ACROSS
1. peninsula state
5. young boy
7. ESOL org.
9. arrival
10. opposite of out
11. exam
13. allow access
15. surface contact
16. last longer
18. system of ideas
19. request

DOWN
1. quick
2. greater ingenuity
3. thing (p)
4. everyone
6. finished
8. play better
9. try
12. save file
14. written record
17. three (prefix)
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>2</td>
</tr>
<tr>
<td>Greeting from SSTESOL</td>
<td>4</td>
</tr>
<tr>
<td>Sunshine State TESOL of Florida</td>
<td>6</td>
</tr>
<tr>
<td>In Sincere Appreciation</td>
<td>8</td>
</tr>
<tr>
<td>Awards 2014-2015</td>
<td>10</td>
</tr>
<tr>
<td>Keynote Speakers</td>
<td>12</td>
</tr>
<tr>
<td>Conference Layout</td>
<td>15</td>
</tr>
<tr>
<td>Schedule at a Glance</td>
<td>16</td>
</tr>
<tr>
<td>Thursday Session Descriptions</td>
<td>22</td>
</tr>
<tr>
<td>Friday Session Descriptions</td>
<td>32</td>
</tr>
<tr>
<td>Saturday Session Descriptions</td>
<td>40</td>
</tr>
<tr>
<td>Alphabetical List of Presenters</td>
<td>45</td>
</tr>
</tbody>
</table>
Dear Friends,

On behalf of the City of West Palm Beach, it is a pleasure to welcome you to the 38th Annual Sunshine State Teachers of English to Speakers of Other Languages Conference. We are honored that you have chosen our city and the West Palm Beach Marriott, in heart of downtown, to host your event.

The theme of this year’s conference is “Outwit, Outlast, Outplay”. Here, in West Palm Beach, we are building a city of opportunity where the sun shines on all who come to live, work and play. We are an innovative, creative and competitive community and that means preparing our next generation for a rapidly changing world.

Thanks SSTESOL for your leadership and advocacy in language policy issues; and for providing resources and access to educators for professional development.

During your stay in our wonderful city, I hope you will take some time to discover all that West Palm Beach has to offer. From our downtown waterfront along Flagler Drive to the edge of the pristine Everglades, you will find that West Palm Beach is well known for its natural beauty, its rich diversity and cultural heritage.

Enjoy the night life on Clematis Street or City Place, shop the Palm Beach Outlets, or take the family to the Palm Beach Zoo or the Science Center,

Be sure to visit our website at www.wpb.org and www.downtownwpb.com/ae-district to find out more about our City and our free events.

Best wishes for a successful event!

Jeri Muoio
Mayor

“An Equal Opportunity Employer”
April 7, 2016

Dear Sunshine State TESOL 2016 Participants:

It is with great honor that I welcome you to West Palm Beach. We are truly proud to host the 38th Annual Sunshine State’s Teachers of English to Speakers of Other Languages (TESOL) conference.

This year’s theme ("Outwit, Outlast, Outplay!") poses a great challenge to educators to accept a leading role in the collaborative responsibility of providing equitable and improved educational opportunities for English learners. It is the TESOL educators who have the power to reform policies and instruction that create sustainable solutions to the challenges faced by English learners in today’s educational settings.

The District’s English learners and their families represent 150 countries, speaking at least 140 different languages.

The uniqueness and beauty of our county is intricately woven into our daily lives, influenced by the riches of its diversity. We invite you to take your time during your visit to enjoy and learn about this community and its diverse offerings.

Sincerely,

Robert M. Avossa, Ed.D.
Superintendent

RMA/EA:du
Welcome to West Palm Beach and the 38th annual SSTESOL Conference Outwit, Outplay, Outlast! We are glad you are here to join in what promises to be a great and unique experience.

The 2016 conference team has worked hard to plan and deliver a world-class event filled with many opportunities for exciting and rewarding professional growth. You will experience gamification, the latest in innovative approaches to teaching English, and many opportunities to learn with and from colleagues across the state and beyond.

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.

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 Palm Beach and its surrounding areas. Stop by the Local Chapter booth for ideas and assistance getting around Palm Beach.

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.

Collegiately,

Ester de Jong

SSTESOL President
SETESOL 2016
Regional Conference

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October 26-29, 2016
The Galt House Hotel & Suites
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www.kytesol.org/conferences/setesol2016callforproposals
Email: setesol2016@kytesol.org

Featured Speakers
William Grabe
Istvan Kecskes
Lydia Stack
Fredricka Stoller
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): Renee Belvis
Miami-Dade TESOL: Michele Mar
Broward ESOL Council (BEC): Maria Alexandra Vera
Northeast Florida TESOL (NEFTESOL): Jessica Carroll
Central Florida TESOL (CFTESOL): Erica Reynoso
Palm Beach TESOL: Virginia Hansen (contact)
Emerald Coast TESOL: Laureen Fregeau
Suncoast TESOL: N/A
Volusia Flagler ESOL: Betty Green (contact)

CONFERENCE TEAM MEMBERS

Ester de Jong
SSTESOL President

Li-Lee Tunceren
SSTESOL Past-President
Awards Coordinator

Tony Erben
Conference Chair

Sarah Courtemanche
Proposal Chair

Stephen Johnson
Treasurer

Arlene Costello
Secretary

Katya Goussakova
CO-Exhibitor Liaison

Jane Govoni
CO-Exhibitor Liaison

Sunshine State TESOL Conference
2015 - 2016 BOARD OF DIRECTORS

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Lynn Arroyo (2013-2016), Hernando County Schools
Christine Dahnke (2012-2015), Duval County Public Schools
Katya Goussakova (2012-2015), Seminole State College

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Betty Green

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Betty Green

Membership Liaison
Tony Erben

SSTESOL Journal Editors
Candace Harper

International TESOL Liaison
Li-Lee Tunceren

SE Regional TESOL Liaison
Li-Lee Tunceren

Exhibitor Liaison
Ekaterina (Katya) Goussakova
Jane Govoni

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 Mc Falls
1984-1985 Jerry Messee
1985-1986 Bill Powell
1986-1987 Edwina Hoffman
1987-1988 Luz Paredes Lono
1988-1989 Randall Alford
1989-1990 Consuelo Stebbins
1990-1991 Yvonne Cadiz
1991-1992 Linda Evans
1992-1993 Sandra Fradd
1993-1994 Nancy Lucas
1994-1995 Allene Grognet
1995-1996 Judy Strother
1996-1997 Pat Ellis
1997-1998 Judy Jameson
1998-1999 Michael Kraft
1999-2000 Marilyn Santos
2000-2001 Sandra Hancock
2001-2002 Katherine Dunlop
2002-2003 Betty Green
2003-2004 Cheryl Benz/Betty Green
2004-2005 Suze Lindor
2005-2006 Jose Carmona
2006-2007 Carmen Morales-Jones
2007-2008 Roger Thompson
2008-2009 Ann Jackman
2009-2010 Cynthia Schuemann
2010-2011 Nora Dawkins
2011-2012 Patricia Grant
2012-2013 Kisha Bryan
2013-2014 James May
2014-2015 Li-Lee Tunceren
IN SINCERE APPRECIATION

Proposal Reviewers
Lynn Arroyo, Hernando County Schools
Arlene Costello, Escambia County Public Schools
Ester de Jong, University of Florida
Tony Erben, University of Tampa
Ekaterina V. Goussakova, Seminole State College
Stephen Johnson, Miami Dade College
James May, Valencia College
Li-Lee Tunceren, Saint Petersburg College
Lindsay Vecchio, University of Florida

Local Committee
Evangeline Aguirre (Committee Chair)
Virginia Hansen (Member)
Celia Blandon (Member)
Cheryl Shamon (Member)
Lynn Taylor (Member)
Firoza Rasul (Member)
Mirla Ortega (Member)

Awards Committee
Arlene Costello (Co-Chair), Escambia County Public Schools
Li-Lee Tunceren (Co-Chair), Saint Petersburg College
Susan Gottschalk (Member), Escambia County - Pensacola High
School Staff
Doreen Wells (2014 Outstanding Florida STTESOL Educator)

Recognition of state senators and representative opposed to the coding/foreign language bills SB 468 and HB 887

Sen. Anitere Flores of Miami (R) - flores.anitere.web@flsenate.gov
Sen. Dwight Bullard of Cutler Bay (D) - bullard.dwight.web@flsenate.gov
Sen. Jeff Clemens of Lake Worth (D) - clemens.jeff.web@flsenate.gov
Sen. Eleanor Sobel of Hollywood (D) - sobel.eleanor.web@flsenate.gov
Sen. Geraldine Thompson of Orlando (D) - thompson.geraldine.web@flsenate.gov
Rep. Victor Torres (D) - victor.torres@myfloridahouse.gov

Recognition of media coverage
Jeff Solochek, TBT - jsolochek@tampabay.com
Kristen M Clark, Herald/Times News - kclark@miamiherald.com
Leslie Postal, Orlando Sentinel - lpostal@orlandosentinel.com
Fabiola Santiago, Miami Herald - fsantiago@miamiherald.com
Daniel Shoer Roth, el Nuevo Herald - dshoer@yahoo.com
Natalie Gross, Education Writers Association - ngross@ewa.org
Michael Mayo, Sun-Sentinel - mmayo@sunsentinel.com
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Carnegie Speech Oberlin, David www.newreaderspress.com
DynEd Kingery, Thomas www.dyned.com
English Discoveries Holtz, Stewart
Get This Write, LLC Christians, JoEllen
Imagine Learning Sierra, Nazy & Allen, Mia
National Geographic Learning Le, Cindy; Johnson, Trudy; www.nationalgeographic.com
New Readers Press Richards, Gwen & Schurr, Cindy
 Pearson Norvell, Glenda
Piel Canela Peru Fair Trade Gutierrez, Leticia & Brown, Royal
Reading Horizons & EASY ESL Espinoza, Maria
US Department of State ELF Program McNair, Caroline & Valier, Claire www.readinghorizons.com
Valerie “The Booksmith” & Baird Guerra & Associates Lykke, Kristina & Bain, Kate
WIDA Silverman, Valerie & Guerra, Amy

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Cambridge University Press Goldstone, Jim & Bunting, John
Carnegie Speech Oberlin, David www.newreaderspress.com
DynEd Kingery, Thomas www.dyned.com
English Discoveries Holtz, Stewart
Get This Write, LLC Christians, JoEllen
Imagine Learning Sierra, Nazy & Allen, Mia
National Geographic Learning Le, Cindy; Johnson, Trudy; www.nationalgeographic.com
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Reading Horizons & EASY ESL Espinoza, Maria
US Department of State ELF Program McNair, Caroline & Valier, Claire www.readinghorizons.com
Valerie “The Booksmith” & Baird Guerra & Associates Lykke, Kristina & Bain, Kate
WIDA Silverman, Valerie & Guerra, Amy
AWARDS 2015-2016

SSTESOL Outstanding Educator Award

Kim Hardiman Adjunct Faculty member, Intensive English Program, University of Central Florida; M.A. TESOL Graduate Assistant; Instructor, ESL Embry-Riddle University

Kim Hardiman currently teaches ESL courses at the English Language Institute as a Graduate Teaching Assistant and as an adjunct faculty member at the University of Central Florida, Orlando, Florida. Hardiman also taught English as a Second Language at the Embry Riddle English Language Institute at Embry-Riddle Aeronautical University (ERAU), Daytona Beach Campus, Florida. Kim earned her TEFL certificate to teach English as a Foreign Language at the University of Central Florida in 2005. Her outstanding contributions to the field of TESOL include promoting ESOL and diversity through the Global Friends Club and by serving as an Asian Student Union Advisor at the ERAU for six years. As an advisor, Hardiman promoted Asian American cultural awareness through special events, conferences, lectures, and performances of Asian dances at multicultural festivals at several universities in the United States.

