Sunshine State TESOL
36th Annual Conference

Creativity THROUGH Collaboration in Language Teaching and Learning

Tampa, FL
May 8 - 10, 2014
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>2</td>
</tr>
<tr>
<td>Greetings From SSTESOL</td>
<td>5</td>
</tr>
<tr>
<td>Sunshine State TESOL Of Florida</td>
<td>7</td>
</tr>
<tr>
<td>In Sincere Appreciation</td>
<td>8</td>
</tr>
<tr>
<td>Awards 2013-2014</td>
<td>9</td>
</tr>
<tr>
<td>Featured Speakers</td>
<td>10</td>
</tr>
<tr>
<td>Keynote Speakers</td>
<td>13</td>
</tr>
<tr>
<td>Schedule at a Glance</td>
<td>14</td>
</tr>
<tr>
<td>Thursday Session Descriptions</td>
<td>20</td>
</tr>
<tr>
<td>Friday Session Descriptions</td>
<td>26</td>
</tr>
<tr>
<td>Saturday Session Descriptions</td>
<td>32</td>
</tr>
<tr>
<td>Alphabetical List Of Presenters</td>
<td>36</td>
</tr>
</tbody>
</table>
Dear Friends,

Welcome to St. Petersburg, the Sunshine City – one of America’s brightest destinations.

St. Petersburg has been welcoming visitors to our city for more than a century. We invite you to discover the hospitality – and natural beauty – for which we have become famous worldwide.

During your stay for the Sunshine State Teachers of English to Speakers of Other Languages (SSTESOL) 2014 Conference, I hope that you will allow us to share the beauty of our great city with you.

Discover one of our beautiful parks, or spend a day at one of the world’s best beaches. Take time to visit captivating museums, galleries, theater, restaurants and other attractions that helped St. Petersburg become one of the New York Times top destinations to visit in the world.

Enjoy your stay in St. Petersburg, and best wishes on your convention.

To find out what’s going on downtown, please visit our Web site at www.stpete.org, or call the city’s Entertainment Hotline at 727-892-5700.

Have fun, and please bring back your family and friends for another visit soon.

Sincerely,

Rick Kriseman, Mayor
City of St. Petersburg
Welcome to St. Petersburg and the annual conference for the Sunshine State Teachers of English to Speakers of Other Languages. It is an honor to have you in our community.

As President of St. Petersburg College, I commend you on your efforts to improve and expand excellence in teaching of English for speakers of other languages. By improving the English skills of these students, you change their lives. English proficiency opens doors to educational and career opportunities.

Our college 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 ever more diverse, it is vital that we join with groups such as yours to improve the educational opportunities for our minority students.

Over the past several months, St. Petersburg College has redoubled its student support efforts with an initiative we call The College Experience: Student Success. Our goal is simple: give our students the support they need to earn the degree or certificate that would change their lives.

We are proud of the significant progress we've made in the past 18 months in the success rate of all of our students. I am particularly pleased by the great gains our minority students have made to close the achievement gap.

The collaboration and learning you will do during this conference will benefit us all. More importantly, it will benefit our students.

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

Sincerely,

William D. Law, Jr.
President
April 18, 2014

Welcome to Pinellas County!

We take great pride in our county and are proud to host the 2014 Conference for Sunshine State Teachers of English to Speakers of Other Languages. Your conference’s theme, Creativity through Collaboration in Language Teaching and Learning, emphasizes the importance of working together to achieve educational success. Our state’s TESOL professionals play an important role in helping students of diverse languages reach their academic goals by acclimating them to our state’s school systems.

This conference is an opportunity to showcase our county’s diverse population. Our district’s ESOL students and their families, representing more than 80 languages, are at the heart of Pinellas County’s blended communities. Whether you are a visitor to our area or a resident, please take the time to get to know the great people of our county and their varied cultural backgrounds.

Here’s to a productive 2014 SSTESOL Conference and an enjoyable stay in Pinellas County.

Sincerely,

Michael A. Grego, Ed.D
Superintendent, Pinellas County Schools
Welcome to beautiful St. Petersburg and the 36th annual SSTESOL Conference: Creativity Through Collaboration in Language Teaching and Learning! We are glad you are here and look forward to this time together. The 2014 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, 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 forum for creative collaboration. I hope you will take this opportunity to reach out, learn, network, and collaborate with others from across the state. Sometimes the best ideas come from colliding ideas with the experiences and ideas of others. We have some great speakers lined up, and I 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 visit your local affiliate booth. Please also visit our publishers and vendors. There you will find an array of materials to hone your skills or enhance your course offerings. Our exhibitors are the backbone of our conference, and have graciously sponsored several of our expert plenary speakers.

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. Take advantage of the cultural and linguistic diversity that makes this area a prime destination.

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

Collegially,

James May  
SSTESOL President

Li-Lee Tunceren  
SSTESOL Conference Chair
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 1990’s was the implementation of the Florida Consent Decree. In 1995, the membership voted to become Sunshine State TESOL, a Florida organization.

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

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

Currently, SSTESOL has eight active chapters, and membership has generally stayed close to 750-800. In 2006, SSTESOL again hosted the TESOL International Convention in Tampa Bay, and in 2010, the Southeast Regional TESOL Conference in Miami.

STATE CHAPTERS

Bay Area Regional TESOL (BART): Krista Bittenbender Royal
Miami-Dade TESOL: Elvira Hernandez
Broward ESOL Council (BEC): Monica Nelsas
Northeast Florida TESOL (NEFTESOL): Betsy Sotillo Gaura
Central Florida TESOL (CFTESOL): Gerry Stewart
Palm Beach TESOL: Jean Bayol
Emerald Coast TESOL: Laureen Fregeau
Suncoast TESOL: N/A

CONFERENCE TEAM MEMBERS

Li-Lee Tunceren
Conference Chair

James May
SSTESOL President

Ester De Jong
Program Chair

Stephen Johnson
Treasurer

Kisha Bryan
Awards Coordinator

Awards coordinator
Kisha C. Bryan

Webmaster
James May, Valencia College

Exhibitor Liaison
Ekaterina (Katya) Goussakova, Seminole College

Exhibitor Co-Liaison and Social Media Liaison
Lindi Kourtellis, Valencia College

Bay Area Regional TESOL
Jane Govoni
Krista Bittenbender Royal
2013 - 2014 BOARD OF DIRECTORS

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James May, Valencia College

Immediate Past President
Kisha Bryan, Florida State College at Jacksonville

First Vice President
Li-Lee Tunceren, St Petersburg College

Second Vice President
Ester de Jong, University of Florida

Secretary
Betty Green, Daytona State College

Treasurer
Stephen Johnson, Miami Dade College

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Arlene Costello (2010-2013), Escambia County Public Schools
Melanie Gonzalez (2012-2015), University of Central Florida
Giovanni Espinal, University of South Florida
Lynn Arroyo, Hernando County Schools
Mercedes Pichard, Lee County Public Schools
Ekaterina Goussakova, Seminole College

Alternate Members-at-Large

Ex-Officio Board Member
Receiving Secretary
Cynthia Schuemann, Miami Dade College

The Messenger Editor
Betty Green, Daytona State College

SSTESOL Journal Editors
Ester de Jong, University of Florida
Maria Coady, University of Florida
Candace Harper, University of Florida

SUNSHINE STATE TESOL OF FLORIDA

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
Proposal Reviewers
Krista Bittenbender Royal, University of South Florida
Kisha Bryan, Florida State College at Jacksonville
Giovanni Espinal, University of South Florida
Jane Govoni, ESOL in Higher Education, LLC
Ekaterina V. Goussakova, Seminole College
Stephen Johnson, Miami Dade College
James May, Valencia College
Mercedes Pichard, Lee County Schools
Li-Lee Tunceren, Saint Petersburg College
Lindsay Vecchio, University of Florida

IN SINCERE APPRECIATION

EXHIBITORS
Anderson, Dane Imagine Learning
Barton, Cindy National Geographic Learning
Chiang, Albert Compass Publishing
Danny Clark Pearson - Senior Account Manager
Gilley, Erin US Department of State English Language Programs
Kolde, Nancy US Department of State English Language Programs
Johnson, Trudy National Geographic Learning
Rose, Lauren Pearson District Sales Manager
Le, Cindy National Geographic Learning
O’Boyle, Jessica CaMLA
Schurr, Cindy National Geographic Learning
Solar, Martha National Geographic Learning
Toth, Susan Cambridge University Press

Conference Bags
Vista Higher Learning

BART Local Organizing Committee
Susan Benson, St. Petersburg College
Krista Bittenbender-Royal, University of South Florida
Jane Govoni, ESOL in Higher Education, LLC
Kristen McGreger, University of South Florida
Melanie Paden, St. Petersburg College
Doreen Wells is a National Board Certified Teacher, an outstanding innovative first and fifth grade ESOL teacher, and the ESOL team leader at Ensley Elementary School. Her achievements include her ability to continuously inspire her students to excel in their academic classes through innovative approaches, such as the “Language Acquisition through Arts, Science, and Technology (LAAST)”, the Whole Brain approach in ELLs and the Multiple Intelligences theory of learning. The LAAST is a project-based and service learning approach to learning funded by a Student Achievement grant from the National Education Foundation aimed at developing ELLs’ self-confidence, creativity, and higher level thinking skills. ELLs in Doreen Wells’ class are engaged in multiple intelligence activities through youth gardening, service learning, the study of the life cycle of monarch butterflies, and field trips to the local botanical garden and zoo to connect knowledge with authentic life learning experiences.

