will leave with an adaptable set of sample teaching materials as well as a list of digital and community resources for the above activities. No art expertise required!

Kelly Tracy



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1:15 – 2:00pm
Seminole A & B

Music as Motivation in a Second Language Classroom

This poster presentation analyzes the effects of musical modes of instruction in a second language classroom. The literature review shows that music and language are processed in the same area of brain, which explains the power of music in stimulating L2 learning. The findings suggest that songs are not widely used for the English language instruction despite having the potential to create motivational setting in a classroom. Practical applications to integrate music in second language classrooms are provided to help L2 teachers integrate music in the classrooms with the goal of popularizing the use of music for teaching ESOL.

Michelle Verbitskaya



1:15 – 2:00pm
Seminole A & B

An Investigating of Factors Predicting Writing Difficulties among First-Year Doctoral Students

This study investigates the most influential variables that predict academic writing difficulties faced by first-year doctoral students at a large University in the Southeastern United States. Data will be collected using a survey and analyzed via Multiple Linear Regression (MLR) to identify the most influential factors that predict first-year doctoral students' writing difficulties. Multivariate analysis of variance (MANOVA) will also be used to see if the factors predicting writing difficulties encountered by domestic students are the same ones predicting writing difficulties faced by international students. The findings of this study have important implications for faculty and universities writing support programs.

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1:15 – 2:00pm
Seminole A & B

Humanizing the Oral Test: "I Had Fun Testing with You"

Are you looking for strategies and tips to humanize and reduce the stress experienced by ELL learners during speaking assessments? Participants will leave this session with the tools and knowledge to create and implement more learner-centered oral assessments.

Eric Moore, Shelly Stoddard



1:15 – 2:00pm
Seminole A & B

Empowering Students Through Extended Learning: Tutoring, Literacy Nights, and Summer Programs

Teachers will learn the benefits to English Learners of extended learning opportunities provided by two different K-12 school systems. In this session, presenters will explain how extended learning opportunities like tutoring, literacy nights, and summer camps benefit student's academic achievement and language proficiency. The presenters will share concrete steps and plans for developing these experiences for students as well ways to improve existing extended school experiences. Participants will leave the session with research that supports extended learning opportunities and with plans for how to begin these opportunities in their own contexts.

DeAnna Buhl, Chad Strawn, Holly Hubbard, Amanda Foss



1:15 – 2:00pm
Seminole A & B

ACT Prep Strategies

Students who do not graduate with a diploma or who dropout from high school have little opportunities in society (Hickox, 2015; National Center for Education Statistics, 2015). The state reading requirement often interferes with English Language Learners ability to graduate with a high school diploma. During this presentation, you will walk away with concrete strategies to empower ELL learners to assist with increasing their Reading ACT scores.

Candice McCoy



Teacher Education



Technology/Other



Workshop/Demo



Practice-Oriented



Exhibitor



Research-Oriented

THURSDAY SESSION DESCRIPTIONS



1:15 – 2:00pm
Seminole A & B

English Language Learners' (ELLs) Academic Performance in English Language Arts (ELA)

This paper examines the performance of third grade ELLs on the Florida Standards Assessment (FSA) in English Language Arts (ELA) between the consecutive years of 2015 to 2018. The FSA results of 67 districts indicate a variation between districts' performance annually, although there is no variation in regards to different area/districts in Florida. Simple linear regression suggests the result of ELLs' performance on the FSA in 2015 can significantly predict the performance in similar standardized assessment in 2018 ($F(1, 65) = 197.867, p < .001$), with approximately 75% of the variation in 2018 was predicted by the results of the FSA in 2015.

Boniesta Zulandha Melani, Shayla Roberts



1:15 – 2:00pm
Seminole A & B

Empowering Students through Improving Mathematical Literacy: What Is the Problem Really Asking?

Math is not a universal language. Story problems dominate standardized tests and often prevent English Learners from successfully demonstrating their mathematical knowledge. The goal of this interactive presentation is to share techniques used in an elementary classroom to help English Learners bridge the gap between the mathematical truths they may already know and the mathematical problems they are commonly confronted with on standardized tests. The presentation will focus on the importance of representing thinking in multiple ways and will provide participants the opportunity to share their experiences with teaching math to ELs.

M.M. Rose-McCully



1:15 – 2:00pm
Seminole A & B

Home Language as Problem or Resource in Teacher Ideologies

Having language-as-problem and language-as-resource orientations as its framework, the current study unravels the ideologies about home language in the

beliefs, experiences and dispositions of two American teachers. Heavily characterized by a binary stance, participants mentioned purposefulness in supporting home language and balance in its use for integration of emergent bilinguals.

Huseyin Uysal



1:15 – 2:00pm
Seminole A & B

Program Models for ELLs

Program Models for English Language Learners (ELLs) are the gateway to language acquisition. This presentation will explore several program models that scaffold ELLs with modified instruction during academic sessions. According to the National Center for Education Statistics, in 2015, more than 5 million US students were categorized as an ELL. Educators understand that there are challenges to properly educate an ELL in an English-speaking classroom. However, as educators begin to understand the methods of each program model, they can better help the student succeed and flourish as an English Language Learner.

Alex Patricolo, Samantha Shiber



1:15 – 2:00pm
Seminole A & B

Working towards an Inclusive Content Area Classroom for English Language Learners

The increasing number of ELLs in the United States has proposed great challenges on current teacher preparation programs. To better understand how the ESOL courses prepare pre-service teachers, this study is designed to investigate an online course aiming to inform pre-service teachers to teach reading to ELLs in content-area classes and examine the effective or missing parts in this course. The study is expected to provide insights for other researchers to broaden our understandings of the perceptions of pre-service teachers in ESOL preparation programs.

Jiayi Xu

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1:15 – 2:00pm
Seminole A & B

Teaching with Educative Experience: A Reflective Report of Multicultural Awareness Cultivation

With an instructor's stance, this proposed presentation examines a seminar designed for international teacher candidates' clinical experience in a China-America International Teacher Education Program at a large public university in the South America. By listing the teaching strategies of structured seminar agenda, this study highlights the significance of educative experience for the international teacher candidates in understanding diversity in education. Educative experience (Dewey, 1986), originated and developed from the international teacher candidates' funds of knowledge (Moll, 2006), can better prepare teacher candidates to work with ELLs from various cultural backgrounds, by cultivating their awareness of multicultural communication and globalization.

Jie Li



1:15 – 2:00pm
Seminole A & B

Writing for Publication

Writing for publication is an essential skill in the education profession. This session helps participants learn about how articles are chosen and what they can do to become published authors. You can be a published writer! Learn how the TATESOL Journal (peer-reviewed, scholarly) and the TATESOL Newsletter (more informal) are platforms to share your ideas, research, practices, and opinions.

Johnna Paraiso



1:15 – 2:00pm
Seminole A & B

Teacher Candidates Implicit and Explicit Beliefs about Dual Language Learners in K12 schools: Do Language Immersion Experiences Matter?

This session will provide the results of a study of teacher candidates' implicit and explicit beliefs about Dual Language Learners. Results of implicit and explicit beliefs survey and Implicit Association Test were compared among candidates who participated in a study abroad experience to Costa Rica and candidates who did not. Journal entries from the study abroad experience were

coded to uncover attitudes and beliefs about Dual Language Learners and the two sources of data were synthesized to provide a picture of these experiences and the impact the study abroad experience had on those who participated.

Jamie Harrison, L. Octavia Tripp, Angela Love



1:15 – 2:00pm
Seminole A & B

Innovations and Insights of Teaching ESL in an Online Platform

We will discuss how we use technology to teach kids in China ESL through the internet. We will cover the platform used, the online classroom setting, marketing, and professional development of Gogokid teachers.

Dawn Strauss-Berta, Paige Hibbard, Kristi Hunter

2:00pm

BREAK | VISIT EXHIBIT HALL

2:15pm

Keynote Address *Deborah Short*

2:15 – 3:15pm
Seminole C

Building Community to Empower Ourselves and Others

This keynote shares stories and examines strategies to empower ourselves and our colleagues through knowledge and action. Drawing from TESOL's Strategic Plan, The 6 Principles initiative, and the Action Agenda, this talk looks at ways that we as TESOLers can and have strengthened our programs, our classrooms, and our profession.

3:15pm

BREAK | VISIT EXHIBIT HALL

3:30pm



Teacher Education



Technology/Other



Workshop/Demo



Practice-Oriented



Exhibitor



Research-Oriented

THURSDAY SESSION DESCRIPTIONS



3:30 – 4:15pm
Seminole A

Speak English: WIDA Resources to Support Multilingual Learners in the Speaking Domain

When students work with partners or in small groups, do they use academic language? Stay focused on the content topic? Share the responsibility for the discussion? Do your student feel prepared to take English Language Proficiency Assessments in the Language Domain of Speaking? How do teachers facilitate student discourse to support multilingual learners in co-constructing knowledge? Come learn about WIDA resources that can support teachers in developing the English speaking skills of their students.

Terri Mossgrove



3:30 – 4:15pm
Gulf Coast I

Collaborating with Strangers Workshop: Empowering Voices to be Heard

Communicating with strangers is challenging for many adult English learners. Come for a hands-on demonstration of the CoLAB Planning Series® process. Gain resources, solutions, and ideas that you can use to empower learners of all language levels to initiate and sustain advantageous conversations through speed-meetings with diverse community members.

Timothy Vetere, Patricia Carr



3:30 – 4:15pm
Gulf Coast II

Minimal English: Teaching Vocabulary Across Diverse Cultures

This talk will demonstrate an approach to teaching English vocabulary that is based on Natural Semantics Metalanguage, which uses linguistic primes. Words are defined in terms of simpler words that are universally available to every language and culture. Common words like “experience, organization, suggestion, humor, competition, fiction” lack equivalents in other languages. Americans have often treated words like “happiness” and “pain” as universal concepts, but we will see how they differ from other languages, like German Glück and French douleur. The audience will be given an exercise to practice translating English words into semantic primes.

Mark Honegger



3:30 – 4:15pm
Gulf Coast III

English as Lingua Franca: Empowerment and Academic Achievement

English language teachers are becoming increasingly aware that traditional teaching methods limit English language learners. Therefore, English as Lingua Franca approaches are surfacing to empower ELLs and lessen the achievement gap. However, teachers have little access to practical applications of ELF in the classroom. This workshop is designed to provide ELF-based strategies that teachers can implement using their current curriculum. ELF is a useful approach in addressing the first purpose of ESSA for ELLs, “to help ensure that English learners... attain English proficiency and develop high levels of academic achievement in English.”

Doris Young, Sarah Roberts



3:30 – 4:15pm
Gulf Coast IV

Celebrating Culture: Hosting an International Family Night

In this session, participants will leave with an easy-to-follow plan in order to host an organized and effective celebration that will promote cultural awareness and acceptance, encourage parental engagement and buy-in, and build school community.

Alison Garland



3:30 – 4:15pm
Sun & Surf I

Technology: It can Make a Difference for your ELLs

Scaffolding is important for English Language Learners. Teachers can provide opportunities for language production experiences, building background knowledge, simplifying text features, and increasing ELLs’ comprehension and fluency. Come explore a few of the vast number of programs, apps, and Chrome extensions that can be used to meet students’ needs such as Duolingo, Rewordify, TLDR, Mercury Reader, and Read Aloud.

Lin Carver



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3:30 – 4:15pm
Sun & Surf II

Professional Development and Language Learning for Engineering Graduate Students in the US

This presentation introduces a specific case of an English language program for international graduate students in a school of science and engineering. Presenters characterize the language needs of engineering students and suggest pedagogical implications for curriculum design and instructional strategies. By showing the gap between current language programs for students and what is really needed, presenters discuss the future directions for ESP for engineering students and the relationship to professional development.

Jenny Mak, Hyoseon Lee, Elizabeth Strauss



3:30 – 4:15pm
Sun & Surf III

Creating Authentic Language Exchange Experiences for Adult Language Learners

Adult learners, out-of-school-youth, and other non-traditional learning communities oftentimes struggle to apply language skills learned in the classroom to real world settings. This presentation offers insight and techniques for creating a scaffolded, authentic language exchange that promotes unscripted conversation with native English speakers. The presentation will also discuss ways in which the language exchange experience empowers ELLs to move beyond the role of student as they simultaneously adapt the role of educator, ultimately bolstering confidence as well as language acquisition.