Coming from an international family and experiencing an educational system in a small town in the United States that did not promote ESL for non-English speakers of English inspired Hardiman to be an ESL teacher. The TESOL mission of improving the quality of English learning and teaching has been the foundation of Hardiman’s teaching career. Hardiman lives up to her teaching philosophy to encourage diversity, multiculturalism, and improve the quality of English language learning and teaching. Kim credits the University of Central Florida instructors for inspiring her to keep exploring for new pedagogical teaching and learning strategies. Dr. Keith Folse described Hardiman as “caring and understanding, who can relate to people well.” In addition, “she loves what she teaches and she is a natural motivator on many levels.” Congratulations to Kim Hardiman as the 2016 SSTESOL Outstanding Educator Award.

Arnhilda Badia Outstanding Student Awards

Tania Batista is a senior English Language Learner (ELL) student at Clearwater High School. When she came to the United States two years ago, she was a non-English speaker unable to communicate with others in English. Tania faced numerous academic, social, and personal challenges. Through persistence, many sacrifices, and attending ESOL classes, Tania passed the Algebra EOC, the ACT, and all her classes with excellent grades. Ms. Bejo, Tania’s English teacher, described Tania as the most able student in her English class who “consistently reflected a level of insightfulness and attention to details.”

Tania’s future education goals are to study and challenge herself to learn new things. She plans to attend the Saint Petersburg College and the University of South Florida in Tampa, Florida. Tania will use the Badia Scholarship Award to cover the cost of school books and supplies. She is thankful to receive the Badia Award which will help her reach her educational goals.

SSTESOL Graduate Research Award

Naoshan Ashtari - University of Central Florida: Simulated technology in Teacher Ed Program

SSTESOL Mini Grant Winners

Andrea Lypka - University of South Florida
Title: English Learning Through Their Eyes: Implementing a Participatory Photograph and Mutually Responsive Earning Paradigm in a Community-Based ESL Class for Adult LESLLA Learners

Mary Quijano - Vero Beach Harvest Food and Outreach, Volunteers for Literacy in Florida, Vero Beach, Fl
Title: English Forward Workshops for ESL Instructors

SSTESOL Travel Grant Winner

K-12 - Awardedees
Denise Dickens - Marion County Public Schools, ESOL Staffing Specialist
Janine Grover - Marion County Public Schools, Lead Curricular Support
Melissa Mink - Escambia County Public Schools Middle School Teacher

Jose Unamuno - Apopka High School, Orlando
Rosario Woodfin - McIntosh Middle School, Sarasota

Higher Education
Chen Jiang - Florida State University
Julie Dell Jones - University of South Florida
Hemamalini Ramachandran - University of South Florida
Lindsay Vecchio - Valencia State College
Tuba Yilmaz - University of Florida
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KEYNOTE SPEAKERS

With more than 20 years in human services and public education, Dr. Paul Gavoni has effectively transferred research to practice through the application of evidenced-based strategies aimed at bringing out the best in children and adults. Recognized by many as an authentic leader, Paul has provided district leadership, school leadership, teachers, and staff with coaching focused on analyzing and developing behavior and performance management systems that positively impact student behavior and achievement in high poverty schools.

An expert in human performance and organizational leadership, Paul has passionately and directly supported students and staff in a variety of environments such as private schools, group homes, secured facilities, day-treatment programs, alternative education facilities, and public schools. Within these settings, Paul has been fortunate enough to wear many hats including teacher, counselor, professional developer, case manager, therapist, behavior analyst, project manager, clinical coordinator, and school administrator.

Beyond his work in education and human services, Paul is also a highly successful professional boxing and mixed martial arts coach. As the former golden gloves heavyweight champion of Florida and athletic leader, Paul successfully applies the science of human behavior to assist multiple fighters with obtaining championship titles at varying levels worldwide. With many successful fighters on his resume, Paul has even supported his fighter with reaching the pinnacle of sport when he won and successfully defended the M-1 Global World Heavyweight Title for 3 years. Paul is a writer for Scifighting Magazine and is a featured coach in the book, Beast: Blood, Struggle, and Dreams at the Heart of Mixed Martial Arts.

Dr. Scott Neil is a nationally recognized expert in the area of school turnaround with a focus on Data-Driven Instruction and the development of positive school cultures that foster student and teacher efficacy. With a Ph.D. in Educational Leadership and 14 years of school and district leadership experience in urban education, Scott has led the turnaround of five different urban schools in Florida over his twenty-four-year career in education. Dr. Neil has spent the past four years working as a national subject matter expert, training facilitators, and principal coaches with the national nonprofit organization New Leaders, whose mission is to prepare educators to become transformational school principals across eleven cities within the United States. Bringing a unique combination of deep experience as both a practitioner and researcher in the field of school leadership within high poverty school settings, Scott has trained and mentored over 300 principals and 400 emerging school leaders over the course of his career.

“What it takes to build a Champion” will be their keynote address on Friday at 9:30 to 10:45 in the Regency Ballroom. Their breakout session is “Creating Sustainable Change in Schools” is on Friday at 2:45 to 3:30 in Gallery A.
Dr. James May is the Faculty Fellow for Innovation and Technology at Valencia College in Orlando, Florida. He is a nationally recognized, award-winning professor and digital innovator. His passion for digital innovation and his desire to share what he has learned are fueled by nearly 20 years of Computer Assisted Language Learning (CALL) experience. In addition to presenting on CALL, James presents nationally on a wide variety of topics including, digital shift, millennial shift, transactive learning, student engagement, active learning and more. He was named one of the Nation’s Top 40 Innovators in Education by the Center for Digital Education in 2013. He has also been named Professor of the Year in the state of Florida twice, first by the Association of Florida Colleges in 2010 and then again by the Carnegie Foundation in 2011. He is a positive, energetic presenter who knows how to help teachers engage students in the classroom.

“Engaging Generation C with the Adjacent Possible” will be his keynote address on Thursday at 11:00 to 12:15 in the Regency Ballroom. He will also be presenting “Bricks, Clicks & Teacher Tricks: Part II” on Friday at 11:00 to 11:45 in Sanibel 2.
FEATURED SPEAKERS

Janna Peskett has been in education since she was old enough to play school. With over 20 years of experience in the brick-and-mortar and online, K-12 and Higher Ed environments, Janna has a depth and breadth of experience in teaching and learning. A pioneer in online education, she led an Innovation Team and developed growth mindset curriculum & professional development at the nation’s largest online high school before moving to Mindset Works. Now a Director at Mindset Works, the company co-founded by Carol Dweck, Janna oversees the creation of digital growth mindset curricula to advance growth mindset principles and practices around the world. Her ultimate career goal is helping others overcome the psychological barriers that prevent them from achieving life satisfaction.

“Ignite Student Learning with a Growth Mindset” will be her featured address on Friday at 4:15 to 5:30 in the Regency Ballroom. She will also be presenting “Classroom Applications of Growth Mindset” on Saturday at 8:00-8:45 in Sanibel 2.

Luciana C. de Oliveira, Ph.D., is Chair and Associate Professor in the Department of Teaching and Learning in the School of Education and Human Development at the University of Miami, Florida. Her research focuses on issues related to teaching English language learners (ELLs) at the K-12 level, including the role of language in learning the content areas and teacher education, advocacy and social justice. Currently, Dr. de Oliveira’s research examines the linguistic challenges of the Common Core State Standards for ELLs and their implications for teachers of ELLs. She is the series editor of five volumes focused on the Common Core and ELLs (2014-2016) with TESOL Press. In addition, her latest books include Focus on Grammar and Meaning (Oxford University Press, 2015; co-authored with M. Schleppegrell), Preparing Teachers to Work with English Language Learners in Mainstream Classrooms (TESOL Press and Information Age Publishing, 2015; co-edited with M. Yough), Preparing School Counselors for English Language Learners (TESOL Press, 2016; co-authored with C. Wachter-Morris), Second Language Writing in Elementary Classrooms: Instructional Issues, Content-Area Writing, and Teacher Education (Palgrave Macmillan, in press; co-edited with T. Silva), and L2 Writing in Secondary Classrooms: Academic Issues, Student Experiences, and Teacher Education (Routledge, 2013; co-edited with T. Silva). Prior to coming to UM, she served on the faculty of Purdue University and Teachers College, Columbia University. Dr. de Oliveira has over 20 years of teaching experience in the field of TESOL and was an elected board member for the TESOL International Association (2013-2016).