Doreen Wells incorporates technology in teaching, such as the Imagine Learning, Sock Puppets, Prezi presentation software, closed circuit television, and other web-based instructional programs which support, develop, and enhance ELLs’ listening, speaking, writing, and reading skills. Her passion for the education of ELLs and their families motivates parents of ELLs to become actively involved. At the Ensley Open House for ESOL families in August 2013, 89% of the families attended which packed the school’s media center. Doreen Wells believes that involved parents of ELLs positively affect ELLs’ student achievement.

Doreen Wells professional leadership extends outside the walls of her classroom. One of her outstanding accomplishments is her involvement in the development of Escambia County School District’s Grading ELLs policy which is now a part of the district’s Student Progression Plan. She is a recipient of the 2005-2006 Escambia County Council of Elementary Teachers of Mathematics Teacher of the Year. Doreen is a member of the Emerald Coast TESOL Chapter and the Sunshine State TESOL. Jane Cecil, principal of Ensley Elementary, described Doreen as “motivated and committed to the success of her children and colleagues. She exemplifies devotion and compassion to the advancement of all children at Ensley Elementary.”

**SSTESOL Outstanding Educator Award**

Xuan Jiang is a 4th year PhD student in Curriculum and Instruction at the College of Education at Florida International University. Her dissertation focuses on teaching English as a Foreign Language teaching methodologies.

**SSTESOL Teacher Mini-Grant**

Gabriella Barcsa works at Miami Dade College, North Campus. She will use her mini-grant money to reorganize the Academic Word List for Haitian English language learners in her EAP courses. She will work with her student to divide the Academic Word List into true cognates, false cognates, partial cognates, and non-cognates.

**SSTESOL Travel Grant Winners**

Abdulrahman Olwi – Florida State University  
Anas Almuhammadi – Florida State University  
Carolina Figueroa - Suwannee Intermediate School  
Erica Reynoso - Valencia College - The Center for Global Languages  
Feng Li - Florida International University  
Karen Burgos - Miami Dade College  
Laura Ballard - Florida State University  
Manes Pierre - Hillsborough County Schools  
Tatiana Bizon - Valencia College  
Xuan Jiang - Florida International University
Anne L. McQuade has been an EL teacher in the city of Manchester, NH, a federally mandated refugee relocation center, for several years. She has taught at the elementary, middle and high school levels and works closely with refugee and immigrant students who have traveled to New Hampshire from all over the globe. Anne has worked extensively with the community and refugee and immigrant families in an effort to help them adjust to their new homes. She serves on the NEA's Human and Civil Rights Committee and facilitates workshops and conferences that focus on diversity and other civil rights issues throughout New England. Anne also is adjunct faculty in the education department at the University of New Hampshire where she teaches courses on culturally responsive and multilingual teaching. She acts as a mentor and supervisor for student teachers seeking their certifications. Ms. McQuade has a BA in English, a M.Ed in Education and a CAGS in Educational Leadership with a focus in Curriculum and Assessment.

Athena (Tina) Proulx is currently an EL teacher in a self-contained program designed for newly arrived immigrants and refugees in Manchester, N.H. She has a BA in Education, a M.Ed. in Teacher Leadership and a CAGS Educational Leadership Assessment/Curriculum & Assessment. She is also adjunct faculty at the University of New Hampshire where she teaches and supervises in the ESOL certification program. Tina has worked to form partnerships among local colleges and universities, the International Institute of New Hampshire and the Manchester School District to create and manage an after school support program for students and their families.

Deborah J. Short, PH.D., directs Academic Language Research & Training and provides professional development on content-based ESL, sheltered instruction, and academic literacy. As a Division Director at the Center for Applied Linguistics, she co-developed the SIOP Model for sheltered instruction and directed research on English language learners for the Carnegie Corporation of New York, Rockefeller Foundation, and U.S. Department of Education. Publications include journal articles, SIOP Model books, and ESL textbooks for National Geographic Learning/Cengage. She taught ESL/EFL in New York, California, Virginia, and the Congo. She is on TESOL’s Board of Directors.

Wayne P. Thomas, Ph.D. and Virginia P. Collier, Ph.D. Professors Wayne Thomas and Virginia Collier are internationally known for their research on long-term school effectiveness for linguistically and culturally diverse students. Dr. Thomas is a professor emeritus of evaluation and research methodology and Dr. Collier is a professor emerita of bilingual/multicultural/ESL education, both from George Mason University. Their publications are listed and posted on their website: www.thomasandcollier.com.
Gerard Van Herk, Ph.D. is the Canada Research Chair in Regional Language and Oral Text at Memorial University of Newfoundland, in eastern Canada. He was born in Montréal, Québec, in 1959 and grew up near there during the turbulent political and sociolinguistic days of the 1960s and 1970s. His degrees include a PhD in linguistics, an MA in applied linguistics, and undergraduate degrees in TESL and English.

His research generally involves quantitative analysis of morphological and syntactic variables (question formation, past temporal reference, the simple present, negation) in varieties of English (African American, Barbadian, Québec, and especially Newfoundland). Over the years, he has become more and more interested in questions of identity, local-ness, salience, and gender performance. He has published or presented about 100 papers on sociolinguistic topics. He’s also interested in the teaching of Linguistics, including how to integrate primary research into the undergraduate classroom. He is the author of What is Sociolinguistics? (2012) and the co-editor of Data Collection in Sociolinguistics (2013).

Dorina Sackman, an eighth grade ESOL Language Arts teacher at Westridge Middle School in Orange County, has been teaching ESOL for the past 14 years, and has worn many hats to ensure her students from all over the world view her classroom as a safe haven. Her proficiency in five languages helps her to communicate with parents to facilitate involvement in each child’s education. Ms. Sackman constantly looks for new and creative ways to intertwine a student’s native culture and language into an English language learning experience. She has used the Common Core Standard to add depth to her lesson plans and often collaborates with other ESOL teachers and their students.

Outside of the classroom, Ms. Sackman aims to show students the “human” side of teachers to help build trusted relationships for students during their fragile and impressionable middle school years. She is involved in the SAC, PTA, and often lends her free time to chaperoning off-campus student activities, or accepting invitations from her student’s parents to cultural events.

“Ms. Sackman’s activities both inside and outside the classroom reflect her passion for teaching,” stated Superintendent Barbara Jenkins. “She connects with her students by quickly earning their trust and respect by truly wanting to get to know them, who they are, and where they come from.”

Congratulations to Dorina Sackman, Florida Department of Education’s 2014 Teacher of the Year!
NEW!

Pronunciation Myths
Linda Grant

NEW!

Understanding Language Structure, Interaction, and Variation
Third Edition
Steven Brown, Salvatore Attardo, Cynthia Vigliotti

NEW!

Four Point
Listening and Speaking 2
ENGLISH FOR ACADEMIC PURPOSES
Simon Azzopardi

BESTSELLER!

Keys to Teaching Grammar to English Language Learners
A Practical Handbook
Keith S. Fosse

BESTSELLER!

Academic Writing for Graduate Students
Third Edition
Essential Tasks and Skills
Susan H. Swales & Christina J. Feak

BESTSELLER!

Second Language Acquisition Myths
Steven Brown, Jennifer Larson-Hall

COMING SOON!

Clear Grammar 3
Keys to Grammar for English Language Learners
Keith S. Fosse

COMING SOON!

Flip It!
Strategies and Lessons for the ELT Classroom
Kathy Mikulska Lockwood

Get a 30% discount on Michigan ELT products in our shopping cart with this code SSTSL14.
Offer good until 6/1/2014.

Request examination copies at www.press.umich.edu/elt/examform.
Anne McQuade & Tina Proulx

Motivating Students to Write: International Literature and Dialogue Journaling

Tina Proulx and Anne McQuade will share the experience and research gathered when they embarked on a collaborative journey with pre-service college students to initiate writing and oral communication using international literature. Through their research they discovered that international children’s literature empowers young readers. When urban middle schoolers (newly arrived immigrants and refugees) collaborated with pre-service teachers, the social dynamics became the motivating factor. Responding to literature through dialogue journaling led to increased motivation and performance of the students as well as rigor of the unit, while providing an appreciation for culturally responsive teaching.

Debbie Short

Sustaining Teacher Development Through Collaboration

As educators we have spent many hours learning new practices – techniques, strategies, and methods – or teaching them to others. This session explores ways to sustain that investment in teacher development and discusses the role collaboration can play in keeping the implementation of effective practice strong.