Kiah Villaman



3:30 – 4:15pm
Sun & Surf IV

The Future of Professional Learning: Transforming Teachers through Personalized, Sustainable PD

Professional development is a process, not an event. Planning for professional development that is engaging, collaborative, and sustainable can be a challenge when working with diverse groups of teachers. How do you foster a school culture of continuous adult learning that is

inclusive of shifting demographics of ELs, where teachers understand why and how to utilize high yield strategies to promote deeper thinking? How can educators build capacity to continue providing PD with time allotted for modeling, coaching, and feedback? Join us to delve into our interactive menu of practical and effective training options to utilize in your own department, school, or district.

Carla Huck



3:30 – 4:15pm
Sun & Surf V

What Makes a Task a Task? Debunking TBLT Myths

Engaging learners in task work provides a better context for the activation of learning process than form-focused activities, and hence ultimately provides better opportunities for language learning to take place” (Richards & Rodgers, 2001, p. 223). This quote summarizes the appeal of tasks for second/foreign language (L2) instructors and researchers in the last decades. But what separates a task from a class activity? This workshop intends to use current literature to describe the main features of a task, clarify misconceptions around what constitutes a task and to provide teachers with teaching ideas that can be translated into their classrooms.

Gabriel Obando, Ana Clara Sanchez



3:30 – 4:15pm
Seminole B

Empowering Dual Language Education: Part I

This presentation (Part I of II) examines current dual language education in Florida, from starting new programs and sustaining existing programs for educational success.

Maria Coady, Josie Medina, Geri Chaffee

4:15pm

BREAK | VISIT EXHIBIT HALL

4:30pm



Teacher Education



Technology/ Other



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Practice-Oriented



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Research-Oriented

THURSDAY SESSION DESCRIPTIONS

Featured Speaker *Deborah Short*

4:30 – 5:15pm
Seminole A

Implementing *The 6 Principles* in your K-12 Classroom and School

This session offers an overview of TESOL's The 6 Principles for Exemplary Teaching of English Learners: K-12, and its application to classrooms, programs, and schools. It explores effective instructional and assessment practices, explains optimal conditions for second language learning, and discusses ways to create a culture of shared responsibility at your school and advocate for your learners.

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4:30 – 5:15pm
Gulf Coast I

Empowering Adult ELLs for College and Careers: An Academic Literacies Approach

Most adult English learners are anxious to complete beginning- or intermediate-level ESL courses so they can transition to advanced ESL courses or Bridge programs that prepare them for specific career goals. But our students need more than basic conversational proficiency to make successful transitions; they must demonstrate skill in the various social practices involved in academic and workplace contexts. This presentation will offer instructors of ELLs at all proficiency levels activities and strategies for helping students develop necessary academic literacies to meet the demands of rigorous disciplinary learning, challenging work environments, and engaged community involvement.

Robin Halsey

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4:30 – 5:15pm
Gulf Coast II

Effective Reading and Vocabulary Strategies for the Global Learner

Learn effective strategies for teaching reading and vocabulary through National Geographic content and video with the NEW Reading Explorer series for all learners. The presenter will provide interactive examples on ways to effectively integrate captivating video and audio to ensure comprehension, vocabulary development, and a love of reading in ESL classrooms.

Cindy Le



4:30 – 5:15pm
Gulf Coast III

Re-imagining the Role of the Teacher as a Translanguaging Facilitator

Translanguaging is a metacognitive skill that is highly beneficial for learners to maximize their language development potential. Unfortunately, it is an underutilized multilingual instructional best practice. This presentation will demonstrate a need for translanguaging as a foundation for academic language development by embracing ELs' various linguistic resources and as a tool for social justice in the classroom. Finally, participants will gain a new perspective of the teacher's role with adaptable translanguaging strategies through the use of hands-on applications.

Catherine Baucom, Kayla Devenburg

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4:30 – 5:15pm
Gulf Coast IV

Meeting the Needs of Students with Limited or Interrupted Formal Education (SLIFE)

Some ELs come to U.S. schools without age-appropriate formal education or literacy skills in any language. For this subpopulation, known as SLIFE (Students with Limited or Interrupted Formal Education), school presents major challenges. In addition to needing to learn a new language, SLIFE must also develop literacy skills and build both foundational and grade-level content knowledge. In this presentation I outline a culturally responsive instructional model to transition this population to formal education. The model promotes academic achievement by empowering SLIFE to meet the demands and expectations of formal education while honoring and respecting their prior learning experiences.

Andrea DeCapua

.....



4:30 – 5:15pm
Sun & Surf I

Using Digital Technologies for Assessment and Feedback

This session will include practical tips and examples of digital technology tools that can be utilized by teachers for student evaluation and individualized feedback. Examples include the use of Web 2.0 tools, extensions, and mobile apps. Participants are encouraged to bring their laptops and mobile devices for a more interactive experience.

Cristiane Vicentini



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K-12
Programs

THURSDAY SESSION DESCRIPTIONS



4:30 – 5:15pm
Sun & Surf II

Going Beyond Dialogue Journaling: How Translanguaging and Technology Empowers Students

Teachers will learn how to implement dialogue journals in various formats with K-12 students and how to expand dialogue journals to include video journals. In this session, teachers will discover ways to extend their use of dialogue journals to include translanguaging and oral language skills. The presenters will share how they have broadened their use of traditional dialogue journals by using technology to allow students to record and send video dialogue journals and by encouraging students to use translanguaging in their written and oral dialogue journals.

Holly Hubbard, DeAnna Buhl, Chad Strawn, Amanda Foss



4:30 – 5:15pm
Sun & Surf IV

Just Paper, Please!

Be engaged and amazed with useful classroom warm-ups, games, activities, and lesson plans that use only paper (even scrap paper will do). Create mini-books and not-so-mini books that can be used as reference tools for your ESL and Civics students. This session is the brain-child of Amber Miller and is being condensed and shared with her permission.

Dawn Saint

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Palm Beach TESOL



4:30 – 5:15pm
Sun & Surf V

Empowering Language Teachers: Using Multimodal Narratives to Increase Social Awareness

This presentation reveals how multimodal narratives could be employed in second-language teacher education and, specially, in a graduate TESOL course. It claims that texts and images are cultural and ideological phenomena. In other words, while creating multimodal autobiographies was an important objective of the project, it was not a goal in itself. The stories were used as a reflective tool for the students to explore lived experiences and to make connections to larger societal or institutional issues. The presenters will show an example of a narrative and offer implications for teacher education.

Gergana Vitanova, Madelyne Diller, Milagro Truyol Quiroz



4:30 – 5:15pm
Seminole B

Empowering Dual Language Education: Part II

This presentation (Part II) examines practices within the current dual language education programs across the state of Florida, from Haitian Kreyol to enhancing bilingualism and biliteracy for young learners in DL programs.

Edwidge Crevecoeur Bryant, Andrew Long, Maria Carreras-Ines Cordero

6:00pm



WELCOME RECEPTION
Bubba Gump Shrimp Co.
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Music by The Caribbean Crew Steel Drum Band

9:00pm



Teacher Education



Technology/ Other



Workshop/ Demo



Practice-Oriented



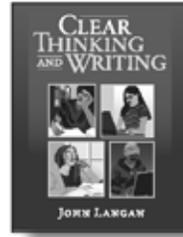
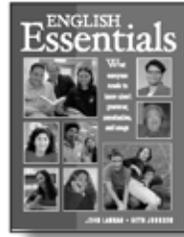
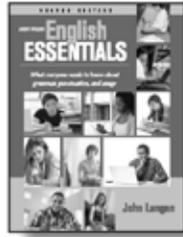
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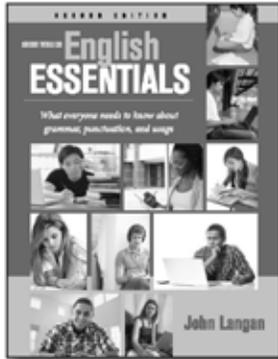
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FRIDAY SESSION DESCRIPTIONS

8:00am

REGISTRATION

5:00pm

Featured Speaker *Deborah Short*

8:30 – 9:15am
Seminole A

Empower Teachers of Adult Learners with *The 6 Principles*

Join us in this session to explore The 6 Principles for Exemplary Teaching of English Learners: Adult Education and Workforce Development. We will discuss challenges that teachers may face with adult English learners as well as share insights and practices into how the principles can be implemented in various adult settings.



8:30 – 9:15am
Gulf Coast I

Tips and Tricks for a Fun ESL Class

Rebecca Carter, 2015 SC Adult Ed ESL Teacher of the Year and the 2018 SC Adult Educator of the Year, will share many fun, fast paced, exciting activities (for students at all levels) that you can take back to your classroom and use Monday morning with little or no prep time! These games and activities use multiple modalities and will engage your learners! Come have some fun!

Rebecca Carter



8:30 – 9:15am
Gulf Coast II

CALP?!! My Kids Don't Even Speak English Yet!

The session will present the complexities that arise for students when they are confronted with the challenge of accessing content curricula, while simultaneously, learning language. Participants will be provided professional literature and theoretical constructs to consider when designing end-of-class assessments/ assignments that: (a) Assess content learned; (b) Assess degree to which language rules (English) were applied correctly; and, (c) Are flexible, provide choice and are divergent enough to allow students with varying levels of proficiency to actively participate.

Samuel Rodriguez



8:30 – 9:15am
Gulf Coast III

Creating Powerful Professional Development through Coaching, "Teaching as Inquiry," and Pink Time

Designing and implementing useful and meaningful professional development (PD) for experienced English language teachers presents unique challenges since each teacher has their own learning needs and expectations and may work in different school contexts. In this session, participants will learn about a multi-year PD initiative for experienced international English language teachers while examining the benefits of embracing a coaching model and engaging in "teaching as inquiry," tools that help craft effective learning environments for experienced teachers. Additionally, session participants explore the self-regulatory and motivational learning strategy, Pink Time, and how Pink Time can strengthen PD workshops and improve teacher learning.

Rebecca Raine Raab, Caryn Caruso



8:30 – 9:15am
Gulf Coast IV

The Accidental Advocate: A Protocol to Follow in the Moment

Anyone can be an advocate, but you have to be prepared when the opportunity arises. From what to how to why (and where and when), we look at ways to approach the sometimes unapproachable when you become the Accidental Advocate.

Andrea Word

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FRIDAY SESSION DESCRIPTIONS



8:30 – 9:15am
Sun & Surf I

Addressing the Issue of Generalizability in Task-based Language Assessment

Task-based Language Assessment makes a special claim that the use of authentic tasks, i.e., the ones that are closer to real-life situation, makes extrapolation to real-life situations more credible. The question arises as to how solid Task-based Language Assessment is in predicting test takers' performance in real-life situations based on their performance on the assessment tasks alongside the proposals to improve this predictability power, i.e., generalizability.

This study juxtaposes Bachman and Palmer's (1996) as well as Douglas's (2000) frameworks as a yardstick to help compare Target Language Use (TLU) situation with assessment tasks so as to enhance the power of predictability in assessment tasks.

Majeed Noroozi



8:30 – 9:15am
Sun & Surf II

Supporting Higher-order Academic Skills with NorthStar

We've learned that academic English language students thrive on materials rooted in engaging topics, integrated skills, and critical thinking. But what can materials do to further support study skills? The new edition of NorthStar upholds its signature integration of compelling content and rigorous development of critical thinking and academic skills while providing new activities that develop note-taking, visual literacy, and application of grammar and vocabulary to varied academic tasks. The new edition challenges learners to go beyond basic comprehension to higher-level analysis and empowers them to achieve their academic and personal goals and meet the challenges of the 21st century.

Gosia Jaros-White, Leticia Barajas Gutierrez

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8:30 – 9:15am
Sun & Surf III

Towards a better Understanding of Intercultural Competences: Fostering Self-reflection in ESL Teachers

The workshop will engage ESL teachers in reflection on their own intercultural competences and practices. This reflection will be guided by three different intercultural awareness surveys. During the workshop, the participants will work in groups – each group will be assigned one survey. The goal will be (1) to contextualize each strand as presented in the assigned survey, (2) complete the survey, and (3) based on the outcomes, develop an action professional development plan to expand their expertise as related to the chosen competences. The workshop will conclude with brief group presentations of the professional development action plans and final discussion.