“Academic language in WIDA, the Florida Standards and beyond” will be her featured address on Saturday at 9:00 to 10:15 in the Regency Ballroom. She will also be presenting “A Language-Based Approach to Content Instruction (LACI): Six Cs of Support for Scaffolding” on Saturday at 11:30-12:15 in Gallery B.
# Sunshine State TESOL Conference

## SCHEDULE AT A GLANCE

### Thursday
May 12, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Sanibel 2</th>
<th>Gallery A</th>
<th>Gallery B</th>
<th>Gallery C</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-5:00pm</td>
<td><strong>REGISTRATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-9:15</td>
<td>At last! Linking Advanced EAP, Freshman Composition and Speech - Li-Lee Tunceren and Susan Benson, St. Petersburg College</td>
<td>The World is Your Classroom: Teach Abroad with the English Language Fellow Program - Kristina Lykke, Marketing and Recruitment Coordinator</td>
<td>Raising Cross-Cultural Awareness &amp; Pronunciation by Watching Modern Family - Min-Chuan Tsai, University of Florida</td>
<td>American Television: Crossing Bridges into Culture while Enhancing Listening Comprehension - Tia Rivera, University of Florida</td>
</tr>
<tr>
<td>9:30-10:15</td>
<td>WIDA for Teacher Educators: Become familiar with resources available from WIDA for preparing pre-service teachers - Jesse Markow, WIDA at the University of Wisconsin-Madison</td>
<td>“Can I Ask You a Question?” How to Use Survey-based Activities to Develop Listening/ Speaking Skills in the ESL Classroom - Barbara Drake and Chak Chan, English Language Institute at the University of Florida</td>
<td>Selecting a New Placement Test - Cynthia Schuemann, Silvio Rodriguez and Marc Webb, Miami Dade College</td>
<td>Making the Most of Online Dictionaries - Leticia Barajas Gutierrez and Ashley P. Murray, Pearson ELT</td>
</tr>
<tr>
<td>10:15-10:45</td>
<td><strong>COFFEE BREAK/VISIT EXHIBITS</strong></td>
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<tr>
<td>11:00-12:15</td>
<td><strong>REGENCY BALLROOM - KEYNOTE Speaker: James May</strong></td>
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<tr>
<td>12:15-1:15</td>
<td><strong>LUNCH</strong></td>
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<td>1:15-2:00</td>
<td>ESOL Reading Strategies Workshop - Caroline McNair and Claire Valier, Reading Horizons</td>
<td>Where do I begin? Tips and Techniques for Your Multilevel ESOL Class - Down Adolfson, Tallahassee Community College</td>
<td>Navigating the Language of Math to Support ELs - Mary A. Avalos, Kristin Watson and Irina Malova, University of Miami</td>
<td>Grammar in the Real World: Creating a genre-based comparative grammar course for adult ESL students - Terra Askar, Steven Mahon and Sarah Adams, University of South Florida</td>
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<td>2:15-3:00</td>
<td>Bricks, Clicks &amp; Teacher Tricks: Part I: Session not for absolute beginner technology users - Tony Erben, University of Tampa</td>
<td>Differentiated Accountability: Coaching for Student Achievement - Sarah Courtemanche, Molly Peters and Nicole Kavaliauskas, St. Lucie County Public Schools</td>
<td>Preparing Chinese-Speaking Teachers of English: The Case of One Florida TESOL Program - Nathaniel T. Murray and Maria Coady, University of Florida</td>
<td>Personalizing publisher-prepared tests for writing and grammar - John D. Bunting, Georgia State University</td>
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<td>3:00-3:45</td>
<td><strong>COFFEE BREAK/VISIT EXHIBITS</strong></td>
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<td>3:45-4:30</td>
<td>Performance-Based Tasks as an Authentic Way to Assess Ecuadorian EFL Learners’ Speaking and Writing Skills - Sandy T. Soto, Universidad Técnica de Machala; Fernanda Espinosa, IKIAM Universidad Regional Amazón; and Antonieta Morales, Universidad de Guayaquil</td>
<td>Roundtables: 1 - 6</td>
<td>Roundtables: 7 - 11</td>
<td>Teaching Grammar: Insights from the “Average” Order of Acquisition - Robin Halsey, Illinois State University</td>
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<td>5:30-7:30</td>
<td><strong>WELCOME RECEPTION - Tented Area/SALON A</strong></td>
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Special Guest performance by Ray Acevedo
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<td>8:00-5:00pm</td>
<td><strong>REGISTRATION</strong></td>
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<td>8:30-9:15</td>
<td>Academic Language: Strategies for working with texts at the discourse, sentence and word/phrase level - Loren Jones, Carolina Rossoato de Almeida and Irina Malova, University of Miami</td>
<td>Pre-service teachers’ experiences of their work with ELLs: What do they learn? - Ester de Jong and Yong Jik Lee, University of Florida</td>
<td>Do You Hear What I Hear?: Using Video Feedback to Comment on Student Presentations - Samantha Parkes, Mariah Schuemann, Matthew Kaeser and Clarissa Moorhead, University of Miami</td>
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<td>9:30-10:15</td>
<td>Introducing Carnegie BASICS – software for learning basic pronunciation skills for A2 and B1 level ESOL students grades 6 through Adults. - David Oberlin, Carnegie Speech - The Intelligent Language Learning Company</td>
<td>Teaching Grammar to Adult ESOL Students - Sergei Paromchik</td>
<td>“Monolingual” Heritage Learner Motivation - Taylor Chiapowski and Ramona Kreis, University of South Florida</td>
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<td>11:00-12:15</td>
<td><strong>REGENCY BALLROOM - KEYNOTE Speaker: James May</strong></td>
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<td>12:15-1:15</td>
<td><strong>LUNCH</strong></td>
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<td>1:15-2:00</td>
<td>Outfox, Outdo, Outperform: Set the Stage for Close Reading - Susan Gottschalk, Pensacola High School Staff</td>
<td>“What is ‘CULTURE’ in Culturally Responsive Teaching?” - Hemamalini Ramachandran, University of South Florida</td>
<td>Enhancing and Supporting Self-directed and Individual Learning Styles of EAP Students - Florence Bennett and Mary T. Bailey, Palm Beach State College</td>
</tr>
<tr>
<td>2:15-3:00</td>
<td>The Role of Fear of Negative Evaluation and Native Speaker Presence in Foreign/Second Language Production and Classroom Participation - Tuba Yilmaz, University of Florida</td>
<td>Technology Enhanced Language Learning: Promoting Classroom Interaction - Melissa Grab, California State University, Long Beach</td>
<td>Multifaceted Life-History Creative iPad Project - Carolina Diaz, University of Miami</td>
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<td>3:45-4:30</td>
<td>Picture This! Views from Cuba- November, 2006-April, 2016 - Virginia Futch Hansen, Palm Beach County School District</td>
<td>No drill and kill in this grammar instruction for elementary students! - Carine Strebel, Stetson University and Leticia Policke, Volusia County</td>
<td>Critical Pedagogy in ESOL Research: Three Journeys from LEP to Educators - Elizabeth Visedo, Independent researcher</td>
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<td><strong>WELCOME RECEPTION - Tented Area</strong></td>
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Special Guest performance by Ray Acevedo
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<tr>
<td><strong>May 13, 2016</strong></td>
<td><strong>Sanibel 2 - TAI CHI</strong></td>
<td><strong>REGISTRATION</strong></td>
<td><strong>PLAN TO SUCCEED - Casas Test Prep - Christi Stilley, Caribe Refugee ESOL Program</strong></td>
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<tr>
<td><strong>8:30-9:15</strong></td>
<td>ESOL Training in Higher Education Across and Beyond Borders - Jane Govoni, ESOL in Higher Ed, LLC</td>
<td>Bilingual Academic Language Development for Emergent Bilinguals - Luciana C. de Oliveira, University of Miami; Andres Ramirez, Florida Atlantic University; and Sabrina Sembiante, Florida Atlantic University</td>
<td>Florida Department of Education Update - Chane Eplin, Bureau Chief Student Achievement through Language Acquisition</td>
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<td><strong>REGENCY BALLROOM - KEYNOTE Speaker: Paul Gavoni &amp; Scott Neil</strong></td>
<td><strong>COFFEE BREAK/VISIT EXHIBITS</strong></td>
<td><strong>Career Exploration for College ELL's: Authentic Content for Real Life - Cynthia Schuemann, Stephanie Alberan and Adrianne Thompson, Miami Dade College</strong></td>
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<td><strong>10:45-11:00</strong></td>
<td>Bricks, Clicks &amp; Teacher Tricks: Part II - James May, Valencia College</td>
<td>Organizing a Secondary Newcomer Welcome Center - Mercedes Pichard, Evelin Truffin and Maria Vona, School District of Lee County</td>
<td>Performance-based Assessment for English Language Learners: Co-constructing New Understandings - Shuzhan Li, University of Florida</td>
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<tr>
<td><strong>11:00-11:45</strong></td>
<td><strong>LUNCH &amp; OPEN BUSINESS MEETING</strong> Welcoming remarks from District Superintendent School District Palm Beach County, Robert Avossa, Ed.D. and a performance by the Award-winning Palm Springs Middle School Steel Drum Band</td>
<td><strong>WIDA - Interpreting the ACCESS for ELLs: What to do for your ELLs after you get the ACCESS scores? - Stephanie Gibson and Sabrina Reed, WIDA at the University of Wisconsin-Madison</strong></td>
<td>Prepared for success? The importance of high school writing for college-bound ELLs - Lindsay Vecchio, Valencia College</td>
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<td><strong>12:00-1:30</strong></td>
<td><strong>COFFEE BREAK/VISIT EXHIBITS - Sponsored By WIDA</strong></td>
<td><strong>Creating Sustainable Change in Schools - Paul Gavoni and Scott Neill</strong></td>
<td>The Immigrant Experience: Using Film to Prepare Teachers for ELLs - Maria Coady, University of Florida</td>
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<td><strong>1:45-2:30</strong></td>
<td><strong>STOP WITH THE &quot;ESOL STRATEGIES&quot; ALREADY! - Carine Strebel, Stetson University</strong></td>
<td>Stop with the &quot;ESOL Strategies&quot; already! - Carine Strebel, Stetson University</td>
<td>Grammar for Today: How and Why - Cindy Le, National Geographic Learning</td>
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<td><strong>2:45-3:30</strong></td>
<td><strong>SANIBEL 2 - Zumba</strong></td>
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<td><strong>REGENCY BALLROOM - FEATURED SPEAKER: Janna Peskett</strong></td>
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<td><strong>5:30-6:30</strong></td>
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<td><strong>Oh! Oh! Oh! - Play and learn: A must use combination for ELLs - Sonia M. Rivera, Highlands County, Florida</strong></td>
<td><strong>A K-12 Academic Vocabulary Corpus - Eric Dwyer and Seyedjafar Ehsanzadehsoorati, Florida International University</strong></td>
<td><strong>Promoting Language Retention Through Narrative Memory - Matt Kaeiser, University of Miami</strong></td>
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<td><strong>10:45-11:00</strong></td>
<td><strong>Making an Impact on Learner Impact: The Importance of Language Knowledge and Where We Go Wrong - Kate Wittrock, Saint Leo University and Tony Erben, University of Tampa</strong></td>
<td><strong>Responding to the Florida Teacher Standards for the English as a Second Language Endorsement: Elementary Pre-service Teachers’ Perceptions - Cheryl Garcia Shamon, Florida Atlantic University</strong></td>
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<td><strong>12:00-1:30</strong></td>
<td><strong>LUNCH &amp; OPEN BUSINESS MEETING</strong></td>
<td><strong>ORAL LITERACY STRATEGIES FOR ENGLISH LANGUAGE LEARNERS - JANE GOVONI, ESOL IN HIGHER ED, LLC AND VALERIE WRIGHT, READING</strong></td>
<td><strong>Gamifying Facebook Tools for Outside-of-Class Learning - Jennifer Antoon and Jeremy Cahill, University of Central Florida</strong></td>
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<td><strong>1:45-2:30</strong></td>
<td><strong>How Institutions of Higher Education Fulfill the 45-hour ESOL Professional Development Requirement for Faculty Teaching ESOL-Infused Courses - Ester de Jong, Shuzhan Li, Cindy Naranjo and Aicha Ouzia, University of Florida</strong></td>
<td><strong>Oral Literacy Strategies for English Language Learners - Jane Govoni, ESOL in Higher Ed, LLC and Valerie Wright, Reading</strong></td>
<td><strong>Gamifying Facebook Tools for Outside-of-Class Learning - Jennifer Antoon and Jeremy Cahill, University of Central Florida</strong></td>
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<td><strong>2:45-3:30</strong></td>
<td><strong>Building RIGOR through Project-Based Learning - Evangeline Aguirre, TESOL International, Palm Beach TESOL, Sunshine State TESOL, ASCD</strong></td>
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<td><strong>STEM Projects for the Diverse Learner - Amy Trujillo, Orlando Science Elementary School</strong></td>
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<th><strong>Saturday</strong></th>
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<td><strong>May 14, 2016</strong></td>
<td><strong>TAI CHI - SALON A / PRESIDENT’S BREAKFAST - Tent Area/SALON BC</strong></td>
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<td><strong>8:00-9:00</strong></td>
<td><strong>REGISTRATION</strong></td>
<td><strong>Classroom Applications of Growth Mindset - Janna Peskett, Mindset Works</strong></td>
<td><strong>The Influence of Reading Bilingual Newspapers on English Reading ability in Chinese Speakers: A Case Study with the Seattle Chinese Times - Chun-Ru Lin, University of Florida</strong></td>
<td><strong>A dual language teacher’s understanding of academic language in a 5th grade language arts classroom - Katherine Barko-Alva, Duval County Public Schools/University of Florida</strong></td>
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<td><strong>Focus on Meaning and Form in Second-Language Vocabulary Learning - Susan Benson, St. Petersburg College</strong></td>
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<td><strong>REGENCY BALLROOM - FEATURED Speaker: Dr. de Oliveira</strong></td>
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<td><strong>10:15-10:30</strong></td>
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<td><strong>WIDA - How to align the WIDA Standards to the new LA-FS (speaking and listening, language, writing, and reading content (literature/informational texts). - Mariana Castro, WIDA at the University of Wisconsin-Madison</strong></td>
<td><strong>Everglades Literacy - Susan Toth, Pine Jog Elementary</strong></td>
<td><strong>Using Debates to Teach Persuasive Argumentation and Encourage Student Engagement in Multi-Level Classes - Jennifer Killam and Claudia Fornage, inlingua Florida</strong></td>
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<td><strong>A Language-Based Approach to Content Instruction (LACI): Six Cs of Support for Scaffolding - Luciana C. de Oliveira, University of Miami</strong></td>
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<td><strong>11:30-12:15</strong></td>
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<td><strong>Learn What Your ESL Students Think About Language Assessment - Abdulrahman Olwi, Taibah University</strong></td>
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<td><strong>CLOSING AND RAFFLE: Ms. Marcia Andrews</strong></td>
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<td><strong>12:15-12:30</strong></td>
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<td><strong>SSTESOL BOARD MEETING</strong></td>
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<td>8:00-8:45</td>
<td>The GO TO Strategies: Scaffolding Oral Academic Language - Linda New Levine and Laura Lukens, ESL/EFL Consultant</td>
<td>Learning Through their Eyes: Implementing a Participatory Visual Arts and Mutually Responsive Learning Paradigm in a Community-Based ESL Class for Adult LESLLA Learners - Andrea Lypka, INTO USF</td>
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<td>Is it a Language Difference or a Language Disorder? Tips for Teachers who are working with English Language Learners in the Schools - Alice Ahyea Jo and Raul Prezas, Jacksonville University</td>
<td>Using the WIDA ELD Framework to support authentic language - Mia Ariela Allen, Imagine Learning</td>
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<td>11:30-12:15</td>
<td>Using Myers-Briggs Personality Questionnaires to Inform Instruction - Charlotte Jones, University of Central Florida</td>
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THURSDAY SESSION DESCRIPTIONS

