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Dear Friends,

On behalf of the citizens of the Sunshine City, welcome to the annual Sunshine State Teachers of English to Other Languages Conference. The City of St. Petersburg is honored to host you at the St. Petersburg Hilton Bayfront, in the heart of our downtown.

The theme of this year’s conference is “Charting New Waters: ESOL for the Next Generation.” Here in St. Petersburg, we are building a city of opportunity where the sun shines on all who come to live, work and play. We will be an innovative, creative and competitive community that honors our past while pursuing our future – and that means preparing our next generation for a rapidly changing world. Thank you for playing an important role in building our city of opportunity.

During your stay in our wonderful city, I hope you will take some time to discover all that St. Petersburg has to offer. Explore our vibrant downtown and beautiful waterfront area. Our parks, museums and restaurants are first class. We take pride in the cultural diversity of our community. In addition to great weather and abundant sunshine, we have exceptional arts and entertainment venues and offer an array of leisure and recreational activities.

Thank you all again for being here. Best wishes for a wonderful conference.

Sincerely,

[Signature]

Mayor Rick Kriseman

As President of St. Petersburg College (SPC), it is my pleasure to welcome you to the 37th annual Sunshine State Teachers of English to Speakers of Other Languages Conference. It is an honor to have all of you here this week.

The ability to communicate effectively in our homes, our schools, our workplaces and our communities is vital to helping us navigate the world around us. That's why your efforts to improve and expand excellence in teaching of English for speakers of other languages is admirable. English proficiency opens doors to educational and career opportunities, and the fulfillment of personal aspirations. Through your hard work and dedication, you help give students increased chances for success in school, and life.

SPC is committed to supporting the success of all of our students, especially those who come to us with obstacles to overcome. As our community and our student body become more diverse, it is critical that we partner with groups like SITESOL to leverage our collective efforts to improve educational opportunities for minority students.

Over the past several years, St. Petersburg College has redoubled its student support efforts with our initiative: “The College Experience: Student Success.” Our goal is simple: give students the support needed to earn the degree or certificate to change their lives.

We are proud of the significant progress we’ve made in our student success rates, particularly those for students in our English as a Second Language courses. Between the Fall 2013 and Fall 2014 terms, nearly 700 SPC students benefitted from these classes, with an average success rate of 88%. In addition, St. Petersburg College offers the Intensive English Program (IEP), an ESL program designed to give international students a supportive environment to intensely study academic English. It is exciting to note that over the last five years, 98% of these students have been successful in their language courses.

It is fitting that this year’s theme is “Charting New Waters: ESOL for the next generation,” because it is imperative that we continue to find innovative ways to equip educators with the tools, training and resources to lead the charge to best support students. The collaboration and learning that occurs during this conference will benefit us all. Most importantly, it will benefit our students and our communities.

Thank you for all your efforts, and again, welcome to St. Petersburg.

Sincerely,

[Signature]

Dr. William D. Law, Jr.
President,
St. Petersburg College

spcollege.edu • Mailing Address: PO Box 13489, St. Petersburg, FL 33733-3489 • An Equal Access/Equal Opportunity Institution.
Welcome to beautiful St. Petersburg and the 37th annual SSTESOL Conference “Charting New Waters. ESOL for the Next Generation!” We are glad you are here and look forward to this time together.

The 2015 conference team has worked hard to plan and deliver a world-class event filled with many opportunities for exciting and rewarding professional growth. If you are new to the TESOL community, we extend a warm welcome; if you are a veteran SSTESOL participant, welcome back. Whether your focus is K-12, higher education, EFL, adult ESOL, technology, advocacy, dual language education, or teacher preparation, we think you will find something of interest to you over the next few days.

In accordance with our theme, this year’s conference will provide a way to think back and look ahead with current, past, and future colleagues and friends. We hope you will take this opportunity to reach out, learn, network, and collaborate with others from across the state. We have some great speakers lined up, and we hope that in attending this SSTESOL conference, you are able to increase your knowledge, gain new skills, gather ideas, and broaden your perspectives. While you’re here, please take the time to chat with SSTESOL board members and visit your local chapter booth. Please also visit our publishers and vendors. There you will find an array of materials to tap your creativity and enhance your course offerings and classroom practices. Our exhibitors are the backbone of our conference.

Finally, after all is said and done, enjoy St. Petersburg. It is a truly wonderful venue. After a full day of academic sessions and multiple workshops, take some time to relax and explore the city. Check out the Salvador Dali Museum. Enjoy a walk or refreshment by the bay. Take advantage of the cultural and linguistic diversity that makes this area a prime destination. Stop by the Bay Area Regional TESOL booth for ideas and assistance getting around St. Pete.

Thank you for coming, and we hope you have a fantastic conference experience. Please feel free to stop by and introduce yourself and share your feedback. The conference team strives to make this event exceed your expectations every year.

Collegially,

Ester de Jong
SSTESOL Conference Chair

Li-Lee Tunceren
SSTESOL President

April 14, 2015

Dear Sunshine State TESOL Conference 2015 Participant,

It is a great honor for Pinellas County to host another Conference for Sunshine State Teachers for Speakers of Other Languages. The 2015 conference’s theme, Charting New Waters: English Speakers of Other Languages (ESOL) for Next Generation poses a tremendous challenge to educators to accept the leading role in the collaborative, shared responsibility in providing improved educational opportunities for English Language Learners (ELLs). It is the TESOL educators that have the power to reform ELL policy and instruction to create sustainable solutions to the educational challenges faced by ELLs.

I would like to take this opportunity to welcome you to our diverse county. Our district’s ELL students and their families represent 97 different languages and 114 different countries. Intricately interwoven into every part of our daily lives, the riches of diversity of our district is what makes it so unique and beautiful.

We invite you to take the time during your visit to enjoy learning about our community and its diverse offerings.

Sincerely,

Michael A. Grego, Ed.D.
Superintendent, Pinellas County Schools
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 100 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 1990’s was the implementation of the Florida Consent Decree. In 1995, the membership voted to become Sunshine State TESOL, a Florida organization.

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

Also at this time, the board began work on the development of a strategic forward plan. Organizational development, professional development, and advocacy were identified as three key planning areas. Annually, short and long term goals are created and the 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 the strategic forward plan.
**Proposal Reviewers**

Lynn Arroyo, Hernando County Schools  
Seonghah Byeon, University of Florida  
Arlene Costello, Escambia County Public Schools  
Tony Erben, University of Tampa  
Ekaterina V. Goussakova, Seminole State College  
Jane Gouvin, ESOL in Higher Education, LLC  
Melanie Paden, St. Petersburg College  
Aicha Ouzia, University of Florida  
James May, Daytona State College  
Stephen Johnson, Miami Dade College  
Betty Green, Daytona State College  
Jane Govoni, ESOL in Higher Education  
Ekaterina V. Goussakova, Seminole State College  
Tony Erben, University of Tampa  
Arlene Costello, Escambia County Public Schools  
Seongah Byeon, University of Florida  
Lynn Arroyo, Hernando County Schools  
BART Local Committee

Lethon Alley, University of South Florida  
Susan Benson, St. Petersburg College  
Jane Gouvin, ESOL in Higher Education, LLC  
Melanie Paden, St. Petersburg College

**Exhibitors**

Advice International Language School  
Albura University  
Cambridge University Press  
CalMIA  
Carnegie Speech LLC  
Compass Publishing  
Continental Press  
DynEd  
ELS Education Services  
English Central  
Imagine Learning  
National Geographic Learning  
National Geographic Learning | Cengage Learning  
New Readers Press  
Piel Canela Peru Fair Trade Organization  
Reading Horizons & EASY  
Sue Dickson’s Songs That Teach  
University of Michigan Press  
US Department of State English Language Programs

Gustavo Gonzalez  
Duyanès Rodríguez  
Jim Goldstone  
Robert McCord  
David Oberlin  
Albert Chiang  
Eric Beck  
Thomas Kingerly  
Stefania Fusillo  
Carrie Parcell  
Dane Anderson  
Cindy Le  
Trudy Johnson  
Glenda Norvell  
Maria Espinoza  
Caroline McNair  
Dianne Fix  
Jason Contracci  
Kristina Lykke and Arlinda Fair

www.advicebook.com.ar  
www.albura.com  
www.cambridge.org  
www.cambriagemichigan.org  
www.carnegiespeech.com  
www.compasspub.com  
www.continentalpress.com  
www.dyned.com  
www.ELS.com  
www.englishcentral.net  
www.imaginelarning.com  
www.nationalgeographic.com  
www.ngl.cengage.com  
www.newreaderspress.com  
www.readinghorizons.com  
www.sdstech.com  
www.press.umich.edu  
www.elprograms.org/about/the-state-department/

**Promotional Material**

Conference Bags  
Graphic Design  
Printing  
Imagine Learning  
Design Scribes, LLC  
Alta Systems

**SSTESOL Presidential Awards**

**Advocacy Award: Rosie Castro-Felinberg, Florida International University**

Rosie’s areas of expertise include teacher and administrator preparation, program management, policy implementation, and compliance evaluation for programs for national origin minority students. During her 45 years in education, she has served as a teacher, an administrator, the director of a center providing training and technical assistance services on Lau compliance to school districts and state education agencies in a 14-state area, and a university faculty member. She has been tireless in her advocacy for ELLs in the state of Florida.