Iona Sarieva, Keya Mukherjee



8:30 – 9:15am
Sun & Surf IV

Empowering EL Teachers through Close Read for ELA Achievement

Research indicates many teachers struggle with providing EL's deep access to complex text allowing students to make meaningful connections to literature. This interactive, hands-on workshop demonstrates multiple kinds of close reads including Contiguous, Leapfrog, and Focus Section. Participants will take away immediately usable methods to grow academic vocabulary, develop artistic ways to connect with figurative language, and engage in higher level text dependent questions. At the end of this workshop, participants will have high impact tools to create culminating activities demonstrating student ownership of learned skills as well as content and text meaning.

Cindy Fisher



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Programs

FRIDAY SESSION DESCRIPTIONS



8:30 – 9:15am
Sun & Surf V

Empowering English Learners Through Relevant Speaking Practice Using Digital Tools

Are you looking for an authentic, relevant means for your students to practice writing and speaking in their second language? Digital storytelling is a power means of engaging students in writing and speaking. Teachers will see examples of speaking practice using several digital tools including VoiceThread, Puppet Pals, Prezi, and ZimmerTwins.

Chad Strawn



8:30 – 9:15am
Seminole B

Memoirs of a Rural 4th Grade Teacher of ELs: Successes and Challenges

This presentation describes how one 4th grade teacher transformed her classroom to support EL student academic achievement and social-emotional well-being. Using a lens of “place-based” education (Gruenewald, 2003) and high quality teachers of ELs (Coady, Harper, & de Jong, 2016), the presentation demonstrates how the education of ELs intersects with cultural, political, economic, and ecological factors embedded within rural spaces. This presentation exemplifies how ‘space’ and ‘place’ influenced the instructional model and practices for ELs in a rural north central Florida school. The transformative experiences and strategies adopted by an elementary teacher of ELs will be presented.

Rebecca Childs, Deon Heffington, Maria Coady

9:15am

BREAK | VISIT EXHIBIT HALL

9:30am

Plenary Address

Diane August

9:30 – 10:30am
Seminole C

Enhancing Education for ELs through Evidence-Based Practices: Findings from Promoting the Educational Success of Children and Youth Learning English: Promising Futures

During this presentation principles and evidence-based practices for enhancing education for English Learners are discussed. The principles and practices are from a consensus report recently released by the National Academies of Sciences, Engineering, and Medicine. While the report is broader in scope, this presentation will focus on: assets-oriented and needs-responsive schools; high quality instruction and meaningful access; alignment and articulation within and across systems; and developing the workforce to educate English learners.

10:30am

**BREAK | VISIT EXHIBIT HALL |
MINI EXHIBITOR PRESENTATIONS**

11:00am

Featured Speaker

Diane August

11:00 – 11:45am
Seminole A

Enhancing Education for ELs through Evidence-Based Practices: Exemplars for Educators

This session builds on the keynote: Enhancing Education for English Learners-through Evidence-based Practices. During this session exemplars of evidence-based instructional practices are presented for developing English-learner’s vocabulary, knowledge of English grammar, and comprehension. Participants will have an opportunity to work collaboratively to develop lesson activities that support ELs in these three areas.

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FRIDAY SESSION DESCRIPTIONS



11:00 – 11:45am
Gulf Coast I

Localizing Learning: Place-Based Learning Designed for English Learners

Place-based learning is an invitation for students, families, and communities to join together to learn with and from each other. In this interactive workshop, participants learn about place-based learning (Sobel, 2004) and the benefits of this approach for including English learners and their families in community-based learning. Participants explore components of place-based learning initiatives already underway in rural regions of Virginia, the home state of the presenters. Additionally, participants engage in creating a place-based learning initiative in their own schools and communities using a planning document specifically designed as a framework for guiding the development of place-based learning projects/units.

Michelle Rasheed, Rebecca Raine Raab



11:00 – 11:45am
Gulf Coast II

Investigating Culture Value Dimensions to Facilitate Cultural Insights for Teachers of ELs

The workshop, aligned to TESOL Principle One, Teachers learn basic information about their students' families, languages, cultures, and educational backgrounds. Participants take a survey including several culture value dimensions allowing for deeper examination of culture values of diverse ELs. Presenters will share through a process of comparing and contrasting, the Value Dimensions of various cultures highly represented in U.S. schools with the U.S. Value Dimensions using an online resource. Participants engage in a similar activity to further develop the potential for accurate interpretations of student behaviors and perspectives leading to improved intercultural competence by knowing the learners and their families.

Cheryl J. Serrano, Edwidge Bryant, Oneyda M. Paneque



11:00 – 11:45am
Gulf Coast III

Teaching Metacognitive Online Reading Strategies in Academic Texts to L2 Learners

Second language (L2) reading should be an interactive process. Therefore, reading instruction for L2 learners should be presented in an interactive format. With instructional scaffolding, online reading may provide an opportunity for learners to interact with academic texts in compelling ways. This session presents some English Language Teaching (ELT) approaches to teaching metacognitive online reading strategies to improve academic reading comprehension of the second language (L2) learners. Participants will receive sample lesson plans with a pedagogical foundation and online reading materials with multimedia glosses that can be adapted to their ELT contexts.

Imelda Bangun, Patrick Mannion, Zhengjie Li



11:00 – 11:45am
Gulf Coast IV

Nearpod: Engaging, Interactive Presentations for ESL and Foreign Language Classrooms

Nearpod is a user-friendly, interactive presentation platform that engages students in learning. It allows teachers to create presentations using a variety of content including polls, drawing boards, brainstorming tools, and virtual field trips. Students follow along with the presentation on their digital devices. The benefit of Nearpod is that students can participate in built-in interactive activities throughout class. As such, Nearpod makes the traditional classroom more fun and engaging. We want teachers to experience Nearpod so they can use it in their own classes. We will give a demonstration of Nearpod and suggest ways to use it in language classes.

Jennifer Rives, Chizuru Imase

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FRIDAY SESSION DESCRIPTIONS



11:00 – 11:45am
Sun & Surf I

Needs, Wants, and Goals: Improving Learner Engagement by Promoting Autonomy and Reflection

By promoting learner autonomy and reflective strategies, instructors can better prepare learners to move into their academic careers with greater abilities to face the challenges of increasingly competitive US programs and can also improve student engagement in class. This session will discuss research on the expectations placed on international students and how encouraging goal-setting, autonomy, and reflection can impact student success. The presenter will share some practical activities that she uses in the classroom to engage students using self-reflection that encourages students to take ownership of their learning by improving their ability to recognize their progress and meet their goals.

Christine Voigt



11:00 – 11:45am
Sun & Surf II

Focus on Test Design and Item Writing for Language Teachers

Classroom assessment for language teachers is an integral aspect of the job. One cannot realistically evaluate students' proficiency, progress, performance, and achievement without valid means of assessment. Yet, many of us lack sufficient preparation in this area and test our students the way we were tested or how our textbooks dictate. Designing valid assessments and writing strong test items require a specific set of knowledge, also known in the field as "assessment literacy." This workshop will briefly outline the basics—defining essential terms such as test, assessment, evaluation, reliability, validity, and washback. Once these constructs have been defined, test design and item writing can be explored.

Jennifer Ramos



11:00 – 11:45am
Sun & Surf III

Blogging for Advanced Writing in Higher Education

Blogging creates a creative space for today's learner. This presentation shows how to create blogs, as well as reinforcing patterns of organization. Through the writing process of brainstorming and outlining, students also include Venn Diagrams and Infographics. Lastly, the benefits of peer editing is shown within the creative process.

Robyn Socha



11:00 – 11:45am
Sun & Surf IV

One-pagers for Developing Multimodal Literacy in STEM Subjects

This presentation provides one suggested strategy for boosting student comprehension of many types of material, which would be especially helpful for ESL teachers teaching STEM subjects—the one pager. The one-pager is a tool that supports students in demonstrating their comprehension of information and encourages them to think deeply about a text. Students produce a single page of sketchnotes, which includes both visuals and text and improves cognitive skills as they use both graphics and texts to explain technical material. The presenters will explain one-pagers and discuss strategies for using them for ESL students.

Teresa Dalle, Emily Thrush, Angela Thevenot



11:00 – 11:45am
Sun & Surf V

Gimme a "C: FIVE Essential Ways Library Collaborations Build Community for Adult ESL Learners

Libraries aren't just sources for great books anymore. Increasingly they are recognizing the significance of partnerships with local literacy agencies to benefit the entire community—including adult English Language Learners, who have limited access to programs and services. This workshop demonstrates five successful collaboration initiatives that add value to service providers and foster literate, sustainable and inclusive communities.

Stephanie Lyas



Teacher Education



Technology/Other



Workshop/Demo



Practice-Oriented



Exhibitor



Research-Oriented

FRIDAY SESSION DESCRIPTIONS



11:00 – 11:45am
Seminole B

Critical Thinking and Global Citizenship in the ELI Classrooms

It is the right time for ESL educators to recognize that English teaching does not occur in an enclosed, removed environment. In an Intensive English Program setting, international students study English in ESL classrooms while facing a wide variety of outside-the-classroom challenges beyond language learning including adapting to the American cultural environment, social and political views as well as academic conventions that require developed critical and analytical skills. This presentation discusses how instructors could integrate the training of critical thinking skills into ESL instruction and provides classroom examples (i.e., debate, writing, and IELTS Test Preparation classes) of the integration.

Luisa Mejia

11:45am

BREAK | VISIT EXHIBIT HALL

12:00pm

Awards Luncheon

12:00 – 1:30pm
Seminole C

Featured Speaker Phillip Anderson

1:45 – 2:30pm
Seminole A

Empowering Parents of English Learners

Immigrant parents possess a wealth of strengths and strong cultural traditions, but they are unsure how to pass these on to their children who are learning in a language they, as parents, cannot understand. We, as teachers, watch English learners try so hard to learn but still fall behind. How can we help parents use the power they already have? We will explore some tools teachers can use to interact with learners and parents in ways that empower them. Participants will leave with a comprehensive resource packet on Adult ESOL Programs and Career and Technical Schools statewide.



1:45 – 2:30pm
Gulf Coast I

Supporting Itinerant Teachers for Success: A VATESOL Initiative and Invitation

Two Virginia TESOL (VATESOL) board members noticed a challenge in their state—itinerant English language teachers (ELTs) lacked support and desired to find solutions to their demanding positions. To find solutions to this challenge, two board members began to consider ways to support itinerant teachers across Virginia. However, this problem is not isolated in Virginia as itinerant teachers work in many states, including SETESOL member states. Thus, this workshop is both an exploration of a growing state-wide support structure in Virginia, as well as an invitation for and discussion about regional support through SETESOL member states.

Rebecca Raine Raab, Monica Starkweather



1:45 – 2:30pm
Gulf Coast II

Empowering ELs In and Out of School with Mindfulness and Growth Mindset

This presentation focuses on the implementation of two compatible approaches to lower anxiety, reduce stress, and focus on effort through mindfulness training while promoting the development of growth mindset for English language learners to empower them both in and out of school. Practical application of the theories underlying each approach will guide teachers to understand the importance of each and how they can be used in the classroom and in real life situations. These approaches support learning English and content area instruction by offering ELLs a positive learning environment leading to long term impact on student success.

Oneyda M. Paneque, Nathalie Cajuste

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1:45 – 2:30pm
Gulf Coast III

Empowering Language Learners in the Process Creating their New Linguacultural Identity

The proposed workshop will engage the participants in an exploration of classroom practices that would approach culture and language acquisition as a holistic process. The activities included in this hands-on session are guided by the Developmental Model of Linguaculture Learning - DMLL (Shaules, 2016, in press) and aim to involve instructors in a process of revisiting their pedagogical practices within the DMLL framework. The session will include: (1) an interactive introduction of the main principles of DMLL, (2) discussion, (3) collaborative development of activities informed by DMLL. Participants are invited to bring syllabi and other relevant materials.

Marcela van Olphen, Iona Sarieva



1:45 – 2:30pm
Gulf Coast IV

Preparing Students to Speak in Academic Contexts

International students often find themselves overwhelmed or rendered speechless when they must converse in English in a variety of academic situations. This session presents materials designed to better prepare students for the language and structure of common interactions in English-speaking settings such as office hours.