8:00 am

REGISTRATION

5:00 pm

8:30 am

Thursday, 8:30 am - 9:15 am
Sanibel 2

At last! Linking Advanced EAP, Freshman Composition and Speech

Explore ways to accelerate multilingual learners from EAP “preparatory level” to college matriculation. The presenters share curriculum and methods designed by EAP and Communications faculty to deliver inclusive yet personalized learning experiences to second language students and their native-speaking peers in first-year Composition and Speech courses.

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

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Thursday, 8:30 am - 9:15 am
Gallery A

The World is Your Classroom: Teach Abroad with the English Language Fellow Program

Learn how you can promote English language teaching and learning around the world on paid 10-month projects supported by U.S. Embassies. Through the English Language Fellow Program, you can help students acquire English language skills, conduct teacher training, develop resources, and more. Join us to hear from program staff and alumni.

Kristina Lykke, Marketing and Recruitment Coordinator

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Thursday, 8:30 am - 9:15 am
Gallery B

Raising Cross-Cultural Awareness & Pronunciation by Watching Modern Family

This research examines whether the American TV drama, Modern Family, can be used as an effective way of raising the students’ cross-cultural competence and improving pronunciation of the minimal pairs /s/-/z/, and /θ/- /ð/ which are frequent errors made by Chinese students.

Min-Chuan Tsai, University of Florida

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Thursday, 8:30 am - 9:15 am
Gallery C

American Television: Crossing Bridges into Culture while Enhancing Listening Comprehension

ESOL instructors are acutely aware of the benefits of watching television series on an ELLs listening comprehension skills. Which series are the most appropriate? How can series be effectively incorporated into the curriculum to create lessons that will engage students and cultivate interest to continue viewing outside of class?

Tia Rivera, University of Florida

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Thursday, 8:30 am - 9:15 am
Polo C

Academic Language: Strategies for working with texts at the discourse, sentence and word/phrase level

The presenters will focus on potential challenges of academic language at the discourse, sentence and word/phrase level. Participants will have the opportunity to learn about the organization of texts, how authors intentionally match language forms to the purpose of the text and how authors use both specific and technical language.

Loren Jones, Irina Malova, and Carolina Rossato de Almeida, University of Miami
**THURSDAY SESSION DESCRIPTIONS**

**Thursday, 8:30 am - 9:15 am**

**Polo D**

**Pre-service teachers’ experiences of their work with ELLs: What do they learn?**

This study investigated what pre-service teachers learned from two ESOL field experiences in their program. Through a survey and focus interviews, the study considers how the pre-service teachers positioned themselves as future teachers of ELLs. Implications for teacher education are discussed.

_Ester de Jong and Yong Jik Lee, University of Florida_

**Thursday, 8:30 am - 9:15 am**

**Polo E**

**Do You Hear What I Hear?: Using Video Feedback to Comment on Student Presentations**

How can I best comment on students’ oral presentations without interrupting and could the efficacy of feedback be improved through screencasting technology? Whereas screencasting, a video feedback tool, is often associated with commenting on student writing, this session explores screencasting on oral projects. Presenters discuss video-feedback techniques and best practices.

_Matthew Kaeiser, Mariah Schuemann, Samantha Parkes and Clarissa Moorhead, University of Miami_

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**Thursday, 8:30 am - 9:15 am**

**Polo F**

**9:30 am**

**Thursday, 9:30 am - 10:15 am**

**Sanibel 2**

**WIDA for Teacher Educators: Become familiar with resources available from WIDA for preparing pre-service teachers**

_Jesse Markow, WIDA at the University of Wisconsin-Madison_

**Thursday, 9:30 am - 10:15 am**

**Gallery A**

**“Can I Ask You a Question?” How to Use Survey-based Activities to Develop Listening/Speaking Skills in the ESL Classroom**

Learn how to guide your students through a successful task-based language learning (TBLL) project that has them design and carry out their own survey with participants in the “real world.” Topics include formulating questions based on unit themes, coaching students in how to approach strangers politely, targeting language to describe statistics, and assessment.

_Chak Chan and Barbara Drake, English Language Institute at the University of Florida_

**Thursday, 9:30 am - 10:15 am**

**Gallery B**

**Selecting a New Placement Test**

Presenters discuss current process being employed to identify, select, and implement a new standardized ESL placement test at Miami Dade College. Key factors from both academic and administrative perspectives are explored. Preliminary findings from testing pilot are shared. Participants will be encouraged to compare placement practices at their own institutions.

_Cynthia Schuemann, Silvio Rodriguez and Marc Webb, Miami Dade College_

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**Thursday, 9:30 am - 10:15 am**

**Gallery C**

**Making the Most of Online Dictionaries**

How many of your students use an online dictionary? How many continue to misuse the words they were looking up? The speed and convenience is devalued when the language support ELLs need is missing. Longman Learner Dictionaries are now available online, providing efficient and accurate language support for ELLs.

_Leticia Barajas Gutierrez and Ashley P. Murray, Pearson ELT_
NEW! Carnegie BASICS for high beginners

Presentation and Demonstration at SSTESOL 2016
Thursday May 12th at 9:30 to 10:15 in Polo C.

Adding Carnegie BASICS to NativeAccent by Carnegie Speech delivers a much requested solution to US Education.

Speaking and listening skills in English are critical to success in school and in the workplace. NativeAccent assesses pronunciation, stress, fluency and grammar skills and presents lessons that are selected to help students to rapidly improve their verbal fluency in English.

Now, through its powerful and easy to use language assessment and exercises, Carnegie BASICS guides students at levels A2 and B1 through a prescriptive and adaptive curriculum focusing on Pronunciation skill.

Seamless transition from BASICS to NativeAccent when students are ready.