**Lifetime Achievement Award: Evelyn Torrey, Florida Atlantic University**

Evelyn has worked for Florida Atlantic University since 1998 as fulltime. At FAU she has focused on multicultural education, TESOL, and technology. She is an active leader and volunteer related to TESOL, international and multicultural events, LGBT and QSA groups, religious education, music, and missions. She has been at FAU since the 1990s and is committed to excellence in teaching ELLs, excellence in writing/scholarly presentation, and implementing technology in face-to-face as well as e-learning course formats. She has prepared countless teachers to work effectively with ELLs and be advocates.

**SSTESOL Outstanding Educator Award**

**Dr. Sonia Rivera** moved to Florida from Puerto Rico in 1997 and began working with the ESOL program in Highlands County as well as South Florida State College and as an adjunct professor. She later was in charge of teaching ESOL through Language Arts at Sebring High School, and currently serves as the district ESOL Coordinator while also teaching Spanish to International Baccalaureate students. Dr. Rivera has been instrumental in training ESOL teachers and paraprofessionals in eighteen county schools. She works collaboratively and communicates clearly with parents, teachers, and staff, all toward a common goal of empowerment and education of English language learners and their families.

Education is a passion and way of life for Dr. Rivera. She is a lifelong learner with master’s degrees in several disciplines including Spanish education, curriculum and instruction, and educational leadership; she has also earned a Ph.D. with an emphasis in education. Dr. Rivera has subscribed to Gardner’s (1983) theory of multiple intelligences throughout her career. In her own words, “My professional philosophy is that of using my students’ multiple intelligences and their different learning styles, life experiences and prior knowledge to plan the best lessons to accommodate their individual needs in order to help them in achieving their academic and educational goals. By doing so, my ELLs will have the type of inclusion they need to be successful.” Congratulations to Dr. Sonia Rivera!

**Florida Graduate Studies Award**

**SSTESOL Graduate Research Award**

Hilal Peker Özboy completed her B.A. in Turkey and M.A. at The University of Texas at Austin. She is a Fulbright alumnus, currently pursuing her Ph.D. in TESOL at the University of Central Florida College of Education and Human Performance. Her research interests encompass student motivation, identity, and sociocultural factors in language learning. Congratulations, Hilal!

**Arnhilda Badia Outstanding Student Awards**

Stephen Tua, Dunedin High School  
Alexes Burton, Venice High School

**SSTESOL Travel Grant Winners**

Dawn Fae Adolfin - Tallahassee Community College  
Mais F. Al-Jabawi - University of Central Florida  
Carolina Rosato de Almeida - University of Miami  
Jeanann Baker - Marion County Schools  
Katherine Keegan - University of South Florida  
Ivan Montes - Miami-Dade County Schools  
Mary Quaino - Keys Beach Adult Education  
Milagros Sessions - Escambia County School  
Page Viodella - Marion County Schools  
Vuyang Zhou - St. Thomas University
KEYNOTE SPEAKERS

Andrea DeCapua, Ed.D, is a researcher and educational consultant doing business through MAL.Ptm, LLC (Mutually Adaptive Learning Paradigm), an instructional model she co-developed. She has over thirty years of experience in the field, having held academic appointments at various institutions, most recently New York University and the College of New Rochelle. Dr. DeCapua specializes in teacher training for teachers working with struggling language learners, and in developing intercultural awareness for classrooms in a global society, offering workshops and institutes around the country. She has published numerous articles in a variety of journals (e.g. The Bilingual Research Journal, Urban Review, TESOL Journal), and she is the author/co-author of five books. Two of her books focus on students with limited or interrupted formal education (SLIFE): Meeting the Needs of Students with Limited or Interrupted Schooling (2009), and Breaking New Ground: Teaching Students with Limited or Interrupted Formal Education (2011). Her latest book, Making the Transition to Classroom Success: Culturally Responsive Teaching for Struggling Language Learners, which appeared summer 2013, addresses all struggling language learners, both adolescent and adult.

“Navigating Unseen Cultural Dissonance for Students With Limited/Interrupted Formal Education” will be her keynote address on Thursday at 11:00 to 12:15. Her breakout session is “Putting Theory Into Practice: Project-Based Learning for SLIFE” on Thursday at 1:30 to 2:15.

Mark A. James is an associate professor of applied linguistics, director of undergraduate studies, and MTESOL program advisor in the English department at Arizona State University, USA, where he teaches a variety of undergraduate and graduate courses. Dr. James’ research deals with issues related to curriculum, teaching, and learning in second language education, in particular the practical and theoretical aspects of learning transfer. His work has been published in a variety of international journals (e.g., ELT Journal, English for Specific Purposes, International Review of Applied Linguistics, Journal of Second Language Writing, TESOL Quarterly, The Modern Language Journal, Written Communication), and he has given numerous presentations on this work at international conferences (e.g., AAAL, AILA, TESOL).

“Transfer of Learning in ESOL Education” will be his keynote address on Saturday at 9:00 to 10:15. His breakout session “Evaluating the Transfer-Promoting Potential of ESOL Materials” is also on Saturday at 10:30 to 11:15.

Dr. Socorro Herrera serves as a professor of Elementary Education 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. 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 several books including Mastering ESL and Bilingual Methods: Differentiated Instruction for Culturally and Linguistically Diverse Students (2005, 2011, 2016), Accelerating Literacy for Diverse Learners: Strategies for the Common Core Classrooms, K-8 (2013), Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students (2007, 2013), Crossing the Vocabulary Bridge: Differentiated Strategies for Diverse Secondary Classrooms (2011), Biography-Driven Culturally Responsive Teaching (2010), and Teaching Reading to English Language Learners: Differentiated Literacies (2010, 2014). Dr. Herrera has authored articles for numerous nationally known journals such as the Bilingual Research Journal, Journal of Hispanic Higher Education, Journal of Research in Education, and the Journal of Latinos and Education. In addition to her writing, Dr. Herrera conducts multi-state professional development on issues of instruction and assessment with CLD students.

“Be the Lifeboat!: Anchoring Your Practices in Culturally Responsive Pedagogy” will be her keynote address on Friday at 9:00 to 10:15. Her breakout session “Exploring Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students (K-12)” is on Friday at 10:30 to 11:15.
SCHEDULE AT A GLANCE

Thursday May 7, 2015

Bayboro Williams Demens Harbor View

8:00-5:00pm

TECHNOLOGY K-12 ADULT ESL TEACHER ED

REGISTRATION

9:30-10:15 New Friends, New Life, New World - Six Word Stories in the ESL Classroom. Maye Shatin, University of Florida

A Practical Guide to Bridging the Classroom and Community Divide - Susan Leslie Naghib and Trisha Morillo, University of Miami

Continuous Enrollment - Benefits and Challenges - Cyd Anthony, L.A.T. Fort Lauderdale

Are Elementary Teachers Prepared to Teach Language to ELLs? - Tony Erben, University of Tampa and Kate Wittrock, Saint Leo University

10:15-10:45 COFFEE BREAK/VISIT EXHIBITS

11:00-12:15 Grand Bay Ballroom - KEYNOTE Speaker: Andrea DeCapua

LUNCH

12:15-1:15 COFFEE BREAK/VISIT EXHIBITS

1:30-2:15 Moving With the 21st Century Learner: A Blended Approach for Adult and Higher Ed - Ashley Humpf, Pearson English

Writing ESL Lesson Plans With WIDA: New Tools for ESL Instruction - Ammy Vabili and Gwendolyn Williams, University of West Florida

Get On Board: Rethinking Teacher Roles in Adult Literacy Programs - Robin Haley and Sarah Magagna, ESL Instructors

Teaching Critical Thinking to Pre-University Level Students With the Use of E-Portfolios - Deven Nazato and Janet Barner, University of Central Florida

2:30-3:15 Assessing Listening Comprehension and Summarizing Skills Using Free Technology - Melina Jimenez and Thomas Dake, University of Florida

Literature Circles: An Effective Activity for ELLs - Terra Feaster, Wilkes University

Fun and Unique Vocabulary Teaching With Blended Words - Judith Bridges, University of South Florida

Survey Says! Strategies for Managing Student-Centered Classes - Janet Giannotti, Northern Virginia Community College

3:15-3:45 COFFEE BREAK/VISIT EXHIBITS

4:00-4:45 Thinking About and Evaluating Digital Story Product - Julie Dell Jones, University of South Florida

Shifting Cultures, Shifting ELL Learning - Tony Erben, University of Tampa

Increasing Reading Speed and Reading Comprehension Skills for ELLs - Debbie Kellerman, University of Florida

Florida Department of Education Update - Chane Espin, Bureau Chief Student Achievement through Language Acquisition

5:30-7:30 Poolside, Bayfront Hilton - WELCOME RECEPTION

SCHEDULE AT A GLANCE

Thursday May 7, 2015

Skyway/Pier Hilton Training Center 3 Hilton Training Center 4

8:00-5:00pm

DLE/ADVOCACY EFL ROUNDTABLES

REGISTRATION

9:30-10:15 Oral Literacy for ELLs - Jone Govoni, ESDL in Higher Education, LLC and Valerie Wright, Saint Leo University

Translanguaging in Reading: A Comprehension-Focused Approach to Literature - Shuashni Li, University of Florida

10:15-10:45 COFFEE BREAK/VISIT EXHIBITS

11:00-12:15 KEYNOTE Speaker: Andrea DeCapua

LUNCH

12:15-1:15 COFFEE BREAK/VISIT EXHIBITS

1:30-2:15 Demystifying the Teaching of the Adjective Clause - Jennifer Schroeder and Lynne Clark, University of Florida

Putting Theory into Practice: Project-Based Learning for SLIFE - Andrea DeCapua Break Out Session

2:30-3:15 Corpus Linguistics in Second Language Teaching - Terra Akiak, University of South Florida - Tampa

English Education System in Japan and Its Reform Coming Along - Megumi Tada, Hirosaki University, Aomori Japan

3:15-3:45 COFFEE BREAK/VISIT EXHIBITS

4:00-4:45 Translanguaging Practices During a Student Exchange Program - Romana Krivu, University of South Florida

Surveying the Academic Challenges of Arab ESL Students at the University of Florida - Manaf Alhibi, Miami University, Oxford, OH

5:30-7:30 WELCOME RECEPTION
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<tr>
<td>8:00-5:00</td>
<td>TECHNOLOGY K-12, ADULT ESL, TEACHER ED</td>
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<td>7:45-8:30</td>
<td>REGISTRATION</td>
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<td>9:00-10:15</td>
<td>Hilton Training Center 1 - YOGA</td>
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<td>10:30-11:15</td>
<td>Grand Bay Ballroom - KEYNOTE Speaker: Socorro Herrera</td>
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<td>11:30-12:15</td>
<td>Hilton Training Center 1 - Zumba</td>
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<td>12:15-1:45</td>
<td>Grand Bay Ballroom - LUNCH &amp; OPEN BUSINESS MEETING</td>
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<td>2:00-2:45</td>
<td>Briggs, Cindy &amp; Teacher Tricks - James May, Valencia College</td>
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<td>3:00-3:45</td>
<td>R.I.S.E. Reinventing Instruction for Student Excellence - Evangeline C. Aguines, TESOL International</td>
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<td>3:45-4:15</td>
<td>COFFEE BREAK/EXHIBITS</td>
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<td>4:30-5:15</td>
<td>Are You Game? To Play or Not Play Games in the Classroom - John T. Lootas, University of South Florida</td>
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<td>5:30-6:30</td>
<td>Hilton Training Center 1 - Zumba</td>
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<td>8:00-5:00</td>
<td>DLE/ADVOCACY EFL MISC</td>
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<td>7:45-8:30</td>
<td>REGISTRATION</td>
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<td>9:00-10:15</td>
<td>Hilton Training Center 3 - YOGA</td>
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<tr>
<td>10:30-11:15</td>
<td>Hilton Training Center 4 - KEYNOTE Speaker: Socorro Herrera</td>
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<td>11:30-12:15</td>
<td>Hilton Training Center 3 - LUNCH &amp; OPEN BUSINESS MEETING</td>
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<td>2:00-2:45</td>
<td>Speaking Outside of the Box - Jaime R. Carroll, University of North Florida</td>
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<td>3:00-3:45</td>
<td>Keeping It Current With News For You - Glenda Norvell, New Readers Press/ProLiteracy</td>
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<td>3:45-4:15</td>
<td>COFFEE BREAK/EXHIBITS</td>
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<td>4:30-5:15</td>
<td>Critical Inquiry and Authentic Voices: Exploring Mediation in Oral Communication - Saghair Leslie Nafzghi, University of Miami</td>
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<td>5:30-6:30</td>
<td>Zumba</td>
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<td>8:00-8:45</td>
<td>Grand Bay Ballroom</td>
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<td>9:00-10:15</td>
<td>Grand Bay Ballroom</td>
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<td>10:30-11:15</td>
<td>Technology - Tony Erben</td>
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<td>11:30-12:15</td>
<td>Academic Language Development in the Content Areas: Challenges for English Learners - Luciana C. de Oliveira and Carolina Rossato de Almeida, University of Miami - What TESOLers Need to Know About Arabic to Accommodate Reading Needs of Adult Arab ESL Learners - Meshari Alshammari, Florida State University - How Well Do ESL Teachers Know How to Assess the Proficiency Level of English Language Learners? - Abdulrahman Olwi, Florida State University</td>
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<tr>
<td>12:15-12:30</td>
<td>Grand Bay Ballroom</td>
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<td>12:45-1:45</td>
<td>Conference Room</td>
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<tr>
<td>08:00 am</td>
<td>Registration</td>
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<tr>
<td>09:30 am</td>
<td><strong>A Practical Guide to Bridging the Classroom and Community Divide</strong></td>
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<td>Community-integrated ESL literary events mark multilingual identity as a social resource, a liberating characteristic rather than a limiting one for ELLs. U.S. IEP faculty share their insights and demonstrate techniques for initiating and carrying through productive multilingual community events. Saghar Leslie Naghib and Trisha Morillo, University of Miami</td>
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<tr>
<td>10:15 am</td>
<td><strong>Oral Literacy for ELLs</strong></td>
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<td>It is evident that children need to talk; speaking to learn is the vehicle for increasing and deepening knowledge across content areas. This presentation will introduce oral language and its importance in literacy development for ELLs. Strategies will be modeled on ways to get ELLs talking and communicating more effectively. Jane Govoni, ESOL in Higher Education, LLC and Valerie Wright, Saint Leo University</td>
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<tr>
<td>11:00 am</td>
<td><strong>Translanguaging in Reading: A Comprehension-Focused Approach to Literature</strong></td>
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<td>Translanguaging pedagogies as a reading strategy engage students in making sense of text by capitalizing on English-learning students’ holistic linguistic repertoire through collaborative inquiry. This presentation gives a close-up of how a group of Spanish-speaking students seek comprehension of literature through translanguaging experiences in reading activities. Shuzhan Li, University of Florida</td>
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<tr>
<td>11:15 am</td>
<td><strong>Continuous Enrollment – Benefits and Challenges</strong></td>
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<td>The presenter will discuss the benefits and challenges educators encounter when long and short term students are in a same classroom. How do teachers adapt and deal with different aims, motivations and classroom dynamics while making sure that all students’ needs are met regardless of the length of their stay? Cyd Anthony, LAL Fort Lauderdale</td>
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<tr>
<td>11:15 am</td>
<td><strong>Native-Like Pronunciation</strong></td>
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<td>A commonality amongst ESL learners is the desire for native-like pronunciation. By implementing the International Phonetic Alphabet in the ESL classroom and reinforcing it through the use of authentic materials and colloquial speech, ESL learners are able to develop metalinguistic knowledge about English pronunciation to help them achieve native-like pronunciation. Patrick Klager, University of Florida</td>
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<tr>
<td>11:45 am</td>
<td><strong>Identity Positioning in an ESL Writing Classroom: Critical Thinking Skills as a Medium</strong></td>
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<td>In this session, the presenter will show some innovative ideas to incorporate critical thinking into writing class. Through writing as a tool, some ESL learners might reflect their either constructed or natural identity. Majed Alharbi, University of New Mexico</td>
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<tr>
<td>11:45 am</td>
<td><strong>Promoting Collaboration in English Classrooms: Collaborative Teaching Between NESTs and NNESTs in the Korean Context</strong></td>
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<td>In this study, the author examines the perceptions and attitudes of five Native English Speaking Teachers (NESTs) and Non-Native English Speaking Teachers (NNESTs) to determine how collaborative teaching is utilized in their respective contexts. The study demonstrates pros and cons of collaborative teaching in a Korean context. Yong Jik Lee and Hyong-Sook Cho, University of Florida</td>
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Navigating Unseen Cultural Dissonance for Students With Limited/Interrupted Formal Education

As immigration to the U.S. continues to grow, more and more students with interrupted or limited formal education (SLIFE) enter secondary schools and adult education programs. These learners face major challenges, including the need to develop literacy skills and a content knowledge base, often in a limited timeframe. Beyond this, however, SLIFE come to formal education unfamiliar with classroom tasks and behaviors, and with little or no experience in expected types of learning and thinking. Dominant Western-style pedagogical practices derive from culturally-based priorities for learners and learning, priorities intrinsic to this style of schooling. Educators are often unaware how pervasive these priorities are and how much they shape pedagogical practices. I explore the priorities of both US mainstream classrooms and those of SLIFE, and discuss how each prioritize and how much they shape pedagogical practices. I then explore the unique needs of adults. The presenters will demonstrate and explore alternate strategies for teaching adjective clauses which can be applied to other grammar and language points. Jennifer Schroeder and Lynne Clark, University of Florida

KEYNOTE SPEAKER
Andrea DeCapua

Moving With the 21st Century Learner: A Blended Approach for Adult and Higher Ed
How is technology enhancing your teaching? How are you differentiating instruction? Would you like more motivated students or more time to engage with students in class? Integrating classroom or face-to-face instruction with a powerful digital tool enriches student learning and keeps you, as the instructor, better informed on student success.
Ashley Murray, Pearson English

Writing ESOL Lesson Plans With WIDA: New Tools for ESOL Instruction
This paper will describe the benefits of using WIDA descriptors to write lesson plans for English learners. This session will also include step by step demonstration of how WIDA descriptors can be used in ESOL lesson plans. The presentation will conclude with an inclusive discussion.
Amany Habib and Gwendolyn Williams, University of West Florida

Get on Board: Rethinking Teacher Roles in Adult Literacy Programs
This presentation explores the various roles instructors play in the classroom, and promotes the benefits of integrating a balanced approach that is designed to meet the unique needs of adults. The presenters will demonstrate activities and techniques that may enhance the fluency, accuracy, and motivation of students in multi-level classrooms.
Robin Halsey and Sarah Magana, ESL Instructors

THURSDAY SESSION DESCRIPTIONS

Thursday, 11:00 am - 12:15 pm
Grand Bay Ballroom

LUNCH
On your own!

1:30 pm

THURSDAY SESSION DESCRIPTIONS

Thursday, 1:30 pm - 2:15 pm
Bayboro

Teaching Critical Thinking to Pre-University Level Students With the Use of E-Portfolios
Strategies to facilitate an understanding and active use of critical thinking and research skills in pre-university level ESL students. Enhance and accelerate the development of students’ language abilities and clear articulation of ideas through speaking, appropriate grammar structure, critical reading, and listening skills.
Devon Bazata and Janet Baxter, University of Central Florida

THURSDAY SESSION DESCRIPTIONS

Thursday, 1:30 pm - 2:15 pm
Skyway/Pier

Demystifying the Teaching of the Adjective Clause
Grammar is essentially a list of rules to be learned, but is that the most effective way for the majority of language learners to improve their language? These presenters demonstrate and explore alternate strategies for teaching adjective clauses which can be applied to other grammar and language points.
Jennifer Schroeder and Lynne Clark, University of Florida

THURSDAY SESSION DESCRIPTIONS

Thursday, 1:30 pm - 2:15 pm
Harbor View

5. Development-Oriented Student Self-Assessment of Oral Presentations
Considering how educators strive to create assessments that accurately measure the development of their students, is it also possible for a student’s own assessment of their production to be beneficial? This interactive presentation discusses benefits and drawbacks of development-oriented self-assessment in an ESL context, specifically focusing on oral presentation skills.
Victoria C. Shelly, University of Florida

THURSDAY SESSION DESCRIPTIONS

Thursday, 1:30 pm - 2:15 pm
Hilton Training Center 4

Andrea DeCapua Break Out Session
Putting Theory Into Practice: Project-Based Learning for SLIFE
Students with limited or interrupted formal education (SLIFE) struggle greatly and are at risk of failing to succeed academically, even as they develop language proficiency. Many of the difficulties SLIFE struggle with are rooted in cultural dissonance because these students generally do not share our assumptions about teaching and learning, and are confused by the ways in which language, literacy, and content are presented, practiced, and assessed in U.S. classrooms. In this session, we will begin by exploring some basic assumptions about teaching and learning to better understand where SLIFE are coming from and how this can inform our instructional practices and strategies. We will then examine a culturally responsive instructional model, the Mutually Adaptive Learning Paradigm (MALP), and consider how this model provides a framework that targets the specific needs of SLIFE and reduces cultural dissonance, within the context of project-based learning. The session will conclude with examples of project-based learning from MALP classrooms.
Victoria C. Shelly, University of Florida

THURSDAY SESSION DESCRIPTIONS

Thursday, 1:30 pm - 2:15 pm
Hilton Training Center 3

Workshop/Demo
Exhibitor

Roundtable
Paper: Research-oriented
Paper: Practice-oriented
Technology
Teacher Education
K-12 Programs
EFL
Advocacy
Dual Language
Adult ESL
### 1:30 pm (continued)

**6. Haitian Generation 1.5 Students’ Experiences in a College Composition Course**

Generation 1.5 students, those who immigrated to Florida as children or adolescents, are a growing presence in colleges. Many Florida colleges have significant populations of Haitian generation 1.5 students, and little is known about their language experiences. This talk presents research concerning Haitian generation 1.5 students’ college composition course experiences.

**Christine Voigt, University of Florida**

**7. Cell Phones in Class: Hero or Menace?**

Are you tired of seeing students using their cell phones when they should be studying? This presentation will offer reasons why you do not need to fight the presence of personal devices in the classroom, and discuss a number of methods to incorporate them into your lessons.

**Christine Voigt, University of Florida**

### 2:30 pm

**Assessing Listening Comprehension and Summarizing Skills Using Free Technology**

The increased convenience of personally recorded audio has allowed for new possibilities in the ESL classroom, particularly for assessments giving more specific feedback. This presentation focuses on how to integrate personally recorded audio into both informal and formal assessments for speaking, listening, and even grammar objectives.

**Melina Jimenez and Thomas Dolce, University of Florida**

**Corpus Linguistics in Second Language Teaching**

Corpus Linguistics, a subfield of Linguistics that uses computer software to analyze collections of authentic written and spoken language, has become an important tool in many areas of Linguistic research and language teaching. This presentation will demonstrate corpus-based activities to enhance ESL/EFL classroom instruction.

**Terra Askar, University of South Florida - Tampa**

**Fun and Unique Vocabulary Teaching With Blended Words**

This presentation provides an overview of blended words and their prevalence in creative language. It explains why blends are the most popular form of new words and where they most occur. Finally, it demonstrates how to incorporate blends into fun and unique ways to teach vocabulary and critical thinking skills.

**Judith Bridges, University of South Florida**

**English Education System in Japan and Its Reform Coming Along**

Right now Japan’s facing a biggest-ever change in its history of foreign language education. The government is now starting to promote full-fledged global education. I’ll discuss Japan’s long history of attempts of becoming globalized in its education; issues we will include its curriculum, native-speakerism and its shift to world-Englishes.

**Megumi Tada, Hirosaki University, Aomori, Japan**

**Survey Says! Strategies for Managing Student-Centered Classes**

The presenter shares results of a survey of 80 teachers from college, EAP, IEP, and adult education ESL programs. Topics include class rules, dealing with questions, managing student interactions, and minimizing trouble spots. Participants weigh in on some of the survey questions and compare their responses to the survey results.

**Janet Giannotti, Northern Virginia Community College**

**Why I Do What I Do and How I Do It**

Becoming aware of the language teaching needs and the specific needs of students. This presentation will discuss how to prepare pre-service teachers with the knowledge and skills needed to have a positive impact on ELL student achievement.

**Debbie Kellermann, University of Florida**

**Exhibitor Roundtable**

Exhibitors are welcome to participate in this roundtable on Teacher Education, Technology, K-12 Programs, EFL, Dual Language, Advocacy, and Adult ESL.

**Adult ESL**

**Advocacy**

**K-12 Programs**

**Teacher Education**

**Technology**

**Paper: Research-oriented**

**Exhibitor Roundtable**
THURSDAY SESSION DESCRIPTIONS

3:15 am
VISIT EXHIBITS
COFFEE BREAK
Sponsored by

3:45 am
4:00 pm
Thursday, 4:00 pm - 4:45 pm
Bayboro
Thinking About and Evaluating Digital Story Product
Digital Storytelling (DS) projects can be a multimodal writing tool for creating an engaging, sharable digital story product in the form of a short video. DS reveals potential for learning from a collaborative multi-step process to enhance individual story/products and support students who evolve as authors and creative storytellers.
Julie Dell-Jones, University of South Florida

Thursday, 4:00 pm - 4:45 pm
Williams
Shifting Cultures; Shifting ELL Learning
This presentation outlines a year-long ethnographic study of an elementary school and its communication practices at the school-, classroom- and individual teacher-level. Small changes in how language can be emphasized and used has tremendous effects on ELL language development. Instructional returns for teachers and ELLs will be discussed.
Tony Erben, University of Tampa

Thursday, 4:00 pm - 4:45 pm
Demens
Increasing Reading Speed and Reading Comprehension Skills for ELLs
This instructor-created reading method combines the strategies utilized in two effective reading methods employed to teach ELLs reading with the techniques used in one reading instruction method utilized to teach faster reading to native English speakers. The three reading methods are chunking, preview/skim/scan, and speed-reading.
Debbie Kellermann, University of Florida

Thursday, 4:00 pm - 4:45 pm
Harbor View
Florida Department of Education Update
Chane Eplin, Bureau Chief Student Achievement through Language Acquisition

Thursday, 4:00 pm - 4:45 pm
Skyway/Pier
Translanguaging Practices During a Student Exchange Program
This presentation describes the translanguaging practices of German and U.S. American high school students during a three-week student exchange program. I will discuss when and how students use these practices and what kind of meaning is conveyed in the students’ interactions.
Ramona Kreis, University of South Florida

Thursday, 4:00 pm - 4:45 pm
Hilton Training Center 3
Surveying the Academic Challenges of Arab ESL Students at the University of Florida
The current research project aims mainly to depicting the findings of a 2 semester-long study of 155 Arab ESL students from Iraq, Kuwait, Libya, Qatar, Saudi Arabia, and the United Arab Emirates who are enrolled in the English language program at the English Language Institute (ELI), University of Florida (UFL).
Manea Munief Alharbi, Miami University, Oxford, OH

Thursday, 4:00 pm - 4:45 pm
Hilton Training Center 4
11. What Is Your Secret for Professional Development?
This study examines the perceptions and attitudes of five English teacher candidates and five in-service language teachers regarding how teaching reflection notes affect their professional development. Using questionnaires and interviews, the study demonstrates that the experience of writing reflection notes has a positive influence on fostering English teachers’ professional development.
Yong Jik Lee, University of Florida

Thursday, 4:00 pm - 4:45 pm
Hilton Training Center 4
12. Teaching Culture in the Foreign Language Classroom
Culture and language are intimately related, they go hand in hand during the teaching and learning process. Outcomes of culture-related projects that were carried out in Medina, Ohio, during the presenter’s Fulbright Teacher Exchange experience and in Jujuy (Argentina) will be shared with the audience.
Marcela Burgos-Pawlak

5:30 pm
WELCOME RECEPTION
Poolside, Bayfront Hilton
7:30 pm

THURSDAY SESSION DESCRIPTIONS

1. Teaching the Vocabulary of Hamburger
This study examines the impact of a vocabulary-rich instructional strategy on the vocabulary knowledge of three groups of students: native English speakers, ELL students, and ESL students. The study uses a pre- and post-test design to measure the effectiveness of the strategy.
Julie Dell-Jones, University of South Florida

2. VArsity Card: A Mobile Application for ELLs
This presentation introduces a mobile application designed to help ELLs with academic vocabulary. The application includes interactive activities and visual aids to support vocabulary learning.
Tony Erben, University of Tampa

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5. Florida Department of Education Update
Chane Eplin, Bureau Chief Student Achievement through Language Acquisition

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FRIDAY SESSION DESCRIPTIONS

REGISTRATION
5:00 pm
6:00 pm

YOGA
with Tricia Amheiser
Hilton Training Center 1
8:30 am

YOGA
9:00 am

FRIDAY SESSION DESCRIPTIONS

8:00 am

Friday, 10:30 am - 11:15 am
Bayboro
Bridging the Gap Between Traditional and Digital Literacies

The integration of technology in the classroom has brought about challenges for the twenty-first century teacher. The presenter will demonstrate how teachers by employing Eclecticism can strike a balance between traditional and digital literacies to meet students’ language needs as well as create opportunities for peer-teaching and role-reversal.
G. Ann DiGiacomo, Full Sail University

FRIDAY SESSION DESCRIPTIONS

Friday, 10:30 am - 11:15 am
Williams
Build a Successful Foundation for ELL Reading

Learn powerful hands-on strategies to dramatically improve ESL reading instruction with a simple, streamlined approach which helps students decode words of any length, increase vocabulary, comprehension, and master foundational skills. ‘Unlock the code’ of the English language with an integrated approach using top-down and bottom-up methods.
Caroline McNair and Claire Valier, Reading Horizons & EASY ESL

FRIDAY SESSION DESCRIPTIONS

Friday, 10:30 am - 11:15 am
Demens
NBC Learn: Using Audio News Logs to Build Academic Skills

The presenter will introduce NBC Learn and its applications. He will showcase an audio news log assignment that uses NBC Learn and a SANAKO-based lab system to help prepare students for the oral portion of the TOEFL and to give them a platform for metacognitive training and focused oral practice.
Matt Kaeiser, University of Miami

FRIDAY SESSION DESCRIPTIONS

Friday, 10:30 am - 11:15 am
Harbor View
ESOL in Higher Education

The presentation will provide an overview of the ESOL in Higher Education website. It is a rich resource for teacher preparation programs offering ESOL courses. Attendees will be able access this site at any time and use it to increase their awareness and knowledge in teaching ELLs.
Jane Govoni, ESOL in Higher Education, LLC

FRIDAY SESSION DESCRIPTIONS

Friday, 10:30 am - 11:15 am
Skyway/Pier
Teacher, I’m Here: Speculating on Best-Case Scenarios in Education

According to U.S. Customs and Border Protection agency, nearly 70,000 unaccompanied immigrant minors arrived at the U.S.-Mexico border during fiscal year 2014. This presentation will explore the idea that personal narratives could serve as a foundation for developing best-case scenarios in educational practices.
Carolyn O’Gorman-Fazzolari and Benton Fazzolari, Florida International University

FRIDAY SESSION DESCRIPTIONS

Friday, 10:30 am - 11:15 am
Hilton Training Center 3
The World Is Your Classroom – Teach With US Embassies Worldwide

The English Language Fellow and Specialist Programs send highly qualified ESL teachers on paid teaching projects sponsored by U.S. Embassies all over the world. These programs offer unique professional development opportunities and can greatly enhance your TESOL career. This presentation provides information on the programs and how to apply.
Kristina Lykke, U.S. Department of State English Language Programs

FRIDAY SESSION DESCRIPTIONS

Friday, 11:30 am - 12:15 pm
Bayboro
The Feedback Cycle: Engaging Online EAP Students

Distance education students need frequent and effective feedback and need to learn how to contribute to the learning of others at a distance. Attendees will learn about multiple synchronous and asynchronous feedback techniques and tools which can be used to engage students in online English for Academic Purposes (EAP) courses.
Susan Benson and Li-Lee Tunceren, St. Petersburg College

FRIDAY SESSION DESCRIPTIONS

Friday, 10:30 am - 11:15 am
Hilton Training Center 4
Socorro Herrera Break Out Session
Exploring Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students (K-12)
This session will provide participants with hands-on tools to move formative assessment from “assessment of learning to assessment for learning” with this new generation of students. Participants will explore the importance of documenting each student’s learning throughout the lesson while simultaneously providing them with tangible tools for reviewing and assessing their own learning by the end of the lesson. Session participants will leave with an understanding of how to set up positive, mutually beneficial classroom conditions - for teacher and students - to encourage active engagement and deep classroom participants’ self-understanding of learning throughout the lesson.

11:30 am

The World Is Your Classroom – Teach With US Embassies Worldwide

The English Language Fellow and Specialist Programs send highly qualified ESL teachers on paid teaching projects sponsored by U.S. Embassies all over the world. These programs offer unique professional development opportunities and can greatly enhance your TESOL career. This presentation provides information on the programs and how to apply.
Kristina Lykke, U.S. Department of State English Language Programs

BE THE LIFEBOAT!: ANCHORING YOUR PRACTICES IN CULTURALLY RESPONSIVE PEDAGOGY

KEYNOTE SPEAKER
Socorro Herrera
Be the Lifeboat! Anchoring Your Practices in Culturally Responsive Pedagogy
In a time when our demographics are ever changing, it is important to be constantly aware of - and act according to - our students’ backgrounds and needs. This presentation will challenge participants to audit their beliefs and assumptions as teachers and/or administrators and move toward a self-audit of what it means to be culturally responsive in practice. Participants will be asked to reflect on the meaning perspectives they hold about what is possible for culturally and linguistically diverse students given current socio-political agendas. Participants will leave with tangible tools to create conditions in classroom practice, conducive to design opportunities that provide access for all!
FRIDAY SESSION DESCRIPTIONS

11:30 am (continued)

11:30 am - 12:15 pm Williams

Free Web Tools & IT Trends

Come and learn about some free web tools: assessment (QuizStar, Quizlet, Socrative), classroom management (Edmodo, Learnbore, Screencast, Remind), and grammar/writing (Noredink, Writer Igniter, 5minuteEnglish), Bitly, Cite bite, Print What You Like and a few current trends in the field of Instructional Technology (MOOCs, Adaptive Learning, instructor generated ebooks, etc.).

Katya Gousakova, Seminole State College

Friday, 11:30 am - 12:15 pm Demens

Using Limitations to Improve Creativity and Effectiveness in Class Planning

In a world where our panoply of tools seems to open endless possibilities, should we take away our crutches and tools to help us unleash creativity? This workshop will experiment with that very idea, providing insight on how we can improve teaching effectiveness by self-imposing limitations.

Eric Hughes, University of South Florida

Friday, 11:30 am - 12:15 pm Harbor View


This presentation will discuss the effect of a documentary of immigrants’ life in an ESOL endorsement course through the analysis of survey and interview data after pre-service teachers’ watching in class the PBS documentary, “The New Americans”.

Jin-Suk Byun, University of North Florida

12:15 pm

LUNCH & OPEN BUSINESS MEETING

Grand Bay Ballroom

1:45 pm

Bricks, Clicks & Teacher Tricks (Part I)

Come join James May (SSTESOL Webmaster) for a hands-on, interactive session showcasing a variety of teaching strategies. Experience both traditional bricks and digital clicks, all designed to enhance engagement and learning with ELLs. Share your favorites and leave with new ideas to fill your own bag of Teacher Tricks.

James May, Valencia College

Friday, 2:00 pm - 2:45 pm Williams

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

R.I.S.E. is a leading edge instructional framework and curriculum for blended Language Arts and Intensive Reading program. R.I.S.E. is guided by the principles and pedagogies that support the holistic achievement of English language learners. It serves as a platform for effective instruction that promotes authentic literacy through systematic, meaningful, innovative, rigorous, and 21st century-adaptive learning experiences for English language learners (ELLs).

Evangelina C. Aguirre, TESOL International

Friday, 2:00 pm - 2:45 pm Demens

Strategies to Develop Discussion and Critical Thinking Skills: The Roundtable

Presenters will explain, model and simulate instructional techniques that give students more bang for their buck in developing discussion skills and critical thought. A roundtable format has been created with these techniques to move beyond the conversation and provide a rich backdrop for language learning.

Trisha Morillo and Matt Kaeiser, University of Miami

Friday, 2:00 pm - 2:45 pm Skyway/Pier

Bricks, Clicks & Teacher Tricks (Part II)

Panel of presenters share tips and tricks on how to engage ELLs using new tools and technology.

Julie Stott, TESOL International

Friday, 2:00 pm - 2:45 pm Skyway/Pier

New Challenges: The Academic Needs of Limited Formal Education Central American ELL Students

Discussion of the challenges presented in Florida public secondary schools by the rapidly growing population of newcomer secondary-age students from Central America; the characteristics of the population of students; attendance concerns; and discussion of strategies for teaching and learning among a population of often-limited formal education youngsters and their families.

Mercedes Pichard and Maria Vona, Lee County School District

Friday, 11:30 am - 12:15 pm Hilton Training Center 3

The Academic Word List Reorganized for French Speakers

The presenter will share the results of the 2014 Teacher Mini-Grant in a booklet format that includes the 570 AWL words divided into 4 categories: cognates, partial cognates, false cognates and non-cognates for French speakers. The session will also provide a review of strategies for working with the AWL in multilingual EAP classes.

Gabriella Barcsa, Miami Dade College North Campus

Friday, 11:30 am - 12:15 pm Hilton Training Center 4

The Challenge of Bringing Students’ Real Life Into the Classroom

Learning is likely to be more effective when students are intrinsically motivated. Teachers should be more systematic in using intrinsic appeal as a criterion to prepare or select material. And what better than bringing students’ real life into the classroom to help them in an optimal state of flow to ensure engagement and learning?

Gustavo Gonzalez, Teacher of English

Friday, 11:30 am - 12:15 pm Hilton Training Center 3

Sunshine State TESOL Conference

28

Sunshine State TESOL Conference
Publishing in S TESOL Journal
Friday, 3:00 pm - 3:45 pm
Williams

Using Short Stories to Engage Language Learners in Literature and Critical Thought
Friday, 3:00 pm - 3:45 pm
Demens

Current Shifts in Teaching ELLs
The implemented Common Core State Standards introduce shifts in teaching English language learners who struggle learning complex content and academic English language simultaneously. Specific scaffolding strategies in reading and writing for English language learners are discussed in this presentation.
Susan Featro, Wilkes University
Friday, 3:00 pm - 3:45 pm
Hilton Training Center 1

Covert Grammar for Beginning Students
Direct explanation of English grammar is difficult to do with beginning students. Covert Grammar implements a range of techniques for showing beginning students grammar patterns instead of telling them about them. Learn about the principles of Covert Grammar, receive sample materials, and participate in demonstrations of Covert Grammar activities.
Holly Wilson, Ashford University
Friday, 3:00 pm - 3:45 pm
Skyway/Pier

Keeping It Current With News for You
News for You is America’s only weekly newspaper in print and online for low beginning through intermediate level adult ELL students. Learn how to provide instruction in fluency, vocabulary development, reading comprehension skills and strategies, writing, graphic literacy, and computer skills.
Glenda Norvell, New Readers Press/ProLiteracy
Friday, 4:30 pm - 5:15 pm
Williams

Are You Game? To Play or Not Play Games in the Classroom
While games are utilized by educators as tools for instruction and entertainment, they may not always serve a greater learning purpose. This workshop addresses this concern and presents original games designed to help students attain higher levels of language and academic content proficiencies. Pedagogical implications are discussed and materials shared.
John I. Liontas, University of South Florida
Friday, 4:30 pm - 5:15 pm
Bayboro

Empowering English Language Learners With Self-Captioning on YouTube
Now that many students have a Google/YouTube account and upload their own videos, they should also be encouraged to caption their videography for school assignments. Come gain an introduction to Amara (YouTube’s captioning service) so you can model and require captioning on your next video assignment.
Karen Tinsley-Kim, Central Florida TESOL
Friday, 4:30 pm - 5:15 pm
Williams

Chinese English Learners’ Perceptions of the Negative Transfer of Their First Language to the Second Language-An Exploratory Study in U.S.
This presentation will review the negative transfer of the first language to the second language and then present an exploratory study as well as share findings. The findings and practical implications will contribute to the English teaching to learners with Chinese or other similar languages as their first language.
Yalu Wang, Xuan Jiang and Yuyang Zhou, St. Thomas University
Friday, 4:30 pm - 5:15 pm
Harbor View

Grammar and Technology
Teachers will examine techniques that are used for appropriate tone and register depending on the venue of communication. Additionally, it will show ways to engage students with websites and tools. Teachers will be shown effective and efficient ways to provide feedback and resources for their students with the latest technology.
Robyn Percy-Socha, Full Sail University
Friday, 4:30 pm - 5:15 pm
Skyway/Pier

Critical Inquiry and Authentic Voices: Exploring Mediation in Oral Communication
Critical inquiry and independent thought are two skills with which ESL students struggle. The presenter will review the significance of critical inquiry and independent thought in SLA as well as demonstrate how mediation is used as a tool to develop these skills for academic and social discourse.
Saghar Leslie Naghib, University of Miami
Friday, 4:30 pm - 5:15 pm
Skyway/Pier

II. VISIT EXHIBITS
3:45 am
COFFEE BREAK

III. Roundtables
5:30 pm
ZUMBA
with Claudia Garzon
Hilton Training Center 1
6:30 pm
Roundtable
Transfer of Learning in ESOL Education

A fundamental purpose of teaching English to speakers of other languages (ESOL) is to help learners successfully communicate beyond the immediate language-learning situation. To meet this purpose, students must be able to apply English learning in new situations (e.g., in other courses, at home, in a workplace). This involves learning transfer, which is the influence of prior learning on subsequent learning or performance. Without transfer -- for example, if learning occurs in an ESOL classroom, but students cannot apply that learning beyond that classroom -- ESOL education has limited value. In some education contexts, assumptions have been made that if learning occurs, transfer follows inevitably; however, over a century of research in several education-related areas (e.g., educational psychology, human resources development, second language education) suggests that learning does not inevitably transfer, and that transfer can, in fact, be difficult to promote. This presentation will explore learning transfer in ESOL education through a variety of teaching strategies. Experience both traditional bricks and digital clicks, all designed to enhance engagement and learning with ELLs. Share your favorites and leave with new ideas to fill your own bag of Teacher Tricks.

Tony Erben, University of Tampa

CHAPTER PRESIDENT’S BREAKFAST

Demens

8:45 am

Saturday, 9:00 am - 10:15 am
Grand Bay Ballroom

KEYNOTE SPEAKER

Mark James

Transfer of Learning in ESOL Education

The primary content that will be presented in this session is how the lexile level measure can assist ESL teachers implement systematic evaluation of a learner’s English writing. A wide range of benefits of using lexile level in ESL writing assessment will be presented and the participants will be sharing ideas with respect to pros and cons of the lexile level measure compared with current other types of ESL writing assessment.

Mijn Eom and Laura Ballard, Florida State University

A Reliable Measure of Fluency and Lexical Complexity of ESL Writing

Just Basico: Adult Immigrant English Language Learner Agency, Identity, and Literacy Development

This study examines the relational aspects of agency, identity and language learning in interview talks and multimodal projects created by adult English language learners with limited literacy skills in their first language from the points of view of students in community-based English as a second language programs.

Andrea Lypka, University of South Florida

ESOL Materials Evaluating the Transfer-Promoting Potential of ESOL Materials

This hands-on session builds on an understanding that learning transfer is a fundamental goal of teaching English to speakers of other languages (ESOL). The focus in this session will be the practical application of a new concrete tool for evaluating the transfer-promoting potential of ESOL materials (e.g., textbooks). Session participants will try using this tool themselves to identify transfer-related strengths and weaknesses of some examples of current teaching materials. Discussion will focus on how the tool can be used effectively and efficiently, and ways the information it provides can be applied. For instance, session participants will develop ideas for supplementing the example materials in ways (e.g., with slight modifications to activities) that will enhance their transfer-promoting potential.

Andrea Lypka, University of South Florida
SATURDAY SESSION DESCRIPTIONS

11:30 am

Saturday, 11:30 am - 12:15 pm

Williams

Academic Language Development in the Content Areas: Challenges for English Learners

Presenters identify the linguistic challenges of academic language in English language arts, history, mathematics, and science. Drawing on functional linguistics, the presenters demonstrate strategies for focusing on language and content, showing how K-12 teachers can be proactive in dealing with language. Participants engage in analyses of content area texts.

Luciana C. de Oliveira and Carolina Rossato de Almeida, University of Miami

Saturday, 11:30 am - 12:15 pm

Demens

What TESOLers Need to Know About Arabic to Accommodate Reading Needs of Adult Arab ESL Learners

Understanding critical features of ESL learners’ first languages is important in order to accommodate their needs. The research looks at how adult Arab English learners recognize English words. The research will discuss how differences and similarities between Arabic and English in orthography and spelling affect learning to read in English.

Meshari Alshammari, Florida State University

Saturday, 11:30 am - 12:15 pm

Harbor View

How Well Do ESL Teachers Know How to Assess the Proficiency Level of English Language Learners?

Many universities require a specific level of English proficiency to accept international students. How is this specific level of English proficiency assessed? How well do ESL teachers understand language assessment and testing? Do pre-service and in-service teacher education programs adequately focus on language assessment and testing?

Abdulrahman Olwi, Florida State University

Current State of Bilingualism in Colombia

This presentation illustrates the need to reevaluate the mission of teacher education programs in Colombia and their impact on the formation of bilingual teachers. Most importantly, it will provide recommendations to adopt new translanguaging practices to teach language in Colombia.

Jhon Cuesta, University of South Florida

Saturday, 11:30 am - 12:15 pm

Skyway/Pier

The Motivated Brain: Rewards, Praise, Dopamine and a Pink Dress!

The desire to learn is natural, although schooling sometimes gets in the way of learning! In this workshop we will explore the basics of a Brain Friendly atmosphere, the strategies to elicit intrinsic motivation and our brains natural reward system. Through humour, music and practical tips we will outline instructional experiences that lead to excitement and high participation.

Lucrecia Prat Gay, Colegio R'o de la Plata Sur

Saturday, 11:30 am - 12:15 pm

Hilton Training Center 3

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Lucrecia Prat Gay, Colegio R'o de la Plata Sur

Saturday, 11:30 am - 12:15 pm

Hilton Training Center 3
ALPHABETICAL LIST OF PRESENTERS

**Almeida, Carolina Rossato de**
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Carolina Rossato de Almeida is a Ph.D. student in the Language and Literacy Education Program in the Department of Teaching and Learning at the University of Miami.

**Anah, Amady**
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Anah Anshahamadi is a Saudi university lecturer who has a grant to pursue his PhD. His research interests are faculty professional development, and educational creative technologies.

**Ann DiGiacomo**
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Ann DiGiacomo teaches ESL at Full Sail University. She has 30 years of experience teaching in the US and overseas. Ann has a MA in Applied Linguistics from Columbus University.

**Arendt, Tony**
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Tony Erben is Director of the ESOL Endorsement Program at the University of Tampa with 30 years experience in ESOL Education. His specializes in SLA, technology use and teacher training.

**Ballard, Laura**
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Laura Ballard is a full time instructor in the department of Teaching and Learning at Florida State University.

**Barcsa, Gabrielli**
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Gabriella Barcsa teaches EAP classes at Miami Dade College North Campus. She has an M.A. in TESOL from Columbia University.

**Baxter, Janet**
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Janet Baxter teaches at the University of Central Florida and at UCF’s Center for Multilingual Multicultural Studies.

**Bazata, Devon**
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Devon Cadwell Bazata teaches at the University of Central Florida and at UCF’s Center for Multilingual Multicultural Studies.

**Benson, Susan**
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Susan Benson is an EAP and Composition instructor at St. Petersburg College. She is also working on her PhD in SLA at the University of Maryland.

**Byun, Jin-Suk**
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Dr. Byun is an assistant professor in the Department of Childhood Education, Literacy, and TESOL at UNF. His research interests are output in SLA and ESL program development.

**Carroll, Jessica R.**
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Jessica is an English Instructor at the University of North Florida’s IEP, as a teacher trainer. She has BAs in English and Art History, and an MAPL.

**Cho, Young-Sook**
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Hyung-Sook Cho, University of Florida, Curriculum and Instruction.

**Clark, Lynne**
(a native of Scotland, Lynne Clark holds an MSc in Education from the University of Edinburgh. Her route to UF has taken her across Europe and the Middle East.

**Cuesta, Jhon**
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Jhon Cuesta is a Ph.D. student in the Second Language Acquisition and Instructional Technology program at the University of South Florida. His research primarily focuses on language teacher education and teacher identity development.

**de Oliveira, Luciana C.**
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Luciana C. de Oliveira is Associate Professor in the Language and Literacy Education Program in the Department of Teaching and Learning at the University of Miami. Her research focuses on the linguistic challenges of the content areas for English learners and teacher education.

**Dell-Jones, Julie**
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Julie Dell-Jones, University of South Florida doctoral candidate, draws from her extensive background in Visual Arts to integrate language learning and arts-based approaches. Interests include: Digital Storytelling; Photo-elicitation; Critical Theories.

**DiGiacomo, G. Ann**
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Ann DiGiacomo teaches ESL at Full Sail University. She has 30 years of experience teaching in the US and overseas. Ann has a MA in Applied Linguistics from Columbus University.

**Dolce, Thomas**
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Thomas Dolce holds a B.A. in English and an M.A. in Linguistics, both from the University of Florida. He is a core faculty member at the UF English Language Institute.

**Eom, Mijin**
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Mijin Eom is a Ph.D student majoring in Foreign and Second language education at Florida State University.

**Erben, Tony**
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Tony Erben is Director of the ESL Endorsement Program at the University of Tampa with 30 years experience in ESL Education. His specializes in SLA, technology use and teacher education. He is a Board Member of Sunshine TESOL.

**Fazzolari, Benton**
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Benton Fazzolari teaches college English Composition. He is currently pursuing a Ph.D. in Comparative Studies with an emphasis in French Critical Theory at Florida Atlantic University.

**Featro, Susan**
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Dr. Featro teaches ESL K-12 in the Tamaqua School District, PA as well as graduate courses at Wilkes University, PA.

**Flint, Page**
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Page Flint is a graduate student in the Applied Linguistics/ TESOL program and a tutor with INTO USF at University of South Florida. She previously taught English in South Korea.

**Gay, Lucrecia Prat**
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Lucreia co-founded Río de la Plata Sur School and is its Head of English. She is a Neurolinguist, with a Self-Esteem Practitioner Degree. She is an International Teacher Trainer for Oxford University Press and a Speaker for Asociación Educar. Her first book From Passion to Action will be printed shortly.

**Giannotti, Janet**
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Janet Giannotti teaches ESL at Northern Virginia Community College where she helps her students get ready for their academic careers. She also enjoys creating materials and teacher training.

**Gonzalez, Gustavo**
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Teacher of English, trainer, presenter, holds a diploma in Education and New Technologies, has been delivering work-shops in Argentina, South America and Asia. Teacher trainer for the Oxford Teachers' Academy (OTA).

**Gonzalez, Monica M.**
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Monica was born in Miami, FL to a bi-lingual family. She taught elementary school in Miami Dade County and is a currently a doctoral student in Curriculum & Instruction at USF, Tampa.

**Gosssakovka, Katya**
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Katya Gosssakovka is a Professor of EAP at Seminole State College and a Doctoral Student at UCF. Degrees: MA in TESOL; UCFA: MA in Linguistics/Moscow Pedagogical University. She has been teaching for over 15 years.

**Govoni, Jane**
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Jane Govoni, Ph.D designed the ESOL in Higher Education website to support pre-service teachers. She is a former ESOL professor and is currently building resources to support teacher education programs.

**Habib, Amany**
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Amany Habib is an instructor at The University of West Florida. Her interest areas include cross-cultural communication and understanding, applied linguistics, and second language acquisition.

**Halsey, Robin**
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Robin Halsey, M.A., teaches ESL in the College and Career Readiness program at Illinois Central College. Her research interests include historical linguistics and literacy education.

**Hess, Eric**
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Eric Hughes recently returned from a two-year experience as an English Language Fellow in Mozambique. Along with teaching at USF, he is developing materials for the US Embassy in Mozambique.

**Jiang, Xuan**
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Xuan Jiang, with a Ph.D degree in Curriculum and Instruction with specialty in TESOL, is an assistant professor in the Department for Education at Saint Thomas University.

**Jimenez, Melina**
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Melina Jimenez holds a B.A. and an M.A. in linguistics from the University of Florida. She is core faculty and the Publications and Communications Coordinator at the English Language Institute.
McNair, Caroline (caroline@anchorlearning.com)
Caroline McNair represents Reading Horizons and EA2Y ESL. She has focused on ESOL curriculum and teacher support for 25 years. She loves traveling and experiencing other cultures.

Morillo, Trisha (t.morillo@miami.edu)
Trisha Morillo teaches international students at the University of Miami and has been a Faculty Lecturer with the Intensive English Program since 2009.

Murray, Ashley (ashley.p.murray@pearson.com)
Ashley Murray, Ed.D., is an ELL Specialist for Pearson English, serving Central and Northern Florida and Georgia.

Naghib, Saghar Leslie (snaghib1@miami.edu)
Saghar Leslie Naghib is a Faculty Lecturer at the University of Miami’s IEP and is concurrently working on obtaining her PhD in Conflict Analysis & Resolution.

Norvell, Glenda (norvell32333@bellsouth.net)
Glenda Norvell, with an MS in Reading and Social Sciences, has over 20 years of experience in adult education. Glenda is the Florida Representative for New Readers Press/ProLiteracy.

O’Gorman-Fazzolari, Carolyn (cvill108@flu.edu)
Carolyn O’Gorman-Fazzolari worked as Director of Bilingual/Dual Language Education for a PreK-12 public school district near Chicago, IL. She is currently a Ph.D. student at FIU in Miami.

Olwi, Abdulrahman (a.olwi87@gmail.com)
Abdulrahman Olwi is a PhD candidate at Florida State University majoring in Foreign and Second Language Education and a lecturer at Taibah University working on EFL Curriculum and Instruction.

PerCY-Socha, Robyn (rsocha@fullsail.com)
Robyn Rscha holds a MA in TESOL and 13 years of experience in college EAP, ESOL and ESL language instruction and has designed and written online curriculum.

Pichard, Mercedes (MercedesRP@LeeSchools.net)
Dr. Mercedes Pichard is an ESL practitioner at the public high school level and an EAP professor at the state college level. Research interests include English language acquisition and immigrants.

Pipino, Marissa
Marissa Pipino is a Faculty Lecturer in the Intensive English Program at the University of Miami and strives to bring creativity into the courses the teaches.

Schroeder, Jennifer (jschroeder@ufl.edu)
Jennifer Schroeder has her MEd in curriculum and instruction from George Mason University. She has returned to the US after living and teaching in Turkey for ten years.

Shastri, Maya (mshastri@ufl.edu)
Maya Shastri teaches at the UF English Language Institute. She has a B.A. in German and anthropology from the University of Arkansas and an M.A. in German from PSU.

Shelly, Victoria C. (vschelly@ufl.edu)
Victoria Shelly holds Bachelor and Master of Arts degrees in Linguistics from the University of Florida and has taught at the UF English Language Institute since 2008.

Tada, Megumi (tadameg@ucc.hiroasaki-u.ac.jp)
Megumi Tada is a lecturer at Hiroasaki University. She teaches English and is a member of the English Lounge where students come together from all overlines and practice English. Her interests include Language Policy, Experiential Learning, and Primary School English.

Tafafs, Randa (rtafafs@ufl.edu)
Randa has an MA in Foreign Language Education from the University of Tennessee. She has worked overseas with UNHCR, AMIDEST and the University of Pittsburgh. She has developed a curriculum for the teaching of Arabic as a Second Language. In 2012, I was chosen to join Mission 2062 in Paris, France.

Tinsley-Kim, Karen (ktinsley@ucf.edu)
Karen Tinsley-Kim, MA TESOL, has been an ESL/EFL educator for over two decades. Since 2012, she has been an Instructional Development Specialist with UCF-CDL.

Torrey, Evelyn (ETorrey@FAU.edu)
Dr. Torrey taught English learners in adult and family programs and intensive university courses in Florida, Haiti, and South Korea; taught/revised FAU undergraduate/graduate TESOL/bilingual/multicultural education traditional and online courses.

Tuncer, Li-Lee (Tuncer.Lillien@spscollege.edu)
Li-Lee Tuncer is Academic Chair of Communications and EAP faculty at St. Petersburg College. She is working on her PhD in Second Language Acquisition and Instructional Technology (SLAIT) at USF.

Valier, Claire (claire@anchorlearning.com)
Claire Valier worked for Palm Beach County Schools for 37 years and was head of ESL for adult education. She presented at numerous conferences and trained hundreds of educators.

Vecchio, Lindsay (lvecchio@ufl.edu)
Lindsay Vecchio is a doctoral candidate in ESOL education at the University of Florida. She is interested in ELL student transitions from high school to college.

Voigt, Christine (christinevoigt@ufl.edu)
Christine Voigt is an instructor at the University of Florida who teaches for the English Language Institute and the Department of Linguistics.