Robyn Brinks Lockwood, Kelly Sippell



1:45 – 2:30pm
Sun & Surf I

Got Questions? Get Answers About Teaching Refugees

Along with increased numbers of refugee students in our schools has come a general uncertainty—fueled by inaccurate, incomplete, or provocative narratives—about who refugees are, why they are here, and how, if at all, refugee ELLs are different from non-refugee ELLs. Get answers, facts, insights and first-hand accounts from a teacher and immigration paralegal. Come to share as well as to learn.

Jeffra Flaitz



1:45 – 2:30pm
Sun & Surf II

Clear and Confident Communication

Learn how to give Adult ESL students at all levels the tools they need to sustain conversations and say more with less by using body language, intonation and key phrases. Build their confidence (and yours) by practicing a few easy theater games and discovering some online tools to help with oral communication skills.

Dawn Saint



1:45 – 2:30pm
Sun & Surf III

#bestpractices for TESOLers: Hashtagging in the Classroom

Currently, different social media sites provide educators with the opportunities of offering their students novice ways to communicate, reflect, and co-create knowledge. For this reason, it has become essential that English Language educators familiarize themselves with the different 21st digital literacy skills presently available. The present practice-oriented presentation will inform the audience about different assessments which integrate the use of hashtags in the ESOL classroom to foster learning in an era where digital literacy practices are a must. Activities to be presented include but are not limited to those fostering collaborative learning, dynamic learning, and activism.

Laura E. Mendoza, Helena Muciño



1:45 – 2:30pm
Sun & Surf IV

Post-Writing: More Student Involvement to Lighten Teacher's Load

Writing teachers inevitably bring student's work home to mark them in the evenings and on weekends. Most if not all would welcome suggestions on reducing this workload. In this session, the presenter will demonstrate how a post-writing in-class activity has increased student involvement and brought about other positive results in an intermediate writing class. The presenter will also facilitate a discussion on how to tailor this post-writing activity for other writing classes. Participants will be able to evaluate an existing post-writing activity and engage in a discussion on adapting an in-class activity that increases student's involvement in post-writing.

Grace Ann DiGiacomo



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FRIDAY SESSION DESCRIPTIONS



1:45 – 2:30pm
Sun & Surf V

Providing Effective Feedback to Multilingual Writers Using Google Docs

Using results from a case-study, this practice-oriented presentation demonstrates how a two semester exploration of student revision practices and response to feedback provided on Google Docs may challenge the traditional view of corrective feedback. Qualitative interpretations were used to discover factors that explained student variation in processing and applying feedback. The presentation recaps practical aspects associated with the presented case, such as: the use of Google Docs to promote student engagement, student reactions, positive takeaways, caveats of feedback practices, and observed learning outcomes. Teaching strategies and interactive feedback tasks are suggested.

Shokhsanam Djalilova



1:45 – 2:30pm
Seminole B

Crowdsourcing Writing and Editing Resources in the Age of Empowerment

Looking to enhance labs or help reduce textbook costs? How about some FREE, open source, easy to use supplementary writing/editing materials that can be used with English language learners at varying levels? Come learn how the Valencia East team used crowdsourcing and cloud-based development to create and employ level-based quiz banks for their students. Leave with the free quiz banks and ideas and best practices for how best employ or extend this work at your school.

James May, Nissa Hopkins, Tania Bizon, Ian Dreilinger

2:30pm

BREAK | VISIT EXHIBIT HALL

2:45pm



2:45 – 3:30pm
Seminole A

Hot Off the Press: New WIDA Resources to Share with Your Pre-Service Teachers

WIDA's Vision is to be the most trusted and valued resource in supporting the education of multilingual learners. With such a bold vision, join this session to learn about the newest WIDA resources to support teacher candidates entering the education field. Ask a WIDA Professional Learning Specialist about WIDA resources that support your instructional practices.

Terri Mossgrove



2:45 – 3:30pm
Gulf Coast I

Let's Get Writing: Using L1 as a Transitional Tool

For most beginning and intermediate ELLs in K-12 classrooms, learning to write in English is the biggest challenge they face. Because writing is a multidimensional process, involving higher- and lower-order concerns, students often become discouraged and struggle to produce fluent, rich texts.

Second language researchers promote the use of students' first language as a transitional tool to aid learners as they develop writing skills in English. This presentation will explore how the transitional model of writing offers students an important scaffold to build upon and helps students to maintain their voice, which encourages them to express their writing identities.

Lucy Belomoia

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FRIDAY SESSION DESCRIPTIONS



2:45 – 3:30pm
Gulf Coast II

Teaching Reporting Verbs for Source Incorporation in ESL Composition Classes

This presentation discusses a 2-week teaching activity in a college ESL composition class in America, aiming at helping novice student writers understand the importance and usage of reporting verbs in source incorporation. The instructor/presenter connects reading and writing tasks closely, and adapts the genre approach of teaching writing (modeling, collaborative writing and individual work) to help students practice reporting verbs. Comparison of student writings and their own reflection indicate students' enhanced knowledge of how to better deploy reporting verbs to integrate outside sources. The presenter will showcase materials and steps of teaching in this presentation.

Jun Zhao



2:45 – 3:30pm
Gulf Coast III

Listening for More Than Information: Understanding Evaluative Segments in Lectures

To meet the needs of EAP learners about to be matriculated to university courses, the presenter will discuss common evaluative forms used in lecture speech including linguistic and paralinguistic forms such as repetition, emphasis words and phrases, and intonation cues. Using video clips of authentic lecture material, the presenter will demonstrate how to create awareness of evaluative forms in lecture speech. Participants will listen to several evaluative lecture segments, recognize evaluative forms, and add them to PowerPoint slides. The process and materials can be used in workshops or courses for advanced learners.

Julia Salehzadeh

Donor



2:45 – 3:30pm
Gulf Coast IV

Harnessing Teacher Creativity: Empowering Students through Deliberate Design of Instructional Talk

This session applies intentional design theory using the DIAL framework (Word 2014) for the K-12 content classroom. Participants will be asked to partake in activities that will rely on creativity to employ the principles of DIAL into their daily teaching techniques.

Evdoxia Tsimika-Chronis



2:45 – 3:30pm
Sun & Surf I

Engage, Empower, Achieve: Meeting the Needs of Diverse Learners in Small Group Literacy Instruction

In this interactive session, participants will engage in hands-on activities to develop lessons that emphasize ways to deepen students' comprehension and achievement through strategic instructional practices that target the diverse needs of students. The presenter will guide participants in an understanding of ways to scaffold students in the reading of both expository and literary texts and to differentiate instruction during small group lessons so that all students will experience success. Participants will engage in partner/small group collaborative discussions to plan supportive lessons and to share their thoughts and ideas with their peers.

Barbara Andrews



2:45 – 3:30pm
Sun & Surf II

Extending Extensive Reading: Going Beyond the Classroom to Engage Readers

This interactive session will focus on how teachers can motivate students not only to be more effective readers but also engage with their reading texts. Teachers will leave with several activities that can easily be implemented at all age levels. Emphasis will be on encouraging the use of inference skills for the student to create their own productive activities for the class. Instructions on how to assess each activity will be given and rubrics will be shared.

Rachel Hendrich, Angel Gambrel



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FRIDAY SESSION DESCRIPTIONS



2:45 – 3:30pm
Sun & Surf III

LADDER: A Multimodal Composing Task for Second Language Classrooms

Beyond our wildest expectation, technology continuously complicates the already overwhelming second language (L2) classrooms. Since technology is ever-changing and always unpredictable, it is always challenging for us to determine what part of technology should be involved and discarded. In order to cope with the complex nature of technology, what L2 teachers need is a mode that allows L2 teachers to fill with various digital applications that applicable to the local environment and contribute to the teaching. LADDER could be a solution. It is a multimodal composing-based task that helps L2 teachers to integrate technology into classrooms.

Yiding Zhao



2:45 – 3:30pm
Sun & Surf IV

Task Design in the Hospitality English Curriculum: Considerations and Implementation

The presenters share their experience developing three model tasks for on-site Hospitality English courses while attending to cognitive, linguistic, and cultural considerations in their context. They make the case for the inclusion of Task-Based Language Teaching (TBLT) in the Hospitality English curriculum which serves to enable learners for success in both their professional and personal lives while providing learners with avenues for future growth within the Hospitality industry and other fields. The presenters also discuss a framework for designing and implementing tasks responsive to diverse professional and linguistic needs within the broader scope of Workplace English curricula.

Jacob Rieker, Madelyn Diller



2:45 – 3:30pm
Sun & Surf V

Unpacking Juicy Sentences to Make Text More Comprehensible

Based on the work of Lily Wong Fillmore, this session will present two techniques to make language more comprehensible for linguistically dense text, also known as “unpacking juicy sentences”.

Lynda Franco



2:45 – 3:30pm
Seminole B

Happy Teachers: Empowering EAP Program Faculty and Staff with a Mindfulness Group

Empowering EAP program faculty and staff with a mindfulness group.

Krista Bittenbender Royal

3:30pm

BREAK | VISIT EXHIBIT HALL

3:45pm

Round Table 1

3:45 – 4:30pm

Diverse Perspectives in English Learning Seminole A & B



How Islam Interacts with English in the ESL Classroom

This study furthers research on religious identity by focusing on the experiences of teachers and Muslim learners of English at a U.S. university. The study aims to investigate (i) the Islamic perspective towards English and the nature of a possible conflict between Islam and English as perceived by Muslim students (ii) how learning English in the U.S.A. shapes the thoughts and identities of Muslim students participating in the study, and finally (iii) how teachers of English deal with conflicts and challenges relating to socialization process, classroom interactions, and academic engagement of Muslim students.

Ozge Guney



Colorism in an ELT Context: Experiences in Mexico

Until recently, race and skin color were rarely openly addressed as factors in the lives of English language teaching professionals. However, stakeholders from a myriad of professions have begun to examine how physical characteristics, including skin color influence understandings of professionalism in ELTs in Mexican educational contexts. More specifically, our study sought to highlight the lived experiences of English language teachers in Mexico with colorism in their professional lives. Based on data collected through face-to-face interviews, stories of English language teachers’ professional identity will be shared.

Clarence V. Walker, Jr., Juan Antonio Torres González, Ruth Ban



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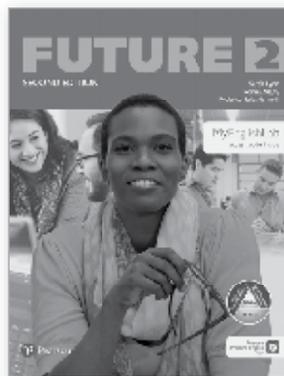
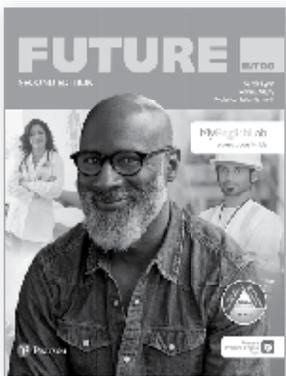


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Syrian Refugees and Resettlement in the Southeastern U.S.: A Qualitative Study

Research examining the recent resettlement experiences of Syrian refugees in the United States is limited. This study sought to collect data related to the resettled Syrian refugees in the Southeastern region of the U.S.A. since the start of the Syrian civil war in 2011. This qualitative research study provides data related to Syrian refugees and their unique resettlement experiences in the U.S. highlighting positive stories as well as needs.

Amany Habib

Round Table 2

Culturally Responsive Teaching

3:45 – 4:30pm
Seminole A & B



International Teacher Training: Principles and Best Practices

When training teachers internationally, educators face many challenges. This presentation shares principles and best practices for providing professional development, curriculum and materials support, and observation and coaching of teachers based on the presenter's three years training teachers in Panama's national bilingual education initiative as both an English Language Fellow and an independent consultant. Participants discuss scenarios and discover how to resolve challenges in ways that result in learning on both sides.

Kayla Devenburg

Round Table 3

Literacy Practices in English Learning

3:45 – 4:30pm
Seminole A & B



Factors Affecting EFL Learners' Reading Habits in English

Although good reading habits in the second language have been found to significantly promote second language literacy, EFL learners typically read very little in English. This study reports on factors that may contribute or hinder the development of good reading habits in English among adult EFL learners in an Indonesian context. Results indicate that first language reading habits, attitudes towards reading in English, confidence in reading, and availability of reading materials are strongly predictive of the learners' reading habits. Pedagogical implications are discussed and strategies for fostering positive reading habits in the second language are offered.