Unique Features

Both Carnegie BASICS and NativeAccent help students to improve spoken English skills through:

- Customized curriculum in pronunciation, word stress,
- Precise feedback on where and when errors occur
- Easy to understand instruction in the form of text, images and audio
- Detailed grade reports
- Internet-delivered lessons for your convenience

Language Level Classifications

<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>A2</td>
<td>Carnegie BASICS</td>
</tr>
<tr>
<td>B1</td>
<td>Carnegie BASICS</td>
</tr>
<tr>
<td>B2</td>
<td>NativeAccent</td>
</tr>
<tr>
<td>CT</td>
<td>NativeAccent</td>
</tr>
</tbody>
</table>

Carnegie BASICS Students Say

- “Before I took this class it was hard for native speakers to understand my opinions but now they can understand my thoughts.”
- “It helped you to pronounce common words. It’s useful for everyday life.”
- “It’s clear, fast and easy to use.”
- “I can compare native pronunciation with my own.”
- “It’s helpful to record and hear my own pronunciation.”
**THURSDAY SESSION DESCRIPTIONS**

**Thursday, 9:30 am - 10:15 am  
Polo C**

**Introducing Carnegie BASICS – software for learning basic pronunciation skills for A2 and B1 level ESOL students grades 6 through Adults.**

Carnegie Speech has recently added Carnegie BASICS to their suite of products. BASICS is appropriate instruction in pronunciation and word stress for ESOL levels A2 and B1. BASICS is both prescriptive and adaptive, delivering the greatest improvement in the shortest amount of active learning time. It includes a brief automated assessment of more than 100 pronunciation skills and delivers individualized instruction based on those skill scores.

Students can now seamlessly transition from Basics to NativeAccent, which is software for intermediate and advanced ESOL students, and which has been used in US high schools, adult and higher education since 2001. This session will include a brief overview of Carnegie Speech, NativeAccent and BASICS, and include a live demonstrate Carnegie Basics.

David Oberlin, Carnegie Speech - The Intelligent Language Learning Company

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**Thursday, 9:30 am - 10:15 am  
Polo D**

**Teaching Grammar to Adult ESOL Students**

Teaching Grammar to adult ESOL students has become a very challenging task, especially taking into consideration the shift to teaching College and Career Readiness.

As a member of Adult ESOL Standing Committee with Florida Department of Education, I took an active part in the development of current adult ESOL curriculum standards of College and Career Readiness level.

It’s not only that many adult ESOL teachers in Florida are part time but the vast majority of them are out of the field. It’s an additional challenge for them. The only way to improve the situation and get them ready for teaching is to have a consistent system of professional development that would cover the content of teaching and instructional strategies for teaching this content.

Sergei Paromchik

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**Thursday, 9:30 am - 10:15 am  
Polo E**

**“Monolingual” Heritage Learner Motivation**

Through narrative inquiry, we examine the motivation of “monolingual” heritage learners to learn a language they are ancestrally/culturally connected to but did not grow up speaking. We also explored how language ideologies may relate to the languages they have chosen to study.

Ramona Kreis and Taylor Chlapowski, University of South Florida

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**Thursday, 9:30 am - 10:15 am  
Polo C**

**Thursday, 9:30 am - 10:15 am  
Polo E**

**VISIT EXHIBITS  
COFFEE BREAK**

**10:15 am**

**10:45 am**

**11:00 am**

**Thursday, 11:00 am - 12:15 pm  
Regency Ballroom**

**KEYNOTE SPEAKER**

**Dr. James May**

**Engaging Generation C with the Adjacent Possible**

Who is Generation C? How best do they learn? What strategies can we employ to help them outwit, outplay, and outlast the competition? Come join Dr. James May as he opens a few doors to the adjacent possibilities within your classroom. Bring your own device and be ready to try out some easy-to-use, gamified collaboration tools designed to help you learn more about 21st century teaching strategies that engage, inform, and inspire.
THURSDAY SESSION DESCRIPTIONS

12:15 pm
LUNCH
On your own!

1:15 pm

ESOL Reading Strategies Workshop

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.

Claire Valier and Caroline McNair, Reading Horizons

Where do I begin? Tips and Techniques for Your Multilevel ESOL Class

This presentation will review tips and techniques for teaching your multilevel ESOL class. We will discuss grouping strategies, available curriculum for multilevel classes, open vs managed enrollment, classroom management and available technology. This workshop is designed to be practical for all teachers that teach multilevel classes for adults.

Dawn Adolfson, Tallahassee Community College

Navigating the Language of Math to Support ELs

Proficiency in math-academic language (M-AL) is needed for ELs to demonstrate knowledge of math; therefore, it is important that ELs are provided with systematic support in acquiring M-AL. Drawing on Systemic Functional Linguistics, presenters demonstrate how teachers can explicitly integrate language teaching during math instruction. Handouts will be provided.

Mary A. Avalos, Kristin Watson and Irina Malova, University of Miami

Grammar in the Real World: Creating a genre-based comparative grammar course for adult ESL students

This presentation introduces a new spin on teaching grammar in context through different writing genres. The course presents an inductive, exploratory approach where students discover the subtle differences in meaning and use of grammar features for themselves through reading authentic newspaper articles, research articles, novels, and advice columns.

Sarah Adams, Steven Mahon and Terra Askar, University of South Florida

Outfox, Outdo, Outperform: Set the Stage for Close Reading

Have fun in this hands-on participatory demonstration highlighting how to implement short dramatic passages to develop students’ close reading skills. Strategies that enhance speaking, listening, reading, writing skills, and imagination are used in this approach. This presentation is intended for work with secondary students. Materials will be provided.

Susan Gottschalk, Escambia County - Pensacola High School Staff
THURSDAY SESSION DESCRIPTIONS

Thursday, 1:15 pm - 2:00 pm
Polo D

“What is ‘CULTURE’ in Culturally Responsive Teaching?”
My presentation unpacks the “culture” notion in culturally responsive teaching to enable ESL educators to reflect on their own cultures as well their students’ while working towards a critical culturally responsive pedagogy. I will reference key cultural studies’ theorists (Althusser, Gramsci, and Hall) and share a culture questionnaire with participants.

Hemamalini Ramachandran, University of South Florida

Thursday, 1:15 pm - 2:00 pm
Polo E

Enhancing and Supporting Self-directed and Individual Learning Styles of EAP Students
This presentation focuses on the EAP program at Palm Beach State College. Presenters will highlight strategies used that support language learners in the classroom and in the Student Learning Center. Collaboration between the classroom and the lab promotes and supports self-directed learning and individual learning styles of EAP students.

Mary T. Bailey and Florence Bennett, Palm Beach State College

Thursday, 2:15 pm - 3:00 pm
Sanibel 2

Bricks, Clicks & Teacher Tricks: Part I: Session not for absolute beginner technology users
This session is for teachers who want to play with virtual reality and talk about the implications for teaching. Aurasma, which is a virtual reality tool, will be presented and participants will have opportunity to try it out. All participants must be comfortable using technology and using apps on their phones. This is not a presentation for beginners.

Tony Erben, University of Tampa

Thursday, 2:15 pm - 3:00 pm
Gallery A

Differentiated Accountability: Coaching for Student Achievement
School Renewal is a necessary and actionable process for state Differentiated Accountability Schools who service many English Language Learners. The best practices of school turn around are explored through an interactive strategy session. Participants will engage in discussions and cooperative learning around topics relevant to Standards Based Delivery and Instruction.

Sarah Courtemanche, Molly Peters and Nicole Kavaliauskas

Thursday, 2:15 pm - 3:00 pm
Gallery B

Preparing Chinese-Speaking Teachers of English: The Case of One Florida TESOL Program
Many English teachers around the world today are non-native speakers (Crystal, 2012), and the demand to prepare teachers in US universities continues to grow. This presentation describes one study that explored Chinese graduate students' perceptions of their TESOL program. We offer suggestions for meeting the educational needs of this population.

Maria Coady and Nathaniel T. Murray, University of Florida

Thursday, 2:15 pm - 3:00 pm
Gallery C

Personalizing publisher-prepared tests for writing and grammar
ESL teachers often receive prepared materials with textbooks. This session will look at quizzes provided with one grammar/writing textbook (Grammar and Beyond, Cambridge) and examine ways to determine if they match learning objectives. In small groups we will modify materials to better fit specific teaching/learning environments. Materials will be provided.

John D. Bunting, Georgia State University
THURSDAY SESSION DESCRIPTIONS

Thursday, 2:15 pm - 3:00 pm
Polo C

The Role of Fear of Negative Evaluation and Native Speaker Presence in Foreign/Second Language Production and Classroom Participation

This study investigated adult non-native English speakers’ experiences related to fear of negative evaluation in two different classroom settings. The results indicated that adult ESL speakers can feel more fear of negative evaluation in the classrooms where the majority of the students are native English speakers.

Tuba Yilmaz, University of Florida

Thursday, 2:15 pm - 3:00 pm
Polo D

Technology Enhanced Language Learning: Promoting Classroom Interaction

This study was conducted in a private college in Los Angeles, California. TELL approaches were incorporated with language learning in the ESL classroom. The study revealed that technology usage increases students’ attention levels and motivations. The TELL approach is beneficial in collaborative learning and promotes interactions in classrooms.

Melissa Grab, California State University, Long Beach

Thursday, 2:15 pm - 3:00 pm
Polo E

Multifaceted Life-History Creative iPad Project

In this presentation participants will discover new ideas and best practices for using iPads, learn to build storytelling and comparing and contrasting skills, scaffold an expansive project, and introduce iconic American historical figures to improve student knowledge of American culture. All within the context of helping students develop meaningful presentations.

Carolina Diaz, University of Miami

Thursday, 3:00 pm

VISIT EXHIBITS

COFFEE BREAK

Thursday, 3:45 pm - 4:30 pm
Sanibel 2

Performance-Based Tasks as an Authentic Way to Assess Ecuadorian EFL Learners’ Speaking and Writing Skills

Within this presentation, we will give you an overview about EFL teaching in the Ecuadorian context. We will also present suggestions of practical activities to assess EFL learners’ speaking and writing skills. These will be accompanied by a demonstration of how to use them highlighting the benefits we can obtain from them.

Antonieta Morales, Universidad de Guayaqui; Fernanda Espinosa, IKIAM Universidad Regional Amazón and Sandy T. Soto, Universidad Técnica de Machala

Thursday, 3:45 pm - 4:30 pm
Gallery A

1. The Culturally Responsive Classroom

Our students need our help in learning to negotiate the complexities of a multicultural society. Given the increasing diversity of our classrooms, a lack of multicultural competence can exacerbate difficulties with classroom management and student engagement. Definitions and expectations of ‘appropriate’ behavior are culturally influenced. Conflicts are likely to arise when teachers and students come from very different cultural backgrounds. The purpose of this engaging session is to provoke a discussion around the elements of the culturally responsive classroom.

Mia Ariela Allen, Imagine Learning
THURSDAY SESSION DESCRIPTIONS


This presentation aims to elucidate how teachers in the Korean heritage language schools in Florida encourage students to promote bilingual and biliteracy skills. Drawing on classroom observations and interviews, the presenter suggests key implications of how educators foster English language learners’ L1 and L2 simultaneously.