Van Herk

What is sociolinguistics… to me?

Sociolinguistic findings offer language teachers a “deep background” skill set to evaluate student needs and teaching approaches and resources, but a sociolinguistic approach can be sidelined by day to day needs. This talk is about keeping our sociolinguistic awareness sharp by making it personal.

Collier & Thomas

Creativity Through Dual Language Innovations

This overview of our longitudinal research findings of the past three decades highlights keys to dual language implementation and program effectiveness, including our latest research findings on dual language education from NC, TX, and OR and the major reasons that dual language education works so well for all students.
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Session</th>
</tr>
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<tbody>
<tr>
<td>9:00-10:00</td>
<td>GRAND BAY BALLROOM</td>
<td>Featured Speakers Anne McQuade and Tina Proulx</td>
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<tr>
<td>10:15-11:00</td>
<td>Hilton Training Center 1</td>
<td>Body Language in American Culture: Role-Plays by ELLs</td>
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<td>Hilton Training Center 2</td>
<td>A Practical Approach to Teaching Pronunciation</td>
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<td>Skyway/Pier</td>
<td>Teaching in the Presence or Aftermath of Trauma</td>
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<td>Hayview</td>
<td>It Can Start in the University Classroom: Pre-Service Teachers Learn about Advocacy for ELL Students</td>
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<td>Bayboro</td>
<td>Enhanced Language Learning through Service Learning and Technology</td>
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<td>11:15-12:00</td>
<td>Hilton Training Center 3</td>
<td>Ask Students: They Live Bicultural Lives</td>
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<td>Hilton Training Center 4</td>
<td>Roundtables</td>
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<td>Lunch (on your own)</td>
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<td>1:00-1:45</td>
<td>Hilton Training Center 1</td>
<td>Navigating the Multilevel Classroom</td>
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<td>Hilton Training Center 2</td>
<td>A Practical Analysis of Modals</td>
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<td>Skyway/Pier</td>
<td>Diving Deep: Exploring the First Five Years of Dual Language Programming</td>
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<td>Advocacy -- Optional for Educators? (2:00 - 3:30)</td>
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<td>Facilitating Inclusive English Language Teaching through Universal Design for Learning</td>
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<td>2:00-2:45</td>
<td>Hilton Training Center 3</td>
<td>Principles for Communicating with English Language Learners</td>
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<td>Hilton Training Center 4</td>
<td>Benefits &amp; Pitfalls of Electronic Portfolios in the Classroom</td>
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<td>Hilton Training Center 1</td>
<td>The Experiences of U.S.-Educated Immigrant Students in Florida Community College EAP Courses</td>
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<td>Hilton Training Center 2</td>
<td>Improvement of Communicative Skills for Low Proficiency English Language Learners through Storybook Reading Activities</td>
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<td>Advocacy -- Optional for Educators? (2:00 - 3:30)</td>
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<td>Teaching the Comprehension and Production of English Suprasegmentals</td>
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<td>Connecting Common Core Challenges to Classroom Strategies for ELLs</td>
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<td>Hilton Training Center 4</td>
<td>Collaborating Across Campus to Promote International Student Success</td>
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<td>4:00-5:15</td>
<td>Hilton Training Center 1</td>
<td>Learn How to Teach Abroad at US Embassy Projects Worldwide</td>
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<td>Hilton Training Center 2</td>
<td>Advanced Informal English: A Collaborative Approach</td>
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<td>Skyway/Pier</td>
<td>FDOE Update (Chane Eplin and Ginger Alberto)</td>
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<td>Hayview</td>
<td>Students' Beliefs about Mobile Assisted Language Learning in an ESL Classroom</td>
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<td>What's Wrong and Right about eBooks for EFL</td>
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<td>Gender and Sexuality as</td>
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<td>Cross-Cultural Issues in the</td>
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<td>11:30-12:15</td>
<td>“ESOL Strategies” Reconsidered</td>
<td>Perspectives on Adjunct</td>
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<td>12:30-2:00</td>
<td>LUNCH &amp; AWARDS &amp; GBM</td>
<td>Perspectives on Adjunct</td>
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<td>GRAND BAY BALLROOM</td>
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<td>2:15-3:00</td>
<td>Engagement and Transition of</td>
<td>Practical Activities for</td>
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<td>Hispanic Generation 1.5 EFL</td>
<td>Teaching Phrasal Verbs</td>
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<td>3:15-4:00</td>
<td>6 Principles for Teaching the</td>
<td>Use of Children’s Books</td>
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<td>Grammar of Writing</td>
<td>in Adult ESL Classrooms</td>
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<td>4:15-5:00</td>
<td>Practical Activities for</td>
<td>Perspectives on a School’s</td>
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<td>Teaching Phrasal Verbs</td>
<td>Bilingual Education Program</td>
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<td>SATURDAY</td>
<td>Adult ESL</td>
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<td>9:00-10:15</td>
<td>KEYNOTE Gerard Van Herk GRAND BAY BALLROOM</td>
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<tr>
<td>10:30-11:15</td>
<td>Encouraging Multicultural Understanding and Language Learning through Dialogue Journals</td>
<td>Interactive Forms of Teaching Intercultural Communication</td>
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<tr>
<td>11:30-12:15</td>
<td>From Language Learners to Beginning Researchers: English as Second Language (ESL) Students’ Motivation and Experience in an Academic Preparation Writing Class</td>
<td>Human Trafficking: Indicators and Resources</td>
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La Cosecha 2014
19th Annual Dual Language Conference
November 19-22, 2014

Join us in Santa Fe, New Mexico, for the 19th Annual La Cosecha Conference!
Come share your experience and knowledge as we celebrate the best of our multilingual and multicultural communities!
¡Cosechando lo mejor de nuestra comunidad bilingüe!

2014 Featured Speakers Include:

- Jeff Zwiers
  Stanford University

- Yvonne Freeman
  University of Texas, Brownsville

- David Freeman
  University of Texas, Brownsville

- Cheryl Urow
  Illinois Resource Center

- Karen Beeman
  Illinois Resource Center

- Wayne Thomas
  George Mason University

- Virginia Collier
  George Mason University

For the latest conference information and to register visit us online at http://dlenm.org/lacosecha2014

La Cosecha is hosted by Dual Language Education of New Mexico
1309 14th Street SW, Suite E, Albuquerque, NM 87102
www.dlenm.org
<table>
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<tr>
<th>Location</th>
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<th>Title</th>
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<tr>
<td>Hilton Training</td>
<td>10:15-11:00</td>
<td>1</td>
<td>The Relationship between ESL Learners' Emotional Barriers and Their Proficiency Level</td>
<td>Soheil Mansouri, Florida State University</td>
<td><a href="mailto:sm11c@my.fsu.edu">sm11c@my.fsu.edu</a></td>
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<td>Hilton Training</td>
<td>10:15-11:00</td>
<td>2</td>
<td>Rubrics and Collaboration in the ESL Context</td>
<td>Victoria Shelley, University of Florida</td>
<td><a href="mailto:vcshelly@ufl.edu">vcshelly@ufl.edu</a></td>
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<td>3</td>
<td>Future Time and the Sitcom &quot;Friends&quot;</td>
<td>Brandon Harris, University of Central Florida</td>
<td><a href="mailto:brandon.harris@ucf.edu">brandon.harris@ucf.edu</a></td>
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<td>Hilton Training</td>
<td>10:15-11:00</td>
<td>4</td>
<td>Help Your Students Test Best!</td>
<td>Tim Collins, National Louis University</td>
<td><a href="mailto:tgcollins@earthlink.net">tgcollins@earthlink.net</a></td>
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<td>Hilton Training</td>
<td>11:15-12:00</td>
<td>1</td>
<td>Marketing Florida Colleges and Universities in Brazil</td>
<td>Stephen Johnson, Miami Dade College</td>
<td><a href="mailto:Stephen.Johnson@mdc.edu">Stephen.Johnson@mdc.edu</a></td>
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<td>Hilton Training</td>
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<td>2</td>
<td>Business and Professional Communication for Non-Native Speakers</td>
<td>Devon Bazata, University of Central Florida</td>
<td><a href="mailto:Devon.Bazata@ucf.edu">Devon.Bazata@ucf.edu</a></td>
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<td>Hilton Training</td>
<td>11:15-12:00</td>
<td>3</td>
<td>Collaboration in Real Time: Team Planning</td>
<td>Tom Dolce, University of Florida; Melina Jimenez, University of Florida</td>
<td><a href="mailto:tomdolce@ufl.edu">tomdolce@ufl.edu</a></td>
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<td>Hilton Training</td>
<td>11:15-12:00</td>
<td>4</td>
<td>Using L1 as a Resource in English-only Classrooms</td>
<td>Laura Jervis, University of Florida</td>
<td><a href="mailto:jervis.laura@gmail.com">jervis.laura@gmail.com</a></td>
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<td>Hilton Training</td>
<td>11:15-12:00</td>
<td>5</td>
<td>Using Modern Authentic Materials to Effectively Teach ESL Students English Grammar Skills</td>
<td>Deborah Kellerman, University of Florida</td>
<td><a href="mailto:dkellerm@ufl.edu">dkellerm@ufl.edu</a></td>
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<td>Hilton Training</td>
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<td>Unfolding the Creative and Collaborative Potential in Language Learning in the Light of Paulo Freire's Pedagogy of Freedom</td>
<td>Deepa V. Mallavalli &amp; Maria M. Samuel, University of South Florida</td>
<td><a href="mailto:mmsamuel@usf.edu">mmsamuel@usf.edu</a></td>
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<td>(Even More) Improv Games for the ESL Classroom</td>
<td>Charlotte Jones, University of Central Florida</td>
<td><a href="mailto:charlotte.jones@ucf.edu">charlotte.jones@ucf.edu</a></td>
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<tr>
<td>Hilton Training</td>
<td>1:00-1:45</td>
<td>2</td>
<td>The Effect of Input Modality on Pronunciation Accuracy in ELLs</td>
<td>Marcella Farina, University of Central Florida</td>
<td><a href="mailto:marcella.farina@ucf.edu">marcella.farina@ucf.edu</a></td>
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<td>Teaching ESL College Ss To Become Effective and Successful Writers in Undergrad and Grad School.</td>
<td>Deborah Kellerman, University of Florida</td>
<td><a href="mailto:dkellerm@ufl.edu">dkellerm@ufl.edu</a></td>
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</table>
Body Language in American Culture: Role-Plays by ELLs