Deddy Amrand, Van Thi Hong Le



New Literacies: How Multiliteracies in Television Series Affect Figurative Comprehension

The present study explores the influence that semiotic symbol alignment in American television series (AMTVS) has on English language learners' (ELLs) ability to understand figurative language phrases. Additionally, the influence of the participants' native language as a semiotic symbol on their comprehension of figurative language is explored. Participants were six adult ELLs studying English in an intensive English program (IEP) who completed a questionnaire, pre-assessment, and retrospective think aloud. The presenter shares the findings from the study and the implication of the results on using AMTVS as a learning tool in the second language classroom.

Tia Kimball



Promoting Reading Skills in English Language Learners through Interactive Reading Software Programs

The classrooms of the 21st century present students with unprecedented levels of interactions with diverse kinds of texts in various modes. English Language Learners (ELLs) in all settings and levels face challenges in acquiring vital reading skills to help them navigate their learning in and out of the classrooms. Computer-based interactive reading software programs offer teachers the option to supplement classroom instruction with independent reading practice. This presentation will summarize findings of a study conducted with ELLs in a university EAP that investigated the effectiveness of an interactive voice recognition software program in promoting reading skills.

Reginald D'Silva



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FRIDAY SESSION DESCRIPTIONS

Round Table 4

Service Learning

3:45 – 4:30pm
Seminole A & B



Context- and Community-Based Learning through Service and Experience

This presentation will detail how service and experiential learning are integrated into our IEP, Pathways Program, and Student Services. It will highlight the specific ways our students are engaging in community service, cultural exchange, and experience-based learning. Attendees will learn how to create connections to the world outside of the classroom and support meaningful, context-appropriate experiences for their students.

Mary Freday, Bonnie Sumner, Becky Etzler, Pamela Smart-Smith

Round Table 5

Emotions and English Learning

3:45 – 4:30pm
Seminole A & B



Ensuring Emotional Stability for Novice Adult English Language Learners

Assimilation to a new culture with limited English proficiency is highly challenging and frustrating. Especially, the adult English Language Learners (ELL) lack basic social skills to live in a new territory. They struggle to survive in day-to-activities, in work environment and public places without knowing the surrounding. Inability to communicate with mainstream can overcome by introducing real life scenarios through different activities.

In this session, the presenter collaborates the firsthand project ideas to enhance basic social and citizenship skills to eliminate fear, stress and anxiety of adult second language learners which enables to minimize negatively affected performance.

Renuka Karunaratne



Empowering an EAP Program through Mindfulness

Recent research suggests that mindfulness practices enhance awareness, reduce stress, improve memory, and make us happier. In this presentation, we will share our experiences of implementing mindfulness activities that help students foster better understanding of their emotions, perceptions, thoughts, and well-being. Participants will learn simple but effective ways to bring mindfulness activities ideally suited for the English

language classroom. Ideas for integration and expansion will also be discussed.

David Braasch, Krista Royal



Empowering L2 Writing Students with Effective Anxiety-Coping Strategies

This study investigates anxiety coping strategies for TESOL MA students seeking to master L2 academic writing. All the participants used strategies of preparation, relaxation, peer support and resignation. Those who succeeded in transforming anxiety into a facilitative tool reported also using positive thinking strategies. Other effective strategies were building ideal self-image and transferring literacy skills. These findings have implications for teachers and administrators seeking to help students with anxiety. Anxiety can be forged into a tool for success with effective coping strategies.

Hyoseon Lee

Round Table 6

Perspectives of and Experiences with Varying Feedback

3:45 – 4:30pm
Seminole A & B



ESL Learners' Emotional Responses to Out-of-class Language Feedback

Although the study of emotions is currently receiving an increased attention in the literature on second language learning, little empirical evidence is available on the emotional effect of feedback on language learning. This study investigates the emotions experienced by adult ESL learners enrolled in an English for Academic Purposes (EAP) program at an American community college, in response to feedback on their performance inside and outside of the classroom. It also investigates how these learners regulated their emotions. In this study, dynamic systems theory (DST) was used as a research methodology, which is still in its early stages in SLA.

Dr. Elizabeth Haga

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The Efficacy of Direct and Indirect Written Corrective Feedback for ESL Learners of Different Proficiency Levels

The current study was designed to investigate the extent to which Written Corrective Feedback (WCF) can be a benefit in improving the acquisition of a target linguistic structure (English articles) for language learners with different proficiency levels. Furthermore, little is known about the role of self-regulatory strategy use in the Second Language (L2) writing across different levels of learners; therefore, the present study investigated ESL learners' self-regulatory control strategy use and its link to L2 motivation, and self-efficacy beliefs in Learner Engagement with Written Corrective feedback. This result may show that language learners with different proficiency levels can benefit from different types of WCF. ESL learners' self-regulatory control strategy use and its link to L2 motivation were correlated.

Jeungeun Kim, Diana Ibarra Santacruz



BA Students' Viewpoints of Noticing Classroom Practice and Observation in Mexico

Classroom observation can be a difficult experience for student teachers and in this presentation, we will discuss the results of a qualitative research project regarding the viewpoints of twenty-two students in a Bachelor of Arts in TESOL program at a public university in central Mexico during a course in Classroom Observation. Noticing is recognized as an important skill that may be gained through teacher education programs, making the implications of this study of interest for teacher educators, observers, coordinators, program designers and students pursuing a degree within our profession as it explores ways of developing noticing in student teachers.

M. Martha Lengeling, Irasema Mora Pablo

Round Table 7

Strategies for English Writing

3:45 – 4:30pm
Seminole A & B



Engagement versus Procrastination: The Role of SRL Strategies in EFL Writing

This study intends to fill the gap by investigating the predictive effect of Self-Regulated Learning strategies on EFL students' writing procrastination and engagement in writing class. Data were collected from undergraduate students in mainland China (N=816) through self-report questionnaires. The findings suggest that increasing the use of writing strategies for Self-regulated Learning will promote Chinese EFL learners' engagement in their

English writing class, and the engagement in writing class can reduce their procrastination in EFL writing.

Shiyao Zhou, Chen Jiang



Integrating Students' Career Pathways into Sequencing Writing Assignments in EAP Courses

EAP students face the challenge of learning English and identifying career goals/pathways. Our SoTL Classroom Research Award purpose was to examine whether sequencing writing assignments provided career-related knowledge to students and improved their academic writing skills through purposeful writing tasks. The research question focused on how sequencing writing assignments could increase students' career/pathways knowledge. The study compared Experimental and Control group performances. The data showed that the sequencing writing assignments increased motivation, writing quality, and understanding of their future career. The results showed a positive impact on students' writing skills and knowledge of their career goal/pathways in the EAP classroom.

Lourdes Albo-Beyda, Darendá Borgers



How and Why to Strategically Use Creative Writing in the IEP Classroom

Are you curious about using creative writing in the classroom, but unsure of how to get started or worried it might be a waste of time? This practice-oriented presentation will explain specific user-friendly ways of using creative writing to empower students and advance English learning. We'll discuss how to tailor creative writing assignments to fit any class reading. Dialogues, letters, short memoir, poetry, and alternative endings to works of fiction will all be explored, with an emphasis on how (and a brief discussion of why) to integrate them effectively into a fast-paced academic program.

Kayla Andrews

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FRIDAY SESSION DESCRIPTIONS

Round Table 8

Perspectives of Bilingualism and Bilingual Instruction

3:45 – 4:30pm
Seminole A & B



Dynamic Languageing in Early Childhood Education

The number of emergent bilingual students in our classrooms continues to steadily increase; in fact, it has doubled in the past 30 years. It is, therefore, essential that early childhood educators understand the ways that these children learn, including how they language and how early childhood educators can effectively support their bi/multilingual development. In this presentation, we will share our findings from a critical review of the literature examining dynamic languageing in classroom settings of children 0-5 years old. We will outline the relevant literature, showcase our findings, and provide direction for both classroom practice and future research.

Ryan W. Pontier, Ivian Destro Boruchowski, Lergia Olivo



First Language Interference: A Project Conducted by Pre-service Teachers with Chilean Participants

Errors can result from different factors, which this presentation will address, as investigating L2 errors can help teachers provide the student with more effective learning opportunities. The focus of this project is two-fold: Reinforcing the concepts of SLA findings on interlanguage and how L1 influences it, and analyzing L2 English of L1 Spanish language speakers to evaluate whether typological proximity results in more interlingual errors through tailor-made oral production tasks. This presentation will also provide teacher trainers with an overview of the project, including the rubrics and handouts used, as well as examples of students' interviews and their results.

Vanessa Revheim Cunha

Round Table 9

Community Engagement and Partnerships Seminole A & B



Profile of a Living Artist: Empowerment through Community Engagement

In our first-year writing program at Ringling College of Art and Design, we empower students and create a sense of belonging through an assignment called Profile of a Living Artist. In this assignment, students "cold call," interview, and profile professional artists to prepare them for a future of networking. This project is especially

challenging, yet fulfilling, for the international students. The presenter will walk the audience through the elements of the project and present ways to adapt this assignment to various teaching situations to empower different student populations.

Catherine Mougalian



Empowering Families and Educators through Educational Partnerships for Rural English Learners

This presentation examines educational partnerships between the school, family, and community for enhancing education for rural English Learners (ELs). Creating partnerships among various stakeholders is frequently seen as difficult and challenging in rural settings. Although rural settings are often characterized as under-resourced, they are rich sites of community and family strength. This presentation addresses the challenges and opportunities in building partnerships between schools, families, and communities. We present current literature on this area and offer suggestions and opportunities for participants to share their context and work.

Maria Coady, Riya Chakraborty



Fearless: Empowering and Preparing Preservice Teachers to Educate ELLs through Field Experiences

Each year the ELL population grows. Conversely, the number of teachers qualified and willing to educate them does not. The gap between the number of ELLs to be educated and the teachers able to properly meet their needs will continue to grow. The onus to properly prepare teachers to educate our nation's growing population lies with universities to provide effective teacher preparation programming. Teacher preparation programs must find ways to increase their preservice teachers' exposure to and interaction with ELLs. This session will discuss the impact of the methods class design on PSTs interest and desire to teach ELLs.

Tia Kimball



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FRIDAY SESSION DESCRIPTIONS

Round Table 10 Strategies for Teachers

3:45 – 4:30pm
Seminole A & B



Simple Strategies to Support CCRS and ELP in Adult ESL

Learn about painless, low-prep ideas for becoming a CCRS/ELP teacher. These quick and easy ideas apply to all levels of ESL. Leave with tools you can take home and use next week. This session is especially helpful for part-time community college Adult ESL teachers who may not be familiar with educational standards and terminology, as well as for those who train newly-hired instructors.

Dawn Saint



Thirty Days of English Skills, Practice and American Pop Culture

Attendees will receive a 30 day teaching plan, (on a USB) that will emphasize language skills: listening, speaking, conversing, as well as essential linguistic concepts. Each lesson will contain a specific plan for individualized reading aloud, a central activity (such as dictation, American testing techniques, or conversation), and the memorization of several well-known poems. The content will be based on current American culture: readings from Harry Potter, The Hunger Games, and dictation selections based on topics such as the life of Jackie Robinson, Teddy Roosevelt, and choices from American legends and folklore.

Stuart Salomon



What Will Realia Cook Up in Your Classroom? Endless Possibilities!

Realia, objects found in the real world, was an invaluable tool in the language classroom in the past. Let's bring the past back to the future. Specifically food can be used to create vibrant English lessons at any language level and for any skill: reading, writing, listening, or speaking. Learn tried and true activities highlighting food so that ESL students have fun, memorable, and relevant classroom experiences. Students will ultimately feel empowered to use English outside of the classroom. A recipe full of realia will not only create authentic use of language but also friendships and understanding.

Celeste Flowers, Lisa Mommsen

Round Table 11 Technology and Teaching

3:45 – 4:30pm
Seminole A & B



The Power of Technology to Elicit Speech for Better L2 Pronunciation Accuracy

Whether to be better understood on the job or simply for personal reasons, many adults learning another language hope to improve their pronunciation accuracy in the L2. When students are given words to practice for pronunciation, is it better for their pronunciation accuracy to see those words written or hear them spoken? Participants will experience for themselves an activity given to L2 students, which can easily be done in class or at home. Findings from action research conducted in an ESOL classroom in addition to those from a dissertation study will be shown along with implications for classroom use.