Yong Jik Lee, University of Florida

3. Not One Less: A Chinese Newcomer’s Entry into American Literacy

This case study focuses on a newly arrived English language learner (ELL) in a public high school and her entry into American literacy. Implications include forming a professional learning community for the school administration, content teachers, the ESOL specialist, and volunteers from local universities.

Shuzhan Li, University of Florida

4. Expectation of English Language Learners from EFL Textbook Analysis

This presentation is based on the research of EFL textbooks from a systemic functional perspective. It reports on potential difficulties of language learning by the analysis of grammatical metaphor in the textbooks from the first grade of junior high school to the third grade of high school.

Yuya Kaneso, Marshall University

5. Critical Reading and Communication Skills in the Health Sciences: Preparing Our EAP Students

Many EAP students hope to enter the health sciences field. Which reading and communication skills do health science professors believe are most important? Which are lacking? We’ll look at those questions, plus activity and exercise types that highlight these skills and infuse them into an existing EAP course.

Maria Spelleri, State College of Florida, Venice

6. Media literacy in college English education in China - how to develop college students’ English proficiency and critical thinking abilities

As a compulsory course, College English can be used as a platform in developing media literacy education in Chinese universities; meanwhile, media literacy education helps improve college students’ English proficiency and develop their critical thinking abilities. This paper proposes suggestions in integrating media literacy in College English curriculum.

Qingqing Chen and Gretchen E. Schwarz, Baylor University
THURSDAY SESSION DESCRIPTIONS

ROUNDTABLES 7 - 11

Thursday, 3:45 pm - 4:30 pm
Gallery B

10. “I don’t Speak my Students’ Language. How should I help?”: Tips for Teachers of English Language Learners (ELLs) in Mainstream Classrooms.

The current session discusses the multilingual/multicultural realities in classrooms and English monolingual teachers’ concerns in teaching ELL students. Important ESOL strategies and teaching tips will be shared with teachers who do not share the language with their ELL students.

Alice Ahyea Jo and Jo Kozuma, Jacksonville University

Thursday, 3:45 pm - 4:30 pm
Gallery B

11. Improving Pre-service Teachers’ Capacities for Instructing English Language Learners

This inquiry research uses Sheltered Instruction lesson plans templates with final semester pre-service teachers. The aim of this research is to improve the way pre-service teachers plan instruction for English Language learners.

Monica M. Gonzalez, University of South Florida

Thursday, 3:45 pm - 4:30 pm
Gallery C

9. The Life of International Saudi Students in America: Is Higher Education in America their pot of gold?

This study is all about the current perspectives of Saudi students on higher education in the United States. The focus of this study is the students’ presumptions, assumptions, ideologies, and prior experiences; which are included in the form of student surveys and questionnaires in this study.

Sangeeta Johri, INTO USF

Thursday, 3:45 pm - 4:30 pm
Gallery B

8. Using Apps in an Adult ESOL Class

It is important for students to take advantage of technology when learning English. Tablets and many phones allow students to practice English through apps. These apps allow students to continue learning English at home, over breaks and any other time they’re away from school.

William Posey, CARIBE-Hillsborough County Public Schools Adult Ed.

Thursday, 3:45 pm - 4:30 pm
Gallery B

7. Teaching Production-based Grammar? Is it a Good Idea?

Grammar is important for students to write and speak correctly, but should grammar be taught separately? Based on the research conducted by the presenter, it is evident that students who take grammar class as a separate class get the highest scores on the structure section on IBT TOEFL. The presenter will provide statistics as well as techniques for teaching productive-based grammar.

Aliona Buresh, Embry-Riddle Language Institute

Thursday, 3:45 pm - 4:30 pm
Gallery B

Teaching Grammar: Insights from the “Average” Order of Acquisition

Why do our ESL students seem to make the same grammar mistakes semester after semester? This presentation offers valuable information about the “average” order of acquisition of some of the most common grammatical structures of English. The presenter will discuss how this knowledge can inform grammar pedagogy.

Robin Halsey, Illinois State University

Thursday, 3:45 pm - 4:30 pm
Gallery C
**THURSDAY SESSION DESCRIPTIONS**

**Thursday, 3:45 pm - 4:30 pm  Polo C**

**Picture This! Views from Cuba--November, 2006-April, 2016**

This photo presentation highlights scenes from Cuba including vistas from Havana to Cienfuegos and Jatibonico. Since 2006, the presenter has journeyed twenty times to Cuba to do humanitarian work. Personal observations and insights from these trips will be shared with the participants. Come see and experience views of present-day Cuba!

Virginia Futch Hansen, Palm Beach County School District

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**Thursday, 3:45 pm - 4:30 pm  Polo D**

**No drill and kill in this grammar instruction for elementary students!**

This hands-on, interactive session will highlight a number of grammar learning activities elementary school students will love. The audience will also reflect how grammar instruction can be woven into other language and literacy development lessons and what they should consider when teaching English learners grammar.

Leticia Policke, Volusia County and Carine Strebel, Stetson University

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**Thursday, 3:45 pm - 4:30 pm  Polo E**

**Critical Pedagogy in ESOL Research: Three Journeys from LEP to Educators**

Critical pedagogy is rooted in the case studies of three Spanish-English high achievers in their journeys from LEP classification to their masters and Ph.D.s in education in the USA. The presentation focuses on what made their success possible and how to guide other ELLs into academic excellence.

Elizabeth Visedo, Independent Researcher

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**4:30 pm**

**WELCOME RECEPTION**

**Tented Area/SALON A**

**5:30 pm**

**Chinese Ribbon Dance**
**Performed by Kim Hardiman**

The Chinese Ribbon Dance is a traditional dance that has been performed for more than a 1000 years. The Ribbon Dance is performed at New Year celebrations and harvest festivals. Kim Hardiman is the recipient of 2016 Sunshine State TESOL of Florida Outstanding Educator Award

**Puerto Rican pop music singer**
**Ray Acevedo**

In 1985, Ray joined the internationally famous Puerto Rican boy band Menudo towards the end of the band’s “golden era.” During his days in Menudo, Ray became one of the most powerful voices in this famous band, singing such hits as “En San Juan me Enamore “ “Panuelo Blanco Americano,” and “It’s You and Me All The Way,” which became a massive international hit.

He has since harnessed invaluable international experience to develop an impressive professional portfolio, ranging from off-Broadway productions in New York City to sophisticated songwriting and beyond with cross-culture appeal. He also polished his skills as a musician and co-produced his first solo CD.

Ray is now promoting his newest song entitled “La Vien Paris” in Spanish and he has recorded it as well in English as “Addictive Love”

**7:30 pm**

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Sunshine State TESOL Conference 31
## FRIDAY SESSION DESCRIPTIONS

### 7:00 am

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**Ed Dolezal**  
*Founder and Chief Instructor*

The 7 Style Tai Chi Qi Gong class was created by Grand Master Weizhao Wu in China. He was recognized as a national treasure of China and was an accomplished Grand Master of Chi Gong, Tai Chi, Kung Fu and a Chi Gong Healer.

The Tai Chi form: relieves stress; improves breathing capacity; minimizes chronic conditions like asthma; improves balance, agility and coordination; strengthens muscles and bones; strengthens the heart muscle; improves sleep quality; and sharpens the mind, body and spirit. It can be practiced at any age.

### 8:00 am

**REGISTRATION**

### 5:00 pm

### 8:30 am

<table>
<thead>
<tr>
<th>FRIDAY, 8:30AM - 9:15AM</th>
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<tbody>
<tr>
<td><strong>Sanibel 2</strong></td>
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**ESOL Training in Higher Education Across and Beyond Borders**

This presentation will provide an overview of ‘ESOL in Higher Ed’. It is a rich resource for teacher preparation programs across all borders. Research, strategies, and assessments for ESOL courses in higher education will be provided to enhance training of pre-service teachers in teaching ELLs in the PreK-12 mainstream classroom.

**Jane Govoni, ESOL in Higher Ed, LLC**

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Friday Session Descriptions

Friday, 8:30am - 9:15am
Polo D

A K-12 Academic Vocabulary Corpus
Since 2000, the Academic Word List has helped instructors choose key vocabulary in university texts. In response, the presenters analyzed over 50 K-12 content area textbooks. In this session, the presenters will share their analysis, promoting discussion regarding vocabulary young ESL students need to participate in mainstream classes more effectively.

Eric Dwyer and Seyedjafar Ehsanzadehsorati, Florida International University

Friday, 8:30am - 9:15am
Polo E

Promoting Language Retention Through Narrative Memory
In this session the power of narrative memory will be explored. Research findings supporting the use of narrative presentations to enhance learning will be presented. Specific techniques to boost language retention through narrative story telling will be modeled and ideas to better promote retention through narrative techniques will be discussed.

Matt Kaeiser, University of Miami

Thursday, 9:30 am - 10:45 pm
Regency Ballroom

KEYNOTE SPEAKERS
Dr. Paul Gavoni and Dr. Scott Neil

What it takes to build a Champion
What is the relationship between developing fighters and developing students, teachers, leaders and schools? Find out how the development of Champion Mixed Martial Artists correlates with principles required for developing a learning environment where all students can be successful. Concepts such as effective goal setting, real deliberate practice for building fluency (responding quickly and accurately without thinking), and shaping performance will be used to help the audience understand the art and science of fostering self-efficacy and grit to help every person in a school district outwit, outlast, and outplay to reach success.

Champion schools know where they are, where they are going, and the precise behaviors that will allow them to reach their goals. The presenters will reveal the game plan used to build champions in schools where success was not the norm. Success in these schools was not based on a summative result, but rather a collection of formative streams of data that link evidence to effort and successful achievement of goals. The presenters will demonstrate how schools can apply scientific concepts of Organizational Behavior Management and Social Learning Theory through the utilization of various data sources to build the self and collective efficacy (Growth Mindset) of teachers and students in pursuit of higher goals and greater expectations. Specific strategies on how to purposely plan to build the beliefs of an entire school through the social interactions of its stakeholders will be shared.

10:45 am
VISIT EXHIBITS
COFFEE BREAK
11:00 am
FRIDAY SESSION DESCRIPTIONS

**Bricks, Clicks & Teacher Tricks: Part II**
Experience some new strategies for engaging students, ones that incorporate fun theory, brain science, behavioral economics and more. Bricks and clicks help us to engage today’s students, create new learning opportunities, and redeploy the best of our teaching past with the ever-changing teaching technologies of our future.