This session presents authentic teaching activities on body language in a content-based American Culture class. The presenter shares previously implemented activities and role-plays used with lower level ELLs. Audience will have a chance to practice the role-play implemented in class and discuss challenges ELLs face on this topic. Handouts provided.

Jelena Vuksanovic, University of South Florida

A Practical Approach to Teaching Pronunciation

Teaching pronunciation can be a challenging task on many levels. This demonstration will provide practical teaching tips and actual demonstrations for helping ELLs learn to pronounce some of the “peskiest” sounds of American English. Emphasis will be placed on evidence-based practices key to successful pronunciation teaching.

Marcella A. Farina, UCF/CMMS

Brain Research and Learning: Teaching Students With Anxiety and Trauma

PTSD and anxiety exist in many students and can have a significant negative impact on learning. Migrant, immigrant, and poverty populations have a high incidence of trauma. Find out how, when, and why the negative impact sets in and what teachers can do to alleviate the impact. Strategies that assist these learners benefit all learners as well.

Janet Zadina, Tulane University School of Medicine, New Orleans, LA

It Can Start in the University Classroom: Pre-Service Teachers Learn about Advocacy for ELL Students

Advocacy for ELL students can begin before teachers become teachers. This presentation will address the need for increased awareness among pre-service teachers about the importance of advocacy, a successful model of a university teacher-education classroom advocacy session, university classroom activities, assignments, and resources, and a jump-start advocacy activity.

Debra A. Giambo, Florida Gulf Coast University and Mercedes Pichard, Lee County Schools

Enhance Language Learning through Service Learning and Technology

Participants will have an opportunity to learn and explore various creative ways in which service learning, supported by technology, enhances ELLs’ oral language and academic skills, engages in reading of text, develops critical thinking, and enhances creativity. You will receive handouts and samples of learning cards created by ELLs.

Doreen Wells, Ensley Elementary School, Escambia County School District

Ask Students: They Live Bicultural Lives

This presentation chronicles the dynamic and collaborative work produced by a group of 35 high school ELLs; they read, researched, and discussed as they formulated their own set of recommendations about the strategies they think help secondary ELLs learn English the most efficiently.

Susan Gottschalk, Pensacola High School, Escambia County School District

Round tables 1-12

Thursday, 10:15 am - 11:00 am
Hayview

Thursday, 10:15 am - 11:00 am
Hilton Training Center 1

Thursday, 10:15 am - 11:00 am
Hilton Training Center 2

Thursday, 10:15 am - 11:00 am
Skyway/Pier

Thursday, 10:15 am - 11:45 am
Hilton Training Center 2

Thursday, 10:15 am - 11:00 am
Bayboro

Thursday, 10:15 am - 11:00 am
Hilton Training Center 3

Thursday, 10:15 am - 12:00 pm
Hilton Training Center 4
THURSDAY SESSION DESCRIPTIONS

11:15 am

Collaborative Activities That Work

Thursday, 11:15 am - 12:00 pm
Hilton Training Center 1

Rebecca Yoon, ELS-Orlando

This session demonstrates effective collaborative learning activities that you can use today! Get ideas for your listening, speaking, reading, and writing classes to elevate creativity, confidence, and participation.

Assessing Spanish Academic Language Development

Thursday, 11:15 am - 12:00 pm
Skyway/Pier

Stephanie Gibson, WIDA

WIDA has recently released its first assessment of academic Spanish Language Development. The PODER (Prueba Óptima del Desarrollo del Español Realizado) assessment is aligned with WIDA SLD standards and is currently available for Kindergarten students. Come to this session to learn more about the assessment and see it for yourself!

Being a Student-Teacher or a Teacher-Student: Classroom Discourse in Teaching Practicum

Thursday, 11:15 am - 12:00 pm
Hayview

Soojin Ahn, The University of Georgia

Using discourse analysis (DA), this study aims to analyze how a student teacher is situated in the complex contexts of a second language classroom during her teaching practicum. Based on Gebhards (2004) illustration, the particular institutional context of the classroom is discussed to suggest some practical implications for pre-service teacher training programs.

Thursday, 11:15 am - 12:00 pm
Bayboro

Acculturation and Saudi Students in the United States

Abdulrahman Olwi, Florida State University

Tuesday, 11:15 am - 12:00 pm
Skyway/Pier

Teaching Pronunciation the ELF Way: Why Non-Native English Speakers make Great Pronunciation Teachers

Jane Harvey, English Language Program, University of South Florida

Using the ELF (English as a Lingua Franca) movement suggests (controversially) that the standard native-speaker accent is NOT the best goal for learners. I will explain the ELF approach to teaching pronunciation and we will discuss its claim that a NNS teacher is potentially the better [pronunciation] instructor (Walker, 2010).

LUNCH ON YOUR OWN

12:00 - 1:00 pm

Navigating the Multilevel Classroom

Thursday, 1:00 pm - 1:45 pm
Hilton Training Center 1

Elizabeth “Lisa” Herbster, Daytona State College

Teaching in a multilevel classroom is challenging to say the least. It is demanding, but not impossible. This presentation will provide participants with some best practices for navigating through a classroom of students from differing cultures, languages, and skill level all within one classroom at the same time.
Thursday, 1:00 pm - 1:45 pm
Hilton Training Center 2

A Practical Analysis of Modals in Written English

Modal verbs (should, could, may, might, must, will, would) are an integral part of any ESL course, but how are they used in non-ESL texts? This panel reports on the results of a corpus study that analyzed the frequency and actual use of modal verbs in texts written by native English speakers.

Keith Folse, University of Central Florida

Thursday, 1:00 pm - 1:45 pm
Skyway/Pier

Diving Deep: Exploring the First Five Years of Dual Language Programming in Jacksonville, Florida.

The 2013-2014 school year marks the sixth continuous year of Dual Language programming in Jacksonville, Florida. Comparison data for students in this enrichment program confirm national research that students will continue to outperform their peers.

Arlene Baez and Christine Dahnke, Duval County Public Schools

Thursday, 1:00 pm - 1:45 pm
Hayview

Facilitating Inclusive English Language Teaching through Universal Design for Learning

Modeling Universal Design for Learning (UDL) principles, the presenter showcases six simple strategies to incorporate UDL in low, medium, and high-tech environments. Participants receive a strategy matrix to employ choice of learning diversity in their own courses and practice with the matrix by evaluating a lesson plan for inclusivity.

Kelly Wiechart, Indiana University

Thursday, 1:00 pm - 1:45 pm
Bayboro

Principles for Communicating with English Language Learners

In this session, the presenters will describe three considerations for stimulating conversation in the ESL classroom, focusing on language accommodation, error correction, and use of manipulatives. Activities to encourage conversation and cultural issues that arise will also be discussed. Handouts will be provided.

Rose Tran and Diane Lieu, University of Central Florida

Thursday, 1:00 pm - 1:45 pm
Hilton Training Center 3

Benefits & Pitfalls of Electronic Portfolios in the Classroom

This interactive presentation will demonstrate the benefits and the pitfalls of electronic portfolios. The work of students in an academic bridge program using electronic portfolios will be showcased and participants will leave with hands-on experience on how to use them in their own classrooms. Handouts will be provided.

Jose A. Carmona, Saint Leo University

Thursday, 1:00 pm - 1:45 pm
Hilton Training Center 4

Round tables

2:00 pm

Thursday, 2:00 pm - 2:45 pm
Hilton Training Center 1

The Experiences of U.S.-Educated Immigrant Students in Florida Community College EAP Courses

Immigrant students who graduated from Florida high schools are sometimes placed in community college English for Academic Purposes (EAP) courses. What do these students have to say about these courses? Results from a qualitative study of U.S.-educated EAP students and their instructors will be presented.