Nicole Hammond Carrasquel



English Language Learning and Technology in 2018: The Year in Review

Having difficulty keeping up with the scholarship on English language learning and technology? Staying current with the literature in this area can be especially challenging since the role of technology in the English language classroom is constantly changing. To address this issue, this session provides an overview and synthesis of English language learning and technology scholarship published during 2018. The presenter will share research and resources for English language teachers. Participants will leave the session with ideas and inspiration on how to integrate technology into the English language classroom.

Christopher W. Buck



Perceptions of One ESL Student About Learning VP Idioms via GIFs

English language students pursuing language communication fluency need to acquire idiomatic competence. These learned idioms are essential for constructing effective conversations in educational and non-educational settings. Therefore, raising ESL students awareness towards vivid phrasal idioms might contribute to their recognition of such idioms when they come across them, and eventually contribute to building their idiomatic competence as well. This session will demonstrate the perceptions of an adult ESL student on the use of Graphic Interchange Format (GIFs) in an electronic setting to teach 5 vivid phrasal idioms. Sample materials will be provided.

Rasha Salem Alghamdi



Teacher Education



Technology/ Other



Workshop/ Demo



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FRIDAY SESSION DESCRIPTIONS

Round Table 12 Reading with English Learners

3:45 – 4:30pm
Seminole A & B



Close Reading for ELs: Accelerating Access to Complex Texts

Students are expected to read closely and to comprehend deeply to meet the higher expectations of the standards. In this interactive session, participants will have an opportunity to become familiar with engaging activities that address close reading, critical thinking, collaborative conversations, and vocabulary-building. Participants will explore practices that address closer examination of texts through collaboration with the purpose of uncovering deeper meaning. Emphasis will be placed on developing students who will become confident, proficient readers.

Barbara Andrews

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From Theory into Practice: Text-Relevant Video Segments and Reading Comprehension

Reading comprehension has always been a demanding task for second/foreign language learners. This difficulty is due to the fact that new language learners need to know various areas and aspects of the target language such as vocabulary, cultural points, background knowledge, pragmatics, and so on to be able to comprehend a reading passage successfully in the target language. A new reading comprehension model will be introduced to give an idea to language teachers on how to integrate reading instruction with some other teaching strategies such as watching videos to improve the process of reading comprehension in second/foreign language classrooms.

Amirreza Karami, Freddie A. Bowles

Round Table 13 Online Teaching

3:45 – 4:30pm
Seminole A & B



Essential Strategies to Teach Online

Every day thousands of teachers log in and teach students online across the globe. Participants will learn the components of effective and engaging online instruction in a 1 on 1 live session. Best practices and teaching demonstrations will showcase how an online teacher can create memorable learning experiences for children.

Paige Hibbard



Online Practicum: A Useful Format for Empowering Teachers

Due to the great demand of ESL/EFL teachers worldwide, an increasing number of TEFL certificate programs have been created and migrated from F2F to online courses. However, the implementation of online Practicum classes can be challenging. In the summer of 2018, Ohio University revamped its online TEFL certificate program. The program welcomed students/candidates from different places.

Two perspectives on the practicum will be provided: the instructor's and the student/candidate's perspectives. Attendees will leave with ideas to structure and implement a practicum placement at a remote site, using online tools available to them to monitor, communicate, and collaborate throughout the practicum placement.

Gabriela Castaneda-Gleason, Mahdy Sarsour

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Interweaving Technology and Academic Vocabulary: The Role of Whatsapp in an IEP

This study reports on the affordances of the mobile messaging application Whatsapp for explicitly teaching and practice of academic vocabulary for intermediate English learners in an intensive English Program (IEP). Twenty-four participants from writing courses engaged in active practice of 75 academic target words through the chat group. Findings reveal consistent engaged practiced yielded the highest retention rates. Implications for interweaving technology with specific language goals and empowering learners with technological tools are discussed.

Raisa Ankeny

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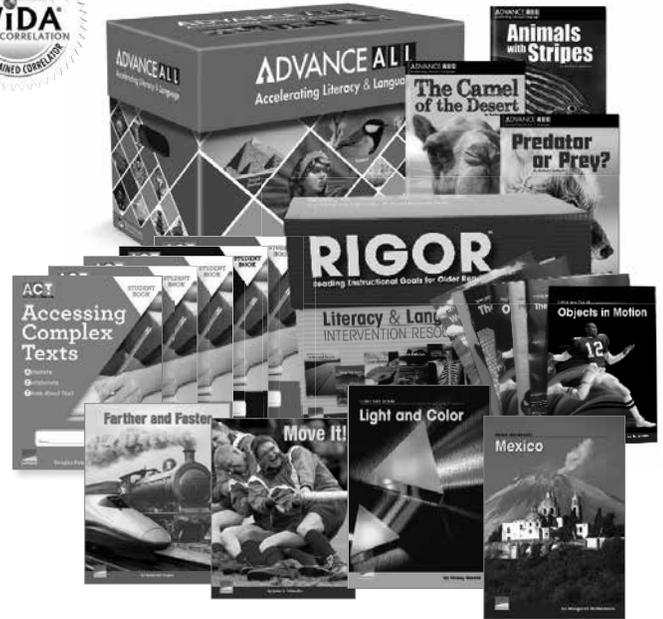


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FRIDAY SESSION DESCRIPTIONS

Round Table 14

Assessment in English Teaching and Learning

3:45 – 4:30pm
Seminole A & B



Improving Student Performance on Computer-Based Standardized Speaking Assessments

Are your students struggling to master the skills necessary to excel at computer-based standardized speaking assessments? I have formulated a research-based five step instructional plan to teach students the skills and technology necessary to improve performance on timed, computer-based speaking assessments. In this session, you will learn how the plan was developed, see demonstrations of the technology utilized, and come away with instructional tools you can use in your classroom on Monday!

Jennifer Meyer, Mohammed Albakry, Joseph Whinery



Technology-based Speaking Assessment for EAP Courses: Empowering Language Teachers with VoiceThread

Assessment is an integral part of language education. Technological advances have changed the landscape of assessment. Nonetheless, there exists a paucity of quality instructional strategies to use technological tools in speaking assessment. Beginning with the affordances of technological tools in speaking assessment, the presenters will present the results of their empirical research conducted with international students at EAP courses. This presentation, thus, will give a comprehensive account of the (1) importance of assessment in classrooms, (2) incorporation of technology in language education and assessment, and (3) scrutinizes VoiceThread as a technological tool to assess students' lectures in EAP courses.

Inanc Karagoz, Babak Khoshnevisan

Round Table 15

AR, VR, and Beyond

3:45 – 4:30pm
Seminole A & B



Idiomatics Perceived is Idiomatics Achieved: Empowering AR-Infused Material in Second/Foreign Language Learning

There is no denying. There is no escaping it. The evolving nature of digital technologies has long been transforming the face of education. Augmented Reality (AR) is one such promising technology yet to pursue meaningful language learning constructs, and especially in the field of idiomatics (i.e., idiomatic and figurative

language). Addressing this theory-to-practice gap, the presenters first detail the theoretical-pragmatic frameworks undergirding AR. Experimental data collected from five international students are then presented to highlight their perceptions of learning idiomatics via AR-infused material. Thereafter, research-driven results are anchored in pedagogical implications worth considering within future environments promoting such creative leaning.

John Liontas, Babak Khoshnevisan



Virtual Reality Chat: Language Learning Tool of the Future

A 2017 video game has the potential of becoming a wonderful language learning tool. Virtual Reality(VR) Chat is an online video game that connects users from around the world in voice chatrooms. Users are represented by avatars in virtual reality worlds. A diverse group of language learners exist on the platform already, pointing to its potential applications in language programs. With just a computer and internet access, students can have an engaging experience practicing their English speaking skills nearly as well as they would within a face-to-face setting.

Christina Savvidis, Januarie Geffrard

Round Table 16

The Native/Non-Native Comparison

3:45 – 4:30pm
Seminole A & B



A Comparison of Using Hedges between NS and NNS Scientific Discourse

This presentation compares how hedges are used between NS and NNS scientific research articles to mitigate propositions and express tentativeness. Research shows that it is necessary to provide explicit instructions to NNS writers in the use of hedges to increase their participation in the scientific community. Implications are also provided to inform EAP instructions and future research.

Caoyuan Ma

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FRIDAY SESSION DESCRIPTIONS



Input Modality, Native Language, and Language Proficiency as Predictors of Pronunciation Accuracy

Learn how input modality, L1, and L2 proficiency were tested as predictors of pronunciation accuracy through a re-examination of Farina's 2013 data of spoken pseudo-words. Using a grouping approach for L1 and a dichotomous lens for pronunciation accuracy, the results of a binary logistic regression align with Farina's findings that input modality was a significant predictor of pronunciation accuracy. Where L1 was not found to be a predictor of accuracy, L2 proficiency did show some predictive value. These findings shed light on the role input modality plays on pronunciation accuracy, with implications for teaching methods and future research.

Marcella A. Farina, Christina Torres



The Complexities of the NNS Speaker Teacher Label: Pochos, Cholos, Mojós, Etc.

Positioning or labeling a person is a complex issue that we do frequently in our daily and professional social lives. In the case of English teachers, they can be labelled by students, administrators or the general public. English teachers are often labelled in different ways, such as: non-native, native, pocho, mocho, cholo, gringo, to name a few. These labels can carry a negative connotation that goes way beyond their original intent. We present qualitative data that explores these labels and what these labels bring to teachers' identity formation (Norton, 2013) within our profession in Mexico.

M. Martha Lengeling, Irasema Mora Pablo

Round Table 17

Contexts for Identity Development as Students and/or Instructors

3:45 – 4:30pm

Seminole A & B



Raising as a Bilingual and Bicultural Individual: Creating Home and School Environments

This interview study explores the importance of family involvement in raising as a bilingual and bicultural individual by exploring a school-age, Korean-American bilingual's identity and language development by interviewing her and her father. Study findings show that the bilingual child's heritage language learning occurred mostly at home or at an environment with the parents' support. This study also indicates that a relaxed and non-pressure parental learning atmosphere can better encourage the child's heritage and mainstream language development. The presenter suggests

how to create home and school environments to promote the child's heritage and mainstream language, literacy, and identity development.

Soonhyang Kim



Identity and Second Language Acquisition: Adult Puerto Rican Migrants in the U.S.

Drawing on the poststructuralist construct of identity and on Norton's (1995) concept of investment, as well as on Bourdieu's (1977) notion of capital, this qualitative study relies on data gathered through interviews with two adult female Puerto Ricans, who migrated to Central Florida ten years ago. The research investigates what identity-related factors can facilitate or hinder the acquisition of the target language by Puerto Rican migrants. The findings indicate that investment in social and academic practices can benefit ESL students, but power inequities in interactions between native speakers and migrants can prevent the latter from interacting in the English-speaking community.

Marcio Rubens Soares Gomes



Writing Grants: A Time of Empowerment for TESOL Educators

A time of empowerment for TESOL educators can be grant writing, which includes identifying needs and locating funding sources. This grant writing process was incorporated within a TESOL graduate course on community engagement. After results from this course are shared, attendees will explore their needs for grant writing.

Susan Spezzini

Round Table 18

Issues in Teacher Education

3:45 – 4:30pm

Seminole A & B



General Education Faculty's Perceptions and Experiences of ESOL Infusion

This presentation explores an important yet little researched area regarding mainstream teacher preparation of working with ELLs --- the perceptions and experiences of integrating and infusing ESOL-related content and standards into mainstream teacher education curriculum and courses from general education (Non-ESOL) faculty's perspective. Some preliminary findings and implications will be presented and discussed.

Mengfei Liu



Teacher Education



Technology/Other



Workshop/Demo



Practice-Oriented



Exhibitor



Research-Oriented

FRIDAY SESSION DESCRIPTIONS



Review of the Literature on Teacher Preparation for Rural ELLs

Rural clinical experience is regarded as an effective pedagogical practice to foster teacher candidates to learn from rural schools and districts (Azano & Stewart, 2015; Eppley, 2015). This study displays evidence, data and exemplars with high quality rural clinical experiences in rural teacher education programs. The specific exemplars of practice are shared that have the potential for replication at other sites to enhance rural clinical experiences and rural teacher education curriculum development for rural ELLs in the United States of America. This presentation also appeals to establish a stronger connection between university teacher education program and rural schools and rural communities.