James May, Valencia College

**Organizing a Secondary Newcomer Welcome Center**
This presentation details how and why a Title I high school in Lee County set up a Welcome Center Program for secondary-age Newcomer and SLIFE students; the demographics being served; what the Welcome Center Program curriculum, instruction and scheduling model looks like; and some challenges in our first year.

Mercedes Pichard, Evelin Truffin and Maria Vona, School District of Lee County

**Performance-based Assessment for English Language Learners: Co-constructing New Understandings**
This session focuses on performance-based assessment (PBA) as a means of more accountable, equitable and natural documentation of the learning of English language learners. With the goal of co-constructing a newer understanding of PBA, the rationale, implication and strategies of PBA will be discussed.

Shuzhan Li, University of Florida

**Career Exploration for College ELL’s: Authentic Content for Real Life**
As we focus on teaching college students language skills, sometimes the end goal of career attainment is overlooked. Career objectives influence motivation. College ELLs are often curious, anxious, and unaware of steps needed to reach their ultimate goals. Presenters share ways to integrate career exploration as a content theme.

Stephanie Alber, Cynthia Schuemann and Adrianne Thompson, Miami Dade College

**Making an Impact on Learner Impact: The Importance of Language Knowledge and Where We Go Wrong**
This case study investigates the extent of grammatical knowledge among 256 pre-service elementary, English education and special education teachers at three universities in Florida. The study also examines the success these pre-service students have during their ESOL practicum at translating grammatical knowledge into procedural language knowledge.

Tony Erben, University of Tampa and Kate Wittrock, Saint Leo University

**Responding to the Florida Teacher Standards for the English as a Second Language Endorsement: Elementary Pre-service Teachers’ Perceptions**
The findings of a doctoral research study on pre-service teacher training in the area of ESOL education will be presented. Based on these findings, the presenter will suggest practical recommendations for teacher education programs responsible for training pre-service teachers to work with English Language Learners.

Cheryl Garcia Shamon, Florida Atlantic University
### FRIDAY SESSION DESCRIPTIONS

**Friday, 11:00am - 11:45am**

**Polo E**

**EAP**

**12:00 pm**

**LUNCH & OPEN BUSINESS MEETING**

*Welcoming remarks from District Superintendent, School District Palm Beach County, Robert Avossa, Ed.D. and a performance by the Award-winning Palm Springs Middle School Steel Drum Band*

**1:30 pm**

**Friday, 1:45pm - 2:30pm**

**Sanibel 2**

**WIDA - Interpreting the ACCESS for ELLs: What to do for your ELLs after you get the ACCESS scores?**

Stephanie Gibson and Sabrina Reed, WIDA at the University of Wisconsin-Madison

**Friday, 1:45pm - 2:30pm**

**Gallery A**

**Prepared for success? The importance of high school writing for college-bound ELs**

How does high school writing shape college writing experiences for former ELs enrolled in college? An empirical qualitative study of former ELs’ high school and college writing experiences will be presented. Findings suggest former ELs may enroll in college unprepared to write, placing the likelihood of college success at risk.

Lindsay Vecchio, Valencia College

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**Friday, 1:45pm - 3:30pm**

**Sanibel 2**

**Friday, 1:45pm - 3:30pm**

**Friday, 1:45pm - 2:30pm**

**Polo C**

**How Institutions of Higher Education Fulfill the 45-hour ESOL Professional Development Requirement for Faculty Teaching ESOL-Infused Courses**

Our study investigates how Institutions of Higher Education in Florida implement ESOL infusion (the integration of ELL content across courses) in their elementary teacher preparation programs with a specific focus on how they fulfill the 45-hour ESOL Professional Development requirement for instructors teaching ESOL infused courses.

Ester de Jong, Shuzhan Li, Cindy Naranjo and Aïcha Ouzia, University of Florida

**Friday, 1:45pm - 2:30pm**

**Polo D**

**Oral Literacy Strategies for English Language Learners**

Oral language is a major predictor of reading proficiency. Speaking to learn is an approach to increase English language learners’ (ELLs’) knowledge and understanding across all content areas. Hands-on strategies for ELLs at all levels of English proficiency for teachers in the mainstream elementary classroom will be presented.

Jane Govoni, ESOL in Higher Ed, LLC and Valerie Wright, Reading
FRIDAY SESSION DESCRIPTIONS

Gamifying Facebook Tools for Outside-of-Class Learning
The presenters share their gamification of out-of-class English learning in one of their adult ESOL classes. Learn how Facebook’s collaborative, privacy-friendly tools can be used to turn getting out and exploring Orlando into a series of real-life challenges and quests complete with points, rewards, levels, and titles to unlock!

Jennifer Antoon and Jeremy Cahill, University of Central Florida M.A. TESOL Program

Creating Sustainable Change in Schools
Change is happening more than ever within the current landscape of education. Find out how to systematically build momentum and sustainability for change within your school. School leaders will be taught concepts of Social Learning Theory as tools for deliberately planning to build the self-efficacy of teachers and students. This session will offer specific strategies for moving past change in a school and building a culture of self-actualization.

Paul Gavoni and Scott Neil

Grammar for Today: How and Why
Grammar rules by themselves are useless. How do we get students to use grammar accurately and appropriately when speaking and writing? In this session, participants will learn how to integrate skills in meaningful, real-world contexts helping students achieve this language learning goal. Free materials provided.

Cindy Le, National Geographic Learning

Building RIGOR through Project-Based Learning
Do you want to promote RIGOR in your ESL class and meet the standards and demands of the Common Core? Do you want your students to develop critical thinking and high-stakes decision making skills through a challenging learning environment? This presentation will demonstrate how Project-Based Learning is implemented in an ESL classroom and will provide participants sample lesson plans and project outcomes/products.

Evangeline Aguirre, TESOL International, Palm Beach TESOL, Sunshine State TESOL, ASCD

Stop with the “ESOL Strategies” already!
This interactive session presents a novel approach to differentiating 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

STEM Projects for the Diverse Learner
Learn to create engaging STEM lessons for students to practice their language skills. Participants will create their own squishy circuit, experience virtual reality with Google Cardboard, and see examples of STEM projects. All participants will receive a list of resources. Participants are encouraged to download Google Cardboard before the session.

Amy Trujillo, Orlando Science Elementary School
3:45 pm

VISIT EXHIBITS

COFFEE BREAK

Sponsored by WIDA

4:15 pm

Friday, 4:15pm - 5:30pm
Regency Ballroom

FEATURED SPEAKER
Mrs. Janna Peskett

“Ignite Student Learning with a Growth Mindset”

Why is it that some students work doggedly at a difficult task while others crumble and give up at the first sign of struggle? Student motivation and resilience is a result of a combination of effective learning strategies and a growth mindset, the belief that mastery can be achieved through effort. Research shows that our implicit beliefs about intelligence determine educational outcomes. Learn how to help students and teachers change their mindsets to develop self-efficacy and resilience through the growth mindset - a fundamental idea that underlies all motivation, achievement, and success in school and in life.

5:30 pm

with Tricia
Salon A

6:30 pm
Hey Gorgeous, Let’s ZUMBA!

Zumba Dance with Tricia!
772-828-5621

May 13, 2016
5:30 pm
Bring a towel
And water!!
SATURDAY SESSION DESCRIPTIONS

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7:00 am

TAI CHI
SALON A

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PRESIDENT’S BREAKFAST
TENT AREA/SALON BC

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8:00 am

REGISTRATION

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9:00 am

8:00 am

Saturday, 8:00am - 8:45am
Sanibel 2

“Classroom Applications of Growth Mindset”

A growth mindset expert will share ideas for applications of Growth Mindset principles in your class. In this session, you will take a deeper dive into how teacher feedback impacts student motivation. You will walk away with concrete tools to teach your students about malleable intelligence, as well as growth mindset assessment ideas for your class. If you have a solid understanding of the theory and research and want practical ways to apply growth mindset principles in your classroom, this session is for you.

Janna Peskett, Mindset Works

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Saturday, 8:00am - 8:45am
Gallery A

The Influence of Reading Bilingual Newspapers on English Reading ability in Chinese Speakers: A Case Study with the Seattle Chinese Times

This article presents a case study about exploring the influence of reading the Seattle Chinese Times on Chinese speakers’ English reading ability. The result indicates that reading the bilingual newspapers can benefit native Chinese speakers’ vocabulary and reading comprehension ability, but does not have a considerable effect on spelling ability.

Chun-Ru Lin, University of Florida

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Saturday, 8:00am - 8:45am
Gallery B

A dual language teacher’s understanding of academic language in a 5th grade language arts classroom

This paper explored a dual language teacher’s understanding of academic language in a language arts classroom, taught in both English and Spanish, and how she connected her understanding of academic language to her classroom practices.

Katherine Barko-Alva, Duval County Public Schools/University of Florida

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Saturday, 8:00am - 8:45am
Gallery C

Focus on Meaning and Form in Second-Language Vocabulary Learning

The current study aimed to contribute to the growing body of research comparing FonF and FonFs for vocabulary acquisition. The results intimate that the frequency of the words and the nature of the interaction are more critical predictors for initial L2 vocabulary acquisition than the nature of the task itself.

Susan Benson, St. Petersburg College
The GO TO Strategies: Scaffolding Oral Academic Language

How can teachers scaffold oral academic language required for reading and comprehending content texts? This demonstration introduces a new resource that enables teachers to incorporate a variety of research-based strategies in content lessons. Presenters model strategies and provide opportunities for participants to use the strategies.

Linda New Levine and Laura Lukens, ESL/EFL Consultant

Learning Through their Eyes: Implementing a Participatory Visual Arts and Mutually Responsive Learning Paradigm in a Community-Based ESL Class for Adult LESLLA Learners

In this presentation, I describe how an ESL instructor created learning opportunities for adult learners with low literacy skills by combining participatory arts with the Mutually Adaptive Learning Paradigm (MALP), to implement an approach based on learner needs, tradition of oral knowledge, and reliance on multilingual and visual narratives.

Andrea Lypka, INTO USF

Learner training for vocabulary acquisition in English

This paper presents the classroom activities conducted with the purpose of raising awareness on vocabulary acquisition and retention strategies used by EFL learners.

Birsen Tütünis, Istanbul Kultur University

FEATURED SPEAKER
Dr. Luciana C. de Oliveira
Academic language in WIDA, the Florida Standards and beyond

This keynote addresses the concept of academic language in the WIDA Standards and the Florida Standards to identify commonalities and differences in how different standards conceptualize “academic language”. Participants learn strategies to focus on academic language at word/phrase, sentence, and discourse levels to immediately apply them in their classrooms.

How to align the WIDA Standards to the new LA-FS (speaking and listening, language, writing, and reading content (literature/informational texts).

Participants need to get a clear picture that the 4 domains for language acquisition via WIDA are embedded in state standards.