Lindsay Vecchio, University of Florida
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<tr>
<td>2:00 pm</td>
<td>Hilton Training Center 2</td>
<td>Improvement of Communicative Skills for Low Proficiency English Language Learners through Storybook Reading Activities</td>
<td>Rebecca Galeano, Florida State University</td>
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<td>2:00 pm - 3:30 pm</td>
<td>Skyway/Pier</td>
<td>Advocacy -- Optional for Educators?</td>
<td>Evelyn Torrey, Florida Atlantic University</td>
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<td>2:00 pm - 2:45 pm</td>
<td>Hayview</td>
<td>Rubrics for ESL Teaching: How To and How Not To</td>
<td>Nicole Hammond Carrasquel and Marcella A. Farina, University of Central Florida/CMMS</td>
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<td>2:00 pm - 2:45 pm</td>
<td>Bayboro</td>
<td>Connecting Common Core Challenges to Classroom Strategies for ELLs</td>
<td>Gwendolyn M. Williams and Amany Habib, University of West Florida</td>
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<td>2:00 pm - 2:45 pm</td>
<td>Bayboro</td>
<td>Borrowing “Mixed Media” Concepts for Creative Multimodal Digital Projects</td>
<td>Julie Dell-Jones and Andrea Lypka, University of South Florida</td>
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<tr>
<td>2:00 pm - 2:45 pm</td>
<td>Hilton Training Center 4</td>
<td>Collaborating Across Campus to Promote International Student Success</td>
<td>Maureen Templeman, University of South Florida</td>
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</table>

**Description:**

**Improvement of Communicative Skills for Low Proficiency English Language Learners through Storybook Reading Activities**

The study will provide an insight in a variety of reading activities that can be applied to develop ELLs language skills for oral skills for communication as well as reading skills.

**Rebecca Galeano, Florida State University**

**Advocacy -- Optional for Educators?**

As educators of ELLs, we must be advocates for our students, families, and for all English learners and immigrants, especially when the times are changing on every level. How do we equip ourselves and our students for advocacy? Let’s share our vision, topics, ideas, and strategies to develop skilled advocates.

**Evelyn Torrey, Florida Atlantic University**

**Rubrics for ESL Teaching: How To and How Not To**

Rubrics are an important tool that ESL teachers can use to assess their students’ language ability, if used appropriately. Creating an effective rubric is challenging for both novice and experienced teachers. Learn strategies are included on what to do, and what not to do, when creating and implementing a rubric.

**Nicole Hammond Carrasquel and Marcella A. Farina, University of Central Florida/CMMS**

**Connecting Common Core Challenges to Classroom Strategies for ELLs**

This session will outline the challenges that ELLs face with the Common Core Standards and then offers practical teaching strategies to help ELLs improve their language proficiency and to be more successful on Common Core assessments. This presentation will benefit K-12 teachers who are looking for current information and ideas.

**Gwendolyn M. Williams and Amany Habib, University of West Florida**

**Borrowing “Mixed Media” Concepts for Creative Multimodal Digital Projects.**

With the growing popularity of digital tools for creating visual arts-infused projects in classroom contexts, and especially in language-learning contexts, choices can be daunting. This presentation will share arts-based options useful for communication-building such as digital storytelling and photovoice, and will discuss theoretical perspectives and practical approaches.

**Julie Dell-Jones and Andrea Lypka, University of South Florida**

**Collaborating Across Campus to Promote International Student Success**

This session will describe a collaborative effort, which was aimed at the success of ESL students at a major research university, between ESL specialists and faculty in the First Year Composition program. Attendees will learn how to foster a similar collaboration on their own campuses.

**Maureen Templeman, University of South Florida**
THURSDAY SESSION DESCRIPTIONS

3:00 pm

Learn How to Teach Abroad at US Embassy Projects Worldwide
The English Language Programs send highly qualified ESL teachers on US embassy sponsored teaching projects all over the world. These Programs are unique professional development opportunities and a great way to enhance your TESOL career. This presentation provides information on the Programs and how to apply.

Eric Gilley, US Department of State

Thursday, 3:00 pm - 3:45 pm
Hilton Training Center 1

Advanced Informal English: A Collaborative Approach
Presenters will share materials and lessons used to create an informal English class for the University of Florida Intensive English Program for high-level students seeking to build on communication skills outside of the regular English for Academic Purposes track.

Todd Allen and Raquel Rojas, University of Florida English Language Institute

Thursday, 3:00 pm - 3:45 pm
Hilton Training Center 2

FDOE Update
Chane Eplin and Ginger Alberto, Florida Department of Education

Thursday, 3:00 pm - 3:45 pm
Bayboro

Teaching the Comprehension and Production of English Suprasegmentals
This presentation provides the audience with an overview of suprasegmental features in spoken English and their importance in successful communication. It will offer ideas for teaching students to identify and understand stress, intonation and other features, and to produce it themselves, using authentic and motivating materials. Handouts and visuals provided.

Judith Bridges, University of South Florida

Thursday, 3:00 pm - 3:45 pm
Hayview

Students’ Beliefs about Mobile Assisted Language Learning in an ESL classroom
This study adopts a dynamic approach to examine the changes in the learners beliefs about MALL in an ESL environment. Participants are represented by intermediate and advanced learners from an Academic English program at a large southeastern university in the United States.

Edward Contreras, University of South Florida

Thursday, 3:00 pm - 3:45 pm
Hilton Training Center 3

What’s Wrong Right about eBooks for EFL
Teachers, including language teachers, have always adopted technological innovation, whether it is the photocopier, CD player, or the personal computer, in order to improve their support of students. Yet acceptance of ebooks in educational settings, even in higher education, has been very slow. Industry statistics show that while ebook sales continue to grow in almost every sector, epublications have a very low acceptance rate among students. This presentation will examine the kinds of technological innovations available for online publications, consider reasons why students and teachers express disinterest in epublications, and examine cultural and economic factors that result in the acceptance of new technologies. Then the session will turn to the future, and consider a number of factors that may increase the acceptance of epublications, but transform the publications so that they are no longer books with flat, static content, but dynamic, multimedia learning tools. Expect to leave this session inspired and excited as you consider the enhanced learning that epublications can bring.

Tim Collins, National Louis University

Thursday, 3:00 pm - 3:45 pm
Hilton Training Center 4

4:00 pm
Featured Speaker
Deborah Short
GRAND BAY BALLROOM

5:15 pm
THURSDAY SESSION DESCRIPTIONS

Welcome Reception
6:00 - 7:30 pm
Hilton Lobby

SETESOL 2014

“Bridges to Success”

October 8-11

John Q Hammons Center,
Embassy Suites Northwest
Rogers, Arkansas

Keynote speakers:
Doug Fisher, Keith Folse, Diane August

http://arktesol.org/

All attendees get 10% off at the Hilton Starbucks when they show their badge.
### FRIDAY SESSION DESCRIPTIONS

**9:00 am**
**Featured Speakers**
Virginia Collier & Wayne Thomas
**GRAND BAY BALLROOM**

**10:30 am**

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<td><strong>10:30 am - 11:15 am</strong> Hilton Training Center 1</td>
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#### Institutionalizing an Accelerated Content-Based English Language Program

This presentation focuses on the process and context of institutionalizing an accelerated content-based English language program within a large higher education institution.

**Adrianne Aiko Thompson, Miami Dade College**

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#### Using Dolch Words with Adult ESL Writers

This presentation will discuss the benefits of using Dolch words with beginning ESL writers, as evidenced by action research conducted in an adult ESL classroom. The session will also provide practical teaching strategies for incorporating Dolch word mastery into instruction and assessment.

**Nargiza Abidjanova, CMMS-UCF**

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<td><strong>10:30 am - 11:15 am</strong> Hilton Training Center 1</td>
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#### Supporting ELLs with the Common Core Instructional Shifts

Common Core has resulted in significant instructional shifts. Use a tool to evaluate text complexity based on quantitative, qualitative, and reader and task features. Discuss the major instructional shifts and explore strategies teachers can use with ELLs to scaffold instruction to meet increased academic demands.

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

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#### Using Arts-Based Research and Culturally Responsive Teaching with English Learners and ESOL Pre-service Teachers: Two Teacher/Researchers’ Reflections

We will present our co-constructed reflections on how we navigate our roles as culturally responsive and arts-based methodology-oriented researchers/educators with our ELLs and pre-service ESOL teachers. We will provide examples of how we used CRT and arts-based methodology to engage teachers in practice-based inquiry and to help ELLs integrate their voice with visuals.

**Andrea Lypka and Julie Dell-Jones, University of South Florida**

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#### A Detailed Look at the Immersion Process of Young Learners

The presentation focuses on a case study of four South Korean students immersed in an American school. This presentation is an examination of the difference between short-term and long-term immersion students, a look at the efficacy of these immersion programs, and a technical analysis of the progress of fully immersed English learners.

**Alixander Lim, Lockhaven English**

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**FRIDAY SESSION DESCRIPTIONS**

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<tr>
<th>Event Description</th>
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FRIDAY SESSION DESCRIPTIONS

Does Social Media Use in the Classroom Lead to Better Student Performance?

This presentation discusses whether social media use in the classroom leads to better student academic performance. The results of an eight-week research project involving 31 students enrolled in an English for Academic Purposes course are presented, followed up with a discussion with participants about social media in the classroom.

David Braasch, University of South Florida

Friday, 10:30 am - 11:15 am
Hilton Training Center 4

Gender and Sexuality as Cross-Cultural Issues in the MA-TESOL Curriculum

I discuss a learning opportunity in a Master’s TESOL “Cross-Cultural Issues” course, in which one student’s project unexpectedly raised questions about biological sex, gender identity, sexual orientation, and their interrelationships. I show how these issues can (and should) be discussed using the course’s overarching framework of culture learning.

Camilla Vasquez, University of South Florida

Friday, 11:30 am - 12:15 pm
Hilton Training Center 1

Develop Critical Thinking through Essay Peer Editing

Participants will learn and practice a step-by-step ELL peer editing process that fosters independent learning as they use the process approach for essay writing. Two valuable critical thinking skills are fostered during this activity - making connections and recognizing patterns.

Keith Boswell, Embry-Riddle Aeronautical University & TESOL

Friday, 11:30 am - 12:15 pm
Hilton Training Center 2

Distinguishing Appropriate Spaces for Bilingual Programs

This presentation aims to explain the implications of the shifting pedagogical bilingual focus in communities where the minority language rapidly becomes the majority language as in Harvard, Illinois or where the school district embraces the large minority population by imparting the importance of speaking the mother tongue as in Immokalee, Florida.

Carolyn O’Gorman Fazzolari and Benton Fazzolari, Florida International University

Friday, 11:30 am - 12:15 pm
Skyway/Pier

Videos of Exemplary Practices: Preparing Mainstream Teachers of ELLs in Infused Programs

This session describes the production and use of instructional videos to prepare mainstream teachers working with ELLs. We demonstrate how the four videos can be used in ESOL-infused elementary teacher education programs to prepare mainstream teachers. Participants will receive samples of the videos and the facilitators guide to use in teacher education programs.

Maria R. Coady, Alice Ahyea Jo and Jo Kozuma
University of Florida

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

Meeting New Challenges: The Learning Needs of Late-Arriving Guatemalan ELL Students

Discussion of the challenges being presented in Florida K-12 by the growing population of newcomer secondary-age students from Guatemala: the rapid growth of this demographic; the characteristics of the population of students; and discussion of strategies for teaching and learning among a population of often-limited formal education youngsters and their families.

Mercedes Pichard, Lee County Schools

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

Sunshine State TESOL Conference 27
Collaborative Learning: Integrating ESL and English L1 Students in a hybrid Anthropology course

Campus-based students in an intensive ESL program participate in a collaborative class each month with an online-based anthropology course of English L1 students. Presenters will discuss the development, implementation, and benefits of this session, as well as various resources available to support collaborative learning in online and campus-based learning environments.

Rosemeire Johnstone, Full Sail University

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

Utilizing Technology to Increase Student Gains Through Blended Learning

Come learn how innovation in technology using the Blended Learning Model has increased student achievement with English Language Learners and closed the gap between them and other high achieving students. Properly diagnosing a student’s current capabilities and how to provide differentiated instruction tailored for each student is the key to their success.

Chanda Austin, Imagine Learning

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

"ESOL Strategies" Reconsidered

This interactive session presents a 5-step approach to differentiated content and academic language instruction for ELS at various levels of proficiency. Flexible enough to be implemented by mainstream teachers alone or in collaboration with ESL specialists, participants will practice the approach. BYOLP (Bring your own lesson plan), if you wish.

Carine Strebel, Stetson University

Friday, 2:15 pm - 3:00 pm
Hilton Training Center 1

Perspectives on Adjunct Development

About 70% of community college faculty are adjuncts, and the difficulties faced by these instructors are widely known. This session, based on interviews with instructors and administrators, will invite you to join the conversation as we discuss what can be done now to encourage adjunct retention, development, and advancement.

Melanie Paden, St. Petersburg College

Friday, 2:15 pm - 3:45 pm
Skyway/Pier

DACA & the DREAM ACT: Support for Undocumented Students

Our responsibilities do not end in the classroom. We must be prepared to help our students set dreams and achieve goals. For many of our undocumented students, these dreams have been elusive. This session will provide a toolkit with the essentials needed to support and advocate for our DREAMERS.

Thais Arsolino and Marisa Gonzalez, Duval County Schools

Friday, 2:15 pm - 3:00 pm
Hilton Training Center 2

Luncheon, Awards, and Florida Teacher of the Year

GRAND BAY BALLROOM

Friday, 2:15 pm - 3:00 pm
Hilton Training Center 1
FRIDAY SESSION DESCRIPTIONS

Friday, 2:15 pm - 3:45 pm
Hayview

Is Knowledge of Idiomaticity Merely a Tempest in the Communicative Teapot?
Is knowledge of idiomaticity merely a tempest in the communicative teapot? Can figurative knowledge be exploited in a truly interactive fashion for the benefit of all learners? This workshop answers these questions and explores pedagogical procedures for developing and testing idiomatic competence across content areas using authentic idiom print/video materials.

John I. Liontas, University of South Florida

Friday, 2:15 pm - 3:00 pm
Bayboro

“Drawing Out” Your ELLs: Using Visual Arts in the Classroom
Looking for creative ways to add color to your lessons? Uncover the benefits of incorporating visual arts into your classroom, and gain several ideas for utilizing hands-on tasks, activities and games that can be easily adapted to suit a wide range of ages, levels, and language goals.

Jessica R. Carroll, University of North Florida

Friday, 2:15 pm - 3:45 pm
Hayview

Bilingual Mainstream Teachers’ Appropriation of their Bilingual Experiences for working with ELLs
In this session, the qualitative study on three bilingual mainstream teachers’ appropriation on their own bilingual experiences and how they connect it to teaching culturally and linguistically diverse students in mainstream classrooms will be shared.

Alice Ahyea Jo, University of Florida

Friday, 2:15 pm - 3:00 pm
Hilton Training Center 4

Raising Awareness of Teaching English as an International Language: Some Lesson Plan Ideas
The global spread of English has inspired interest in the pedagogical implications of the use of English as an International Language. This presentation introduces the issues surrounding teaching EIL and five lesson plans are presented by students at University of South Florida currently taking a course on Teaching English Overseas.

Nicole Tracy-Ventura, Sarah Adams, Crystal Bonano, Daniel Feininger, Travis Thompson, & Natalie Volk, University of South Florida

Friday, 3:15 pm - 4:00 pm
Hilton Training Center 1

Engagement and Transition of Hispanic Generation 1.5 ESL Students
The presenter will discuss a case study on Hispanic Generation 1.5 students’ engagement experiences as they transition into (a) ESL, (b)developmental, and (c) mainstream college courses. The findings will be used to identify strategies for enhancing these students’ positive engagement experiences and retention at each level of coursework.

Jacqueline Peña, Miami Dade College

Friday, 3:15 pm - 4:00 pm
Hilton Training Center 2

Practical Activities for Teaching Phrasal Verbs
For ESL learners at all proficiency levels, phrasal verbs are one of the most difficult components of English, so it is not surprising that most learners simply avoid them. In this session, we will demonstrate several fun and practical activities that practice phrasal verbs and do not require teacher grading.

Keith Folse, University of Central Florida
**Vocabularious**

Friday, 3:15 pm - 4:00 pm
Bayboro

This session will offer an interactive demonstration of how learning vocabulary words can be a hilarious process as students collaborate together in fun and creative ways to work with words. It will also offer a compilation of creative, collaborative ideas and resources in learning vocabulary words.

**Lena Shaqareq, Catherine McMurria and Jin-Suk Byun, University of North Florida**

**A Quasi-Experiment Study of Vocabulary Learning through Use of the Picture-Word Inductive Model for Young English Learners in China**

Friday, 3:15 pm - 4:00 pm
Hilton Training Center 3

The presentation will review English teaching in China and Picture-Word Inductive Model (PWIM), and then delineate the results of a quasi-experimental study to investigate the effectiveness of PWIM for English learners in Grade 4 and 7. The findings will contribute to the teaching of English vocabulary in China.

**Feng Li and Xuan Jiang, Ph.D. Candidates**

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**FRIDAY SESSION DESCRIPTIONS**

**4:15 pm**

**4:15 pm - 5:00 pm**

*Hilton Training Center 1*

**6 Principles for Teaching the Grammar of Writing**

John D. Bunting, Georgia State University

Your students cannot afford to make grammatical mistakes when they write. This session explores 6 principles on how to teach grammar for writing. From a corpus of academic writing to discrete writing skills, these principles cover everything instructors need to know to effectively integrate grammar and writing.

**Use of Children’s Books in Adult ESL Classrooms**

Yunhyun Lee, University of South Florida

Friday, 4:15 pm - 5:00 pm
Skyway/Pier

This presentation provides attendees with a brief overview of using children’s books with multiple aims in adult ESL classes. It also introduces several helpful strategies and activities teachers can use in their classrooms to improve adult learners’ oral communicative skills. Handout provided.

**Perspectives on a school’s bilingual education program in South Africa**

Buyiswa Mini, University of Florida

Friday, 4:15 pm - 5:00 pm
Skyway/Pier

Using interviews and classroom observational data, the study explores the little known practice of mother tongue based bilingual education (MTBBE) in a school in South Africa’s Eastern Cape Province. Here, teachers and learners are isiXhosa L1 speakers with an L2 affiliation to English (cf Leung, et al., 1997).
Land the ESL/EFL job of your dreams!

This presentation will explore the process of getting hired for an intensive English Program instructor position--from training and education, to CV preparation, to the job interview, to the teaching demo, and finally to negotiating a salary.

Keith Boswell, Embry-Riddle Aeronautical University & TESOL

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The KWL of Common Core & Making Sure ELLs Succeed

The Common Core now forefronts the requirement of all students to better understand English language structure (grammar) and apply its use to foster a more rigorous engagement with learning. But where does this leave ELLs? We explore and demonstrate a series of instructional steps that have been fine tuned over the past two years with pre-service teachers and used successfully to increase the learning performance of ELLs.

Tony Erben and Kate Wittrock, University of Tampa

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ADHD and IEP Students: Creative Research-Based Solutions

Students with ADHD are entering intensive English programs in larger numbers, and teachers are often unprepared. This session explores the recommendations of ADHD expert, Dr. Stephanie Sarkis. The presenters will offer practical suggestions on how to identify and deal with ADHD in the language classroom and how to empower students.

Matt Kaeiser and Calla Gudheim, University of Miami

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Tone in Reading

It is vital we teach students to recognize bias through skills such as recognizing tone. Using students’ existing knowledge such as recognizing tone in music or voice, teachers can advance students’ understanding of tone in reading. To facilitate this process, the presenter created an interactive digital presentation.

Abdulrahman Olwi, Florida State University

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La Cosecha 2014
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November 19 - 22
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SATURDAY SESSION DESCRIPTIONS

**Featured Speaker**
Gerard Van Herk
GRAND BAY BALLROOM

Saturday, 10:30 am - 11:15 am
Hilton Training Center 1

**Encouraging Multicultural Understanding and Language Learning through Dialogue Journals**

Using dialogue journals can lead to increased self-awareness among ELLs and benefit multiculturalism in the second language classroom. The presenter discusses best practices to incorporate journal use and foster greater multicultural reflection among classmates. Participants will leave with a renewed understanding of the merits of dialogue journals for language learning.

Robert K. Kelso, University of South Florida

Saturday, 10:30 am - 11:15 am
Hilton Training Center 2

**Interactive Forms of Teaching Intercultural Communication**

Adequate behavior in situations of intercultural communication is critical for specialists engaged in foreign language teaching, international and public relations and other areas of human activities. The paper describes major forms and ultimate goals of teaching Intercultural Communication in the foreign language classrooms with the specific teacher-student examples.

Alla Kourova, University of Central Florida

Saturday, 10:30 am - 11:15 am
Hilton Training Center 2

**Modeling Instruction as Scaffolding to ESL Students in High School Biology Classes**

This presentation will review the background of biology education to ESL high school students and Modeling Instruction (MI). The application of MI in helping ESL students in biology class will be discussed. The conclusion will direct future studies on both biology and English education to ESL students.

Feng Li and Xuan Jiang, Florida International University

Saturday, 10:30 am - 11:15 am
Skyway/Pier

**Nothing “LIMITED” about the Bilingual Brain: Changing Our Language to Change Attitudes**

The official terminology used by the federal level, to the state level to the district level demonstrates “deficit” beliefs like “Limited English Proficient”. TESOL has amended such language to move the nation away from negative language about minority language students and deficit thinking about bilinguals. Frequently, teachers misuse ESE terminology for ESL students. Preparing south Florida teachers at Broward College to be experts in the field of ESL and shift their thinking from deficit models is crucial and especially in our diverse community of 21st century learners.

Michele Stafford Levy, Broward College

Saturday, 10:30 am - 11:15 am
Hayview

**Tutorials: English Language Learners Find Support in the 21st Century**

This is a workshop that concentrates on teaching and implementation strategies. Tutoring is a viable option to assist our students with content-related skills. As a result of this workshop, there could be an increased interest in tutoring programs and/or test scores with Core Curriculum.

Jennifer Melton, Jasper County School District & TESOL
SATURDAY SESSION DESCRIPTIONS

**VAN HERK Break Out Session**  
Saturday, 10:30 am - 11:15 am  
Hilton Training Center 3

**Technology (iPad) for ELLs in Response to the Common Core Standards**  
This presentation describes a technology grant that is being used in teacher preparation. It provides iPads for educators so they can learn to use apps to support background knowledge for ELLs  
Susanne Lapp, Eileen Ariza and Renee Zelden, Florida Atlantic University

**SATURDAY SESSION DESCRIPTIONS**  
Saturday, 10:30 am - 11:15 am  
Hilton Training Center 4

11:30 am  
Saturday, 11:30 am - 12:15 pm  
Hilton Training Center 1

**From Language Learners to Beginning Researchers: English as Second Language (ESL) Students’ Motivation and Experience in an Academic Preparation Writing Class**  
There is an urgent call to bridge the traditional EAP writing to university resource-responsible writing for ESL learners. This study explores the dynamic relationship between ESL learners’ writing strategies and learning experiences to reveal how these factors influence their writing process during the transition from the language school to universities.  
Yao Liu, University of South Florida

**Human Trafficking: Indicators and Resources**  
Florida ranks 3rd in the U.S.A. in Human Trafficking. Sheila Acevedo, founding member of Sunshine State TESOL, Director of Project U.N.I.T.E. (Uniting, Networking, Informing, and Training to Eliminate) Human Trafficking, will provide information for educators to better understand the issues, risk, and resources available for students, themselves and their communities.  
Sheila D. Acevedo, GEMMS (Global Educational & Multilingual Multicultural Services)

**Bilingual families: Choosing Between Native Language and English?**  
This study focuses on experiences of bilingual families thinking of themselves as being well prepared for the task of raising bilingual children. Investigating how three ethnically/linguistically diverse families in Jacksonville think about raising their children bilingual, shows that bilingual parenting requires much more than speaking heritage language at home.  
Aicha Ouzia, University of Florida  
Saturday, 11:30 am - 12:15 pm  
Hayview

**Code Switching Patterns in Popular Spanish-English Songs**  
Code switching occurs regularly in Miami. The presentation includes findings and examples of sociolinguistic factors associated with switching in popular songs. Social factors include artist age and gender. Linguistic factors include matrix language patterns, and switch locations and triggers. Audience members enhance their awareness of switching in this art form.  
Cynthia Schuemann and Karen Burgos, Miami Dade College  
Saturday, 11:30 am - 12:15 pm  
Bayboro

**Book Clubs- Student Perceptions on Learning and Motivation**  
Book clubs can allow students to explore literature both independently and collaboratively using student-selected materials. This powerful tool helps students build English language skills while boosting their interest in literature and engagement in language learning. This presentation covers successful implementation and discusses results of research into student learning and motivation.  
Carol Foye Wallin, University of Minnesota  
Saturday, 11:30 am - 12:15 pm  
Skyway/Pier
SATURDAY SESSION DESCRIPTIONS

How to get Published: SSTESOL Journal Session
Maria Coady, University of Florida

Engaging Students with Interactive Reusable Learning Objects
Come and see how a program called SoftChalk was used to build a collection of self-paced, interactive grammar lessons for an Intermediate EAP class at St. Petersburg College. Participants will leave with a link to the lessons and suggestions for creating their own Reusable Learning Objects (with or without SoftChalk).
Judy Macdonald, St. Petersburg College

CONFERENCE WRAP-UP
12:30 - 12:45
Drawings for Grand Prizes!
Must be present to win!
Two-night stay at the Bayfront Hilton, St. Petersburg
Two-night stay at the Vinoy Renaissance Resort, St. Petersburg

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- Monitor English Language Learner Plan
- Parent Letters

ALL WE DO IS ELL COMPLIANCE.
We are not a Special Education software company with ELL forms.
Abidjanova, Nargiza - Nargiza Abidjanova, international student at MA TESOL program at UCF, holds a Bachelor degree from University of Uzbekistan, Department of English Language and Foreign Literature. Nargiza.Abidjanova@ucf.edu

Acevedo, Sheila D. - Sheila Acevedo was the 5th President of SSTESOL. She is Director of Project U.N.I.T.E. and CEO of Global Educational & Multilingual Multicultural Services (GEMMS) and an Episcopal Lay Minister. SDAcevedo@yahoo.com

Adams, Sarah - Sarah Adams is a graduate student in the MA in Applied Linguistics: TESL program at the University of South Florida. She has taught ESL in Florida and EFL in Spain.

Ahn, Soojin - Soojin Ahn is a doctoral student in Language and Literacy Education at the University of Georgia. Her research interest includes SCT, DA, and teacher education in second language education. soojina@uga.edu

Alberto, Ginger - program specialist, Bureau of Student Achievement through Language Acquisition (SALA)

Allen, Todd - Todd Allen is a 20-year instructor at the University of Florida English Language Institute. He also currently serves as the program’s Grammar Coordinator. toddy33@ufl.edu

Ariza, Eileen - Dr. Eileen Ariza is a professor in the department of teaching and learning at FAU. She specializes in teacher ed and ESOL preparation.

Arsolino, Thais - Thais is a current Teach for America ESOL teacher in Duval County. A former ESOL student and Brazilian native, Thais faced many of the challenges that our students battle today. arsolinot@duvalschools.org

Baez, Arlene - Arlene Baez, ESOL Supervisor for Duval County Public Schools. Previous experience includes: FLDOE Bureau of School Improvement, school administrator, Dual Language Specialist, and teacher/educator in Duval County and Puerto Rico. baeza1@duvalschools.org

Bazata, Devon - Devon Cadwell Bazata is a faculty member at UCF’s Center for Multilingual Multicultural Studies. Her area of expertise includes Business and Professional Writing for native and non-native English speakers. Devon.Bazata@ucf.edu

Bizon, Tatiana - Tatiana Bizon teaches English for Academic Purposes at Valencia College. Using a variety of new technologies, Mrs. Bizon has a diverse ability and experience to teach traditional face-to-face, online, and hybrid classes. In 2013, Tatiana Bizon received the title of AFC Distinguished Professor of the Year. tbizon@valenciacollege.edu

Bonano, Crystal - Crystal Bonano is an undergraduate student at the University of South Florida and majors in English Education. She is interested in pursuing a Ph.D. in second language studies or TESOL.

Boswell, Keith - Keith Boswell is Director of Embry-Riddle’s Language Institute. Previously, he launched an IEP at LU, was Interim Director at VCU, and spent a decade in Egypt starting language programs. boswelli@erau.edu

Braasch, David - David Braasch has been teaching for 24 years and is currently Senior Instructor at the University of South Florida. david82@usf.edu

Bridges, Judith - Judith Bridges is a doctoral student of Second Language Acquisition and Instructional Technology at the University of South Florida and an ESL instructor. Her focuses include phonology and pragmatics. jebridges@mail.usf.edu

Bunting, John D. - John D. Bunting co-authored Grammar and Beyond 4 and is a senior lecturer in the IEP at Georgia State University. His interests include corpus linguistics and teacher education. jbunting@gsu.edu

Byun, Jin-Suk - Dr. Jin-Suk Byun is an assistant professor in the Department of Childhood Education, Literacy, and TESOL at UNF. Some of his research interests are input, interaction, and output in SLA.

Burgos, Karen - Karen Burgos is a student of linguistics at Miami Dade College. karen@burgos.us

Carmona, Jose A. - Professor Carmona is an EAP English instructor at Saint Leo University and owner of Global Educational Institute, Inc. He is the author of several books and articles on various subjects. joseAcarmona@gmail.com
Carrasquel, Nicole Hammond - Nicole has been teaching adults ESL since 2001. She has conducted overseas teacher workshops and has taught ESL, Spanish/Family literacy, Accent Reduction, and all classes at UCF’s intensive English program. nicole.carrasquel@ucf.edu

Carroll, Jessica R. - Jessica is an English Language Instructor at the University of North Florida’s English Language Program. She has BAs in English and Art History and a Master of Applied Linguistics. jessica.carroll@unf.edu

Coady, Maria - Maria Coady is an Associate Professor of ESOL/Bilingual Education. mcoady@coe.ufl.edu

Collins, Tim - Dr. Tim Collins has taught learners of all ages and levels in Spain, Morocco, Taiwan, and the United States. Author of 25 books, he specializes in assessment and test preparation. tccollins@earthlink.net

Contreras, Edward - Edward Contreras is a 3rd year doctoral student in the Second Language Acquisition and Instructional Technology program. He is also an instructor and tutor for INTO USF. econtreras1@mail.ucf.edu

Dahnke, Christine - Christine Dahnke, Exec. Director ESOL and World Languages. Previous experience includes: Miami-Dade Transformation Office, SSTESOL Board Member at Large, and teacher/educator in Miami-Dade, Washington DC and Murcia, Spain.

Dell-Jones, Julie - Julie Dell-Jones is a doctoral candidate in Second Language Acquisition/Instructional Technology. Research interests include arts-based education research, photo-elicitation and Digital Storytelling, teacher education, critical theory, and immigrant issues. jdelljon@mail.usf.edu

Dolce, Thomas - 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. tomdolce@ufl.edu

Dugniolle, Luciana - Originally from Brazil, Luciana Dugniolle has worked with ELS-Orlando for four years. She recently began her MA TESOL at UCF.

Erben, Tony - Tony Erben is Coordinator of ESOL Endorsement at the University of Tampa. He is a veteran ESOL teacher and teacher educator having worked both in USA and overseas in the past 30 years. aerben@ut.edu

Eplin, Chane - Bureau Chief, Bureau of Student Achievement through Language Acquisition (SALA). aerben@ut.edu

Farina, Marcella A. - Marcella A. Farina holds an MA TESOL and PhD Education/TESSOL and has 30 years ESL/EFL teaching experience. Her research interests and innovations focus on pronunciation teaching/learning and computer-assisted language learning/teaching. marcella.farina@ucf.edu

Fazzolari, Benton - Benton Fazzolari is a PhD student in Literature and Criticism and an English instructor at two community colleges in South Florida.

Fazzolari, Carolyn O’Gorman - Carolyn O’Gorman Fazzolari has served as bilingual elementary teacher and Director of Bilingual and Dual Language Education for over 15 years. She is pursuing PhD studies at FIU in Miami. cvill@fiu.edu

Feininger, Daniel - Daniel Feininger is a graduate of Florida State and currently pursuing a graduate certificate in National & Competitive Intelligence at USF. He plans to teach English in the Middle East.

Folse, Keith - Keith Folse is Professor of TESOL at the University of Central Florida. folse@ucf.edu

Galeano, Rebecca - Rebecca A. Galeano, teaches courses in English to Speakers of Other Languages (ESOL) and Foreign/Second Language Teaching Methodology for the School of Teacher Education at Florida State University. Galeano holds a Ph.D. in Multicultural Multilingual Education, and an M.A. in Spanish Language and Literature. Aside from working with teachers in the U.S., Galeano has also worked preparing pre-service and in-service language teachers in Mexico and Peru for the last eight years. rgaleano@fsu.edu

Giambo, Debra A. - Debra A. Giambo, Ph.D., is a Professor of ESOL and Literacy at Florida Gulf Coast University. Her research interests include effective instruction and assessment for ELLs and teacher preparation. dgiambo@fgcu.edu

Gibson, Stephanie - Stephanie Gibson is the PODER project manager at WIDA. She previously worked on the WIDA MODEL and ACCESS for ELLs assessments. sagibson2@wisc.edu
ALPHABETICAL LIST OF PRESENTERS

Gonzalez, Marisa - Marisa Gonzalez has worked in education for over 27 years. Currently, she serves as an ESOL specialist for Duval County. Marisa continues to collaborate with educators to advocate for all students.

Gottschalk, Susan - Susan Gottschalk, Department Chair/ESOL, Pensacola High School, has presented at past TESOL conferences, published in SSTESOL Journal and New York State Idiom, and participated in FTCE ESOL test development. sgottschalk@escambia.k12.fl.us

Gudheim, Calla - Calla Gudheim is a lecturer at the University of Miami Intensive English Program and has become interested in the topic of ADHD for both personal and professional reasons.

Habib, Amany - Amany Habib is an instructor of ESOL education at the University of West Florida. Her interest areas are applied linguistics and cross-cultural communication and understanding.

Han, Jining - Jining Han is a Ph.D. student in SLAIT program at USF. He has an M.A. in Asian Literature from Arizona State and has been teaching Chinese for eight years. jininghan@mail.usf.edu

Harberson, Eric - Eric Harberson is the Manager for Marketing and Recruitment for the English Language Programs. elf@georgetown.edu

Harper, Candace - Candace Harper is an Associate Professor of ESOL/Bilingual Education.

Harvey, Jane - Jane Harvey has been an international English teacher/teacher educator for over 25 years. She has a Ph.D. in language teacher education and works at the English Language Program at USF. jkharvey@usf.edu

Herbster, Elizabeth “Lisa” - Elizabeth “Lisa” Herbster, an Assistant Professor of ESOL at Daytona State College, has been in the field of ESOL for 25 years. She holds an MS in TESOL from FSU. herbste@daytonastate.edu

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