Jie Li

Round Table 19

Communication and Oral Language Development

3:45 – 4:30pm
Seminole A & B



EFL Learners' Use of Communication Strategies: Differences in Gender and Ethnicity Groups

The purpose of this study was to explore the effect of gender and ethnicity on the Vietnamese EFL college students' use of communication strategies in four categories: Avoidance, Compensation, Interaction, and Stalling. Data analysis revealed a variation in learners' choice of communication strategies. Specifically, in terms of gender, males tended to use more avoidance strategies, whereas females tended to use more interaction strategies. In terms of ethnicity, the minority ethnic students have the tendency to use more avoidance strategies and compensation strategies, whereas the majority ethnic students use stalling strategies more often. Pedagogical implications of the study will be discussed.

Van Thi Hong Le, Deddy Amrand



English Learners' Production of Idiomatic and Figurative Language: Challenges and Opportunities

The production of idiomatic/figurative language has long been a hallmark of native language proficiency. While multiple studies have explored English learners' (ELs) receptive proficiency with idiomatic/figurative language, few studies to date have measured ELs' ability to produce such language both accurately and appropriately. This presentation reports the results of a mixed-methods study focusing on graduate-level native-speaker and

ELs' production of idioms, binomials, trinomials, similes, proverbs, and metaphors. Experimental data from production tasks, surveys, and semi-structured interviews indicate that even advanced ELs find producing idiomatic/figurative language to be challenging. Implications for language education and curriculum planning are discussed and applied dialogically.

John I. Liontas, Inanc Karagoz, Patrick Mannion



The Impact of Strategies-based Instruction on EFL Learners' Speaking Performance

The main purpose of the current study was to find out the effect of strategy-based instruction (SBI) on improving Armenian L2 English learners' speaking performance, as well as to find out the learners' attitude towards using the strategies. From the two groups involved in the study, the experimental group received the treatment, whereas the control group received the placebo. The students' age ranged from 12-14. The effectiveness of the treatment was investigated through quasi-experimental design. The study comprised both quantitative (pre and post tests, attitudinal questionnaire) and qualitative (semi-structured interview) data collection instruments. The results of the statistical analysis displayed that there was a trend towards significant gains in the learners' oral production after the treatment. It was also revealed that the learners of the experimental group had positive attitude towards the program.

Anahit Arakelyan, Tazagyul Gasparyan

Round Table 20

Perspectives of Success

3:45 – 4:30pm
Seminole A & B



An Analysis of Writing Tasks for EAP Students' Success in College

The purpose of this study is to conduct a needs analysis to explore EAP students' and EAP instructors' perceptions of advanced EAP composition courses with the aim of improving EAP students' writing skills so that they can succeed in their post-secondary education.

Renata Pavanelli

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FRIDAY SESSION DESCRIPTIONS



When our Students Stand Accused

We rightly give attention to educating our international students on ways to protect themselves and how we can help if they become victims, but what if our students are the accused? When mugshots and court records are public information and teachers, staff, students, and stakeholders alike are asking what is going on, how do we do our jobs while continuing to support individual students and advocate for international education? The presentation will offer suggestions from an international student services perspective for faculty and administrators to navigate legal ramifications and interpersonal challenges resulting from student arrests.

Victoria Dolce



Motivation to Learn English in Ecuador Urban and Rural Contexts

This study compared the motivation to learn English as a foreign language in Ecuador of sophomore high school students, 14 – 15 years of age, in two contexts: urban and rural. The study applied a 23 items questionnaire based on the instrument used by Lamb, M in his study “A self-system perspective on young adolescents’ motivation to learn English in urban and rural settings”. The study is a comparative education research and took a quantitative approach through a descriptive design. EFL motivation was found to be partly different in strength and character between the two contexts.

Christian Andrade, Cristina Salazar

Round Table 21

Approaches to Literacy Instruction

3:45 – 4:30pm

Seminole A & B



Prescriptive or Powerful: Recall of Parallel Structures and Implications for ELs

In textbooks and in online instruction, parallelism is taught as grammatical correctness to ELs. English language parallelism pedagogy primarily privileges parallel structure as coordination, a syntactic structure which may not be culturally commonplace for most ELs (with exceptions; see Robert Kaplan’s work on contrastive rhetoric and Arabic parallelism). Although syntactic parallelism is currently addressed as grammar instruction for ELs, this paper will present research that shows adult (n=130) students’ responses to parallel structure to be largely emotional and not based on information retainability. In other words, we may be asking ELs to create coordinate parallel structures with the purpose

of clarity, concision, and efficiency (increased recall), but this study’s results show no difference in recall between parallel and nonparallel texts across cultures.

Nicole Amare



A Needs Analysis of First-Year College Reading and Writing Tasks

This presentation reports on the methodology and initial results of a needs analysis conducted at a community college in Southeastern US. This needs analysis was undertaken to identify target tasks that advanced second language learners need to perform in first-year college content courses. Following TBLT’s approach to language learning, the researchers identified authentic target reading and writing tasks in order to inform revisions and implementation of future EAP curriculum.

Susan Benson, Li-Lee Tunceren



“It’s Like My Own Story”: Video Book Trailers by ESL Readers

Despite the benefits of reading, ESL learners’ declining motivation may lead to insufficient reading practice and poor reading performance (Ong, 2018). Research on story-based pedagogy, video book trailers (VBT), and digital storytelling suggests the feasibility of integrating VBT into ESL reading instruction. This phenomenological study investigates ESL students’ project experiences in producing a VBT to retell the classical fictions they read. Data from questionnaires, interviews, observation, and video artifacts will be analyzed and coded. The study aims to reveal learning opportunities and challenges in a VBT project and share participants’ comparisons of this project with earlier educational experiences.

Shizhong Zhang, Ying Xiong

EAP Consortium

3:45 – 4:30pm

Sun & Surf I

4:30pm

BREAK | VISIT EXHIBIT HALL

4:45pm



Teacher Education



Technology/Other



Workshop/Demo



Practice-Oriented



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FRIDAY SESSION DESCRIPTIONS



4:45 – 5:30pm
Seminole A

Flipping for FlipGrid: It's Like SnapChat, but for Homework!

Flipgrid is a FREE video discussion platform with easy-to-use recording tools that leverage student common underlying proficiencies with social media. Students say, "it's like Snapchat, but for homework." Come learn more about how you can use Flipgrid to incorporate authentic listening and speaking tasks into any curriculum.

James May



4:45 – 5:30pm
Gulf Coast I

Teach Abroad with the English Language Fellow Program

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

Anne Nabors



4:45 – 5:30pm
Gulf Coast II

Empowering Students through Mindfulness

Recent research suggests that mindfulness practices enhance awareness, reduce stress, improve memory, and make us happier. In this presentation, we will share our experiences of implementing mindfulness activities that help students foster better understanding of their emotions, perceptions, thoughts, and well-being. Participants will learn simple but effective ways to bring mindfulness activities ideally suited for the English language classroom. Ideas for integration and expansion will also be discussed.

David Braasch



4:45 – 5:30pm
Gulf Coast III

Using High School Equivalency Writing Test Prompts to Develop Adult ESL Learners' Academic English

The presenter demonstrates how high school equivalency writing test prompts can be used in adult ESL classes to teach academic writing. Drawing on Habits of Mind research, she demonstrates how academic writing skills can be developed at any English proficiency level using high school equivalency writing test prompts. Participants are then given time to develop a class lesson using Habits of Mind and a high school equivalency writing test prompt.

Kirsten Schaezel



4:45 – 5:30pm
Gulf Coast IV

Supporting Students with Interrupted Education

This session explores the causes of interrupted schooling and the impact this educational gap has on academic achievement. Information will be shared on both refugee and Latino students who have limited educational backgrounds. Specific suggestions will be offered for how classroom teachers can better support the academic and non-academic needs these students.

Brenda Custodio, Judith O'Loughlin



4:45 – 5:30pm
Sun & Surf I

Improving the Cultural Intelligence of your Staff

Many staff members in American schools do not possess the cultural intelligence that is necessary to proficiently interact with the increasing immigrant population and their families, which can lead to cultural misunderstandings and conflicts. This session presents a template (that you can alter/use) for a professional development program geared towards staff in public schools.

Jennifer Burggraf



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4:45 – 5:30pm
Sun & Surf II

Leveling your STEM Text for ESOL Learners

This session aims at the classroom teacher interested in learning how to better serve the ESOL students in science, technology, engineering and math (STEM) courses. Although heavily anchored in research, this practice-oriented presentation focuses on using corpus-based tools to modify content specific texts according to the learner's English language proficiency. The audience will be guided through the process of using corpus-based tools to extract keywords from texts, select low frequency words, and modify those low frequency words from these texts to align with the vocabulary size of the learner and his or her English language proficiency level

Rebeca Arndt



4:45 – 5:30pm
Sun & Surf III

Entering an Age of Content-Based Teaching: Let us Empower Instructors!

Research showed that not all students that graduate from language programs can actually succeed in university classes. A solution offered by Kasper (2010) was to include content-based classes in language programs. Participants will learn:

- What are the advantages and disadvantages of teaching academic content-based classes?
- Where to find material for academic content-based classes?
- How to adapt materials for academic content-based classes?
- How to select content for content-based teaching?
- How to write a curriculum for content-based classes?
- What are the goals, objectives, and outcomes for content-based classes?
- How to diversify activities in the class?

Aliona Buresh



4:45 – 5:30pm
Sun & Surf IV

IELTS: Reaching Goals for Acceptance into Undergraduate and Graduate Programs

IELTS has gained worldwide recognition as a required English Language test for entrance into many

undergraduate and graduate programs. Although candidates may have strong foundations in academic reading, writing, speaking and listening, these skills are often not developed enough or used appropriately for students to achieve the marks needed (usually a 6.5 or 7.0) for entrance into specific college/university programs. This workshop will focus on specific requirements of the IELTS exam and will offer hands-on skills and tools for teachers to ensure that students successfully reach their IELTS goals.

Rita Economou



4:45 – 5:30pm
Sun & Surf V

Turning Students into Reflective Learners Utilizing Audio Learning Journals

This presentation demonstrates how ESL/IEP instructors teaching face-to-face courses in a technology-assisted environment can utilize audio learning journals to encourage reflective practice amongst students. Learn how to set up audio learning journals as a simple add-on to existing curricula to promote reflective learning, develop speaking skills, and gather student feedback.

Ying Xiong



4:45 – 5:30pm
Seminole B

Facilitating Social and Emotional Learning for English Learners

This presentation will describe the five components of social and emotional learning and explain their benefits to English learners in K-12 classrooms. The session will include practical teacher strategies for integrating social and emotional learning into the curriculum for English learners while still considering their linguistic proficiency levels and cultural knowledge. The presentation will conclude with participant discussion about providing social and emotional learning for English learners.

Gwendolyn Williams

6:30pm

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SATURDAY SESSION DESCRIPTIONS



8:00 – 8:45am
Seminole A

Flipgrid or Flop? Considerations before Using This Social Video Platform

Generation Z learners want engaging classes with screen-based learning. However, instructors must consider what apps are user-friendly and pedagogically-sound. Presenters share how Flipgrid empowers oral communication students to share short video responses to prompts. Flipgrid is gaining traction in TESOL communities because it is a fun and educational social media platform. However, Flipgrid can fall short in several ways. Presenters share both helpful and humorous examples on how to avoid Flipgrid flops. Attendees leave with successful activities and are able to evaluate whether Flipgrid is appropriate for their contexts.

Clarissa (Reese) Moorhead, Mariah Schuemann

examine the practice and philosophy of using a mentor sentence routine, but will also use authentic texts to choose and create mentor sentences they can take back to the classroom in this interactive session. Furthermore, participants will explore the idea of using corpus linguistics, or language in the body of text, to make grammar and usage more meaningful to students. This is a Best of TNTESOL presentation.