Mariana Castro, WIDA at the University of Wisconsin-Madison
SATURDAY SESSION DESCRIPTIONS

Everglades Literacy
We need the students of today to understand the vital links between the Everglades and our quality of life. The Everglades Literacy Project, sponsored by the Everglades Foundation in partnership with Florida Atlantic University’s Pine Jog Environmental Education Center, provides K-12 teachers with a free online teacher toolkit of resources and standards-based lesson plans for using the Everglades as a focal point for addressing science concepts and skills.
Susan Toth, Pine Jog Elementary

Using Debates to Teach Persuasive Argumentation and Encourage Student Engagement in Multi-Level Classes
Are you unsure of how to go about incorporating debates into your adult ESL classroom? This session will present a lesson plan for using structured, informal debates in multi-level classes. Participants will receive a lesson plan and supplementary materials and will see how the proposed debate format works in action.
Claudia Fornage and Jennifer Killam, inlingua Florida

Is it a Language Difference or a Language Disorder? Tips for Teachers who are working with English Language Learners in the Schools
The current session discusses the differences/similarities between bilingual children with a language difference versus a language disorder. Important factors concerning bilingual students and what they may bring into the classrooms will be considered as well as the role of classroom teachers in working with bilingual children in the classroom setting.
Alice Ahyea Jo and Raul Prezas, Jacksonville University

Using the WIDA ELD Framework to support authentic language
This interactive session will present strategies for making academic language accessible to ELs in the content areas based on research-best practices. Participants will evaluate strategic ways to incorporate authentic productive language opportunities throughout the academic day.
Mia Ariela Allen, Imagine Learning

Integrating Technology with College English for Mainstreamed ELLs
Mandatory college English composition and literature courses in college cover unfamiliar literary genres, conventions and features (e.g. plot, characterization, and author/character motivation.) Technology can support cooperative learning in a more authentic and creative way. We demonstrate how students study Shakespeare with a technological twist.
Eileen N. Whelan Ariza, Florida Atlantic University; Renee Zelden, Miami Dade and Broward College and Sherrie Sacharow

A Language-Based Approach to Content Instruction (LACI): Six Cs of Support for Scaffolding
The presenter describes the general principles of a language-based approach to content instruction (LACI). Participants learn six Cs of support for scaffolding that guide LACI for ESL students who are simultaneously learning language and content. Examples from two classrooms are used to illustrate the six Cs of support.
Luciana C. de Oliveira, University of Miami
**SATURDAY SESSION DESCRIPTIONS**

**Saturday, 11:30am - 12:15am**  
**Gallery C**

**Learn What Your ESL Students Think About Language Assessment**

In this qualitative study, the pragmatic approach was used to collect ESL students’ perceptions about language assessment. The results show what they prefer/not prefer about language assessment techniques used in their ESL school.

*Abdulrahman Olwi, Taibah University*

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**Saturday, 11:30am - 12:15am**  
**Polo D**

**Using Myers-Briggs Personality Questionnaires to Inform Instruction**

The Myers-Briggs Type Inventory (MBTI) is a self-report questionnaire designed to indicate personal perception and decision making. This presentation will demonstrate practical benefits of administering a MBTI-style test to ESL students at the beginning of term to help students understand their own learning styles and inform instruction. Handouts provided.

*Charlotte Jones, University of Central Florida*

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**Saturday, 11:30am - 12:15am**  
**Polo E**

**From ESL Instructor to Fulbright Scholar**

The Fulbright TEFL award sends ESOL professionals to all regions of the world. As a recipient of a 2015 Fulbright TEFL award, I’ll discuss the application and selection process, as well as my experience working in curriculum design for the Ministry of Education in Dominican Republic. This is intended for ESOL professionals interested in international travel and collaboration.

*Jennifer Ramos, UF English Language Institute*
ALPHABETICAL LIST OF PRESENTERS

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Adams, Sarah
Sarah Adams is current M.A. Applied Linguistics/TESL graduate from USF. She has taught Spanish/ESL and now works as an ESL instructor in INTO USF’s English Language Program.

Adolfson, Dawn (adolfsod@tcc.fl.edu)
Dawn Adolfson is the Adult Education/ESOL Specialist at Tallahassee Community College. She has a Masters in Curriculum and Instruction with a focus in Second Language Education.

Aguirre, Evangeline (vanjaguirre@yahoo.com)
Dr. Evangeline Aguirre has 26 years of successful instructional and administrative experience in the field of ESL. She continuously advocates for English learners and provides professional development for teachers.

Alber, Stephanie
Stephanie Alber is an EAP faculty member and academic advisor for Arts and Philosophy disciplines at Miami Dade College.

Mia Ariela Allen (mia.allen@imaginelearning.com)
Mia Ariela Allen has been a passionate advocate for ELL and refugee students throughout her 18 year career as an educator, advisor, interventionist and in her current role as a curriculum and instructional specialist with Imagine Learning.

Antoon, Jennifer (antoon.je@knights.ucf.edu)
Jennifer Antoon is a graduate student in the University of Central Florida’s M.A. TESOL program and has taught in different ESL and EAP settings.

Ariza, Eileen N. Whelan (EARIZA@fau.edu)
Dr. Eileen N. Whelan Ariza is a professor in the Department of Teaching and Learning at Florida Atlantic University. She is also the ESOL Infusion Coordinator for the College of Education.

Askar, Terra (Terra.Askar@gmail.com)
Terra Askar is currently an M.A. Applied Linguistics/TESL student at USF.

Avalos, Mary A. (mavalos@miami.edu)
Mary A. Avalos is a research assistant professor at the University of Miami. Her current research interests are classroom-based interventions, teacher knowledge of, and English learners’ academic language proficiency.

Bailey, Mary T.
Mary T. Bailey is a tenured EAP professor at Palm Beach State College. She has taught EAP all around the world.

Barko-Alva, Katherine (sanz@ufl.edu)
Katherine Barko-Alva has a Ph.D. in ESL/Bilingual Education from the University of Florida. Currently, she is working as a Specialist providing professional development for Dual Language teachers in Jacksonville, FL.

Bennett, Florence (bennetfn@palmbeachstate.edu)
Florence Bennett is an English Learning Specialist in the Student Learning Center at Palm Beach State College. She also teaches EAP as well as developmental English.

Benson, Susan (benson.susan@spcollege.edu)
Susan Benson teaches EAP at St. Petersburg College and is working on her doctorate in Second Language Acquisition at the University of Maryland. Susan Benson is an English for Academic Purposes (EAP) instructor at St. Petersburg College. She is also a Ph.D. candidate in the Second Language Acquisition program at the University of Maryland.

Bunting, John D. (jbunting@gsu.edu)

Buresh, Aliona (buresha@erau.edu)
With an M.A. in Educational Leadership/TESOL from UCF, Aliona Buresh is currently teaching full-time at the Embry-Riddle Language Institute. She is also trilingual.

Cahill, Jeremy
Jeremy Cahill is a graduate student in the University of Central Florida’s M.A. TESOL program and a Returned Peace Corps Madagascar Volunteer.

Chan, Chak
Chak Chan, Ph.D., is an instructor at the English Language Institute at UF. Dr. Chan’s academic training and work experience focus on ESL teaching and learning. Prior to joining the ELIUFL, she taught technical writing to graduate engineering students at the Chinese University of Hong Kong, HK.

Chen, Qingqing (qingqing_chen@baylor.edu)
Chen is a doctoral student in the Department of Curriculum and Instruction at Baylor University and has a research interest in English as a Second Language (ESL) at college level.

Chlapowski, Taylor (taylor31@mail.usf.edu)
Taylor James Chlapowski is an M.A. Applied Linguistics student and teaches Spanish at the University of South Florida.

Coady, Maria (mcoady@coe.ufl.edu)
Dr. Maria Coady is an Associate Professor in the College of Education at the University of Florida. Maria Coady is an Associate Professor of ESOL at the University of Florida. She works with immigrant families and children in rural settings and prepares teachers for ELLs.
ALPHABETICAL LIST OF PRESENTERS

Courtemanche, Sarah (SARAH.COURTEMANCHE@stlucieschools.org)
Sarah D. Courtemanche is currently an Instructional Partner for School Transformation with St. Lucie Public Schools. She has served as a bi-lingual inclusion educator in Providence, Rhode Island and as an Academic and Student Affairs Governor to the Rhode Island Board of Governors for Higher Education.

de Jong, Ester (edejong@coe.ufl.edu)
Ester de Jong is a Professor in the School of Teaching and Learning. Her research interests include two-way bilingual education and other integrated models for language minority schooling.

de Oliveira, Luciana C. (ludeoliveira@miami.edu)
Dr. Luciana C. de Oliveira is Interim Chair and Associate Professor in the Department of Teaching and Learning at the University of Miami.

Diaz, Carolina (cxds558@miami.edu)
Carolina Diaz received her Master of Education from the University of Florida. She has several years of experience teaching students from K-12 and adults in the United States and Taiwan.

Drake, Barbara (brdrake@ufl.edu)
Barbara Drake (MFA, Univ. Fla.) is an instructor at the ELI at UF; from 2007 to 2014 she taught EFL and English for Translators and Interpreters at the Peruvian University of Applied Sciences, in Lima, Peru.

Dwyer, Eric (eric.dwyer@fiu.edu)
Eric Dwyer is an associate professor of Foreign Language Education at Florida International University.

Ehsanzadehsorati, Seyedjafar
Seyedjafar Ehsanzadehsorati is a doctoral student in Foreign Language Education at Florida International University.

Erben, Tony (aerben@ut.edu)
Tony Erben has taught ESOL overseas and in the US for 31 years. He is the chair of the education department at the University of Tampa. He has written numerous publications and books.

Espinosa, Fernanda (icaligia.espinosa@ikiam.edu.ec)
Fernanda Espinosa holds a Master’s Degree in Curriculum & Instruction ESL from Kansas State University. Currently, she is working as an EFL professor at IKIAM.

Fornage, Claudia
Claudia Fornage is an ESL and TOEFL strategies instructor. She received an M.A. in Languages and Literature in 2005 from the University of Utah and has a certificate in TESOL.

Gonzalez, Monica M. (monicamarieg@mail.usf.edu)
Monica Gonzalez is completing her doctoral studies at the University of South Florida Tampa, earning a Ph.D. in Elementary Education Curriculum and Instruction with a specialization in TESOL.

Gottschalk, Susan (sgottschalk@escambia.k12.fl.us)
Susan Gottschalk, Department Chair ESOL, Pensacola High School, has been a past presenter, an FTE development team member, and business language trainer. Her passion is teaching high school ESOL-