Sunita Watson



8:00 – 8:45am
Gulf Coast III

The Effects of Anxiety on Second Language Acquisition

Empirical research has shown that anxiety has a negative effect on second language acquisition (SLA), and that anxiety can affect the input, processing, and output stages of acquisition in each language skill area. While it is clear that foreign language anxiety is a persistent problem for language learners, strategies to reduce anxiety are rarely the focus of language teacher training programs. This presentation will describe the role of anxiety in SLA, and present an overview of five seminal studies spanning over 30 years of scholarship in SLA and anxiety. Pedagogical practices which can alleviate anxiety will also be discussed.

Caroline Webb



8:00 – 8:45am
Gulf Coast I

From Students to Participants: Enriching Intercultural L2 Writing and Digital Literacy

Students in EAP programs struggle to express their ideas in L2 academic writing and utilize digital literacy skills. By recognizing learners' multiliteracy practices (New London Group, 1996) and available technologies, educators can create spaces for students to adopt diverse (non) linguistic tools to deepen learning, cultural awareness, and connection to a global English-speaking audience. The presenters will share place-based multimodal tasks that foster the shift from student engagement to student empowerment and address the communication needs of learners in today's globalized world. These activities also promote students' intercultural communicative competence, digital literacy, and communicative academic writing skill development.

Andrea Lypka, Chi Rehg, Christy Williams



8:00 – 8:45am
Gulf Coast IV

Task Cards for Collaboration with ESOL Professionals: Performance-Based Professional Development

In inclusive elementary school settings, ESOL and mainstream teachers must collaborate to meet the academic needs of the growing number of Language Learners (LL)s. However, they do not feel prepared for effective collaborative partnerships. The performance-based professional development workshop will engage participants in reenactment of actual collaborative situations with task card activities. Participants will react on issues in instructional collaboration with ESOL professionals.

Maya Lane



8:00 – 8:45am
Gulf Coast II

Bring Mentor Sentences to Light: Strengthen Grammar in Context for Future Success

Using a mentor text to teach writing, reading, and text structure lends innovation to the idea of teaching good writing at the sentence level. Participants will not only



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Technology/ Other



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SATURDAY SESSION DESCRIPTIONS



8:00 – 8:45am
Sun & Surf I

What Went Wrong? Narrative Inquiry as Professional Development for Empowering ESL Teachers

With the competing demands that many teachers face, it can be challenging to find the time to meaningfully and professionally develop. Even answering the question 'what went wrong in class?' can prove difficult to answer due to time limitations. Reflection is critical for teachers' professional development, and narrative inquiry is a reflection tool that helps teachers mediate their professional development. By reflecting upon personal experiences, teachers can use their own knowledge to develop themselves. This session will explain how to use narrative inquiry, how to find connections in the inquiry to clarify tensions, and how to meaningfully reinterpret teaching methods.

Patrick Klager



8:00 – 8:45am
Sun & Surf II

The Use of Video Recording as an Instructional Strategy of Transformational Learning

This session will focus on an instructional approach utilized in a TESOL methods course to help preservice teachers reflect on their own teaching and student learning in order to gain an awareness of their instructional practices and their impact on student learning. Learn how to use this approach for coaching and professional development.

Katya Koubek



8:00 – 8:45am
Sun & Surf III

Empower Teachers with a Free Corpus Linguistic Tool: A New Level of Teaching

This presentation empowers teachers with a powerful free corpus linguistic tool: AntConc to take your teaching to a new level. In the presentation, participants will first experience the whole process of how the presenter has conducted a teacher research project by applying the tool. The project examines how the hypothesis of reflection is an action of teacher identity (Farrell, 2019, p.9) is activated and tested in 163 reflective samples of 21

doctoral English pedagogy students' writing. Participants will also have the opportunity to practice using the tool by uploading data and conducting practice analysis to form assumptions and pedagogical interventions.

Saihua Xia



8:00 – 8:45am
Sun & Surf IV

Empowerment through Meaningful Dialogue: A Better Approach to Presentation Q&A

Presentation Q&A can be terrifying for our students. Questions are often unpredictable, unclear, meandering, or not actually questions. Presentation audiences may not know what questions to ask, and therefore may only ask superficial questions or decline to participate. Based upon the recording, transcription, and analysis of authentic in-class presentations at an intensive English program, this presentation takes a descriptive approach to teaching presentation Q&A. This presentation will provide insights about differentiating between comments and questions, identifying questions being asked, and responding to them. Attendees will receive lesson plans for teaching better Q&A, adaptable from beginner levels to advanced.

Thomas Dolce



8:00 – 8:45am
Sun & Surf V

From Maslow to Bloom: The Impact of Trauma on Academic Achievement

Children coming from a background of violence, poverty, war, or other trauma may have challenges dealing with social and emotional issues. These challenges can profoundly affect their learning. This collaborative workshop will look at ways teachers can help students succeed academically despite their struggles. This workshop examines the effects of adverse childhood experiences on the students in our classrooms. The effects of trauma on the brain will be discussed as well as the lasting effects that adverse childhood experiences have on students. We also will highlight concrete practices and strategies that teachers can use in their classes right away to assist children from backgrounds of trauma.

Johnna Paraiso



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8:00 – 8:45am
Seminole B

From Practice to Publication: Guiding Teachers and Graduate Students

Daily teaching practice can lead to opportunities for professional development through publication. This workshop unpacks this process of professional development for teachers and graduate students by demonstrating how the presenters have used to convert their daily teaching and personal and professional interests into articles for publication.

Soonhyang Kim, Miranda Peters, Hwanhee “Holly” Song

8:45am

BREAK | VISIT EXHIBIT HALL

9:00am

Closing Keynote Dr. Margie McHugh

9:00 – 10:00am
Seminole C

Turbulent Times for Immigrant Families: Responding to Challenges at the Intersection of the Immigration and Education Fields

Recent dramatic changes in immigration policies challenge educators to understand the rising fear, anxiety and other destabilizing effects these policy changes have on their students and classrooms. Simultaneously, efforts to build systems capacities to provide quality instruction to pre-school Dual Language Learners, diverse EL sub-groups within the K12 population, and/or to meet the integration and English acquisition needs of immigrant adults, continue to face many challenges. This session will explore key policy developments at the intersection of the immigration and education policy fields, their potential impacts on students young and old from immigrant families, and strategies for continuing to support immigrants’ educational and integration success in this turbulent environment.

10:00am

BREAK | VISIT EXHIBIT HALL

10:15am



8:00 – 8:45am
Seminole A

It’s Not the APP, it’s the Application: Understanding the Power of Pedagogy before Technology

Teaching Technologies provide powerful ways to engage students, inform individual and group work, differentiate instruction, and enhance learning. However, before you try that next designer APP, you might want to remember “It’s not the APP, it’s the Application!” Come join Dr. James May, Faculty Fellow for Innovation and Technology at Valencia College, for a hands-on, interactive session discussing a variety of FREE 21st Century teaching technologies and the Power Pedagogies that underscore their use.

James May



8:00 – 8:45am
Gulf Coast I

Breaking Down Walls to Empower International Students’ Integration into Campus Communities

All too often international university students and faculty feel separated from the wider campus community, and this can have negative social and academic impacts. This session will detail innovative outreach programs and opportunities to ensure a culture of belonging. Presenters will explain how they forged win-win relationships with other departments to ultimately plan and host a plethora of successful events that promote international inclusion. Attendees will leave with implementable ideas for creating empowering events, including professor and alumni panels, cross-departmental learning lunches, and conversation-partner programs, among other activities.

Clarissa (Reese) Moorhead, Caroline Coy, Matt Kaeiser, Mariah Schuemann

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SATURDAY SESSION DESCRIPTIONS



8:00 – 8:45am
Gulf Coast II

Morphological Analysis and Academic Vocabulary Building

Morphemes (word parts) often remain visually consistent across a range of words even when they differ in pronunciation. Morpheme Awareness capitalizes on form and meaning clues that serve as mnemonics to facilitate recall of vocabulary introduced as part of a curriculum. This presentation will showcase the interesting nature of morphemes, discuss critical criteria used to obtain only the most helpful word parts, and share the principal criterion for vocabulary selection. Furthermore, short and long-term retention were empirically measured as part of an original experiment that captured data from 359 students over a four-year span. Results and implications will be discussed.

Tom Bellomo



8:00 – 8:45am
Gulf Coast III

Looking Forward to Looking Into & Looking Over Phrasal Verbs!

Engaging our students in English that is useful and practical most definitely includes teaching PHRASAL VERBS. How and when should they be taught- as they come up in the textbook?, in conversation or reading classes?, -in some order by learning Separable then Non-Separable?, -by related topics or themes?, -ones with different meanings?, etc. How do you like to teach Phrasal Verbs? Let's LOOK OVER this exciting topic and LOOK INTO its many dimensions via games, songs, and various fun activities.

Mary Goodman, Maria Rossana Ramirez, Gina Calderon-Acevedo, Julie Anderson-Manrique



8:00 – 8:45am
Gulf Coast IV

The Story Doesn't End Here: Embracing Hope in the Midst of Generational Trauma

Based on language learning and instruction through the art of storytelling, we will explore how to approach generational trauma as it impacts our students in the language classroom. We will implement forms of community engagement, healing centered learning

strategies and intentional questioning to navigate a healthy classroom environment. As our current social and political climate lends itself to the exacerbation of trauma informed experiences and how they impact our lives, we must be cognizant of how to guide our students to positive learning that is both challenging and healing.

Rachel Duff, Ebru Bilgili, Marilyn Barnwell



8:00 – 8:45am
Sun & Surf I

The Web 2.0 Tool Kit for Teaching English Language Learners in the K-12 Classroom

The current session shares the historical backgrounds of the Web 2.0 Tool Kit and the most widely and effectively used Web 2.0 Tool Kit for teaching English Language Learners in the K-12 classrooms. Important ESOL strategies and teaching tips will be shared with teachers who do not share the language with their ELL students.

Ahyea (Alice) Jo, Jo Kozuma



8:00 – 8:45am
Sun & Surf II

Supporting English Learners in Rural Schools: One District's Approach

Project STELLAR (Supporting Teachers and Educators of English Language Learners Across Rural Schools) has engaged many teachers and leaders in Levy County over the last two years. This project has influenced teaching, triggered shifts in perceptions, changes in acceptance, and empowered staff to engage with different teaching methods for ELLs. As a rural district, access to resources are limited and we struggled with family engagement, teaching strategies and many other challenges appropriately serving the ELL population. This presentation describes the perspectives of a teacher, a reading coach, a guidance counselor, and a principal and the impact of STELLAR.

Jaime Handlin, Gemma Fleming, Amy Webber, Josh Thompson



Adult ESL
Adult Ed



Advocacy



Dual
Language



EAP/
IEP



EFL



K-12
Programs

SATURDAY SESSION DESCRIPTIONS



8:00 – 8:45am
Sun & Surf III

Empowering Pre-service Teachers through Scaffolded Instructional Practice Opportunities

Have your pre-service teachers (PSTs) ever expressed concern about working with English learners (ELs) before they begin their intensive school-based experiences? In this workshop, the presenters will share a teaching approach that empowered their PSTs to work effectively with ELs (and all other learners) by providing scaffolded, collaborative instructional practice opportunities. An overview of the approach and a demonstration will be shared with time for discussion.

Melissa McAllister

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8:00 – 8:45am
Sun & Surf IV

Supporting Faculty Teaching International Students

At Ringling College of Art and Design, international students represent 62 countries and have varying degrees of English competency. Studio instructors and Liberal Arts professors are often unaware of the challenges these students face in their classes, and they seek guidance from ESOL faculty to help them support their international students effectively. The presenters will explore these issues and offer suggestions that empower content faculty to respond equitably and

confidently to international students for the benefit of all stakeholders involved.

Barbara Kosanovich, Catherine Mougalian

11:00am

BREAK | VISIT EXHIBIT HALL

11:30am

Closing Plenary

Dr. Rosa Castro Feinberg

11:30am – 12:30pm

Seminole C

Past Victories, Current Issues, Future Prospects

The advocacy history of Sunshine State TESOL provides useful lessons learned for all TESOL Chapters. Reviewing our past advocacy successes and the strategies we've learned to use to gain them should leave us all feeling proud of what Sunshine State TESOL and our allies have accomplished. Those same strategies can be put to good use during the 2020 legislative session to support pending bills. In the future, we can continue what we have been doing or consider a bold departure from our present approach to advocacy. The steps to take by those who wish to consider or support a journey on the new path will be made clear.

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Closing | Door Prizes

12:30 – 1:00pm

Seminole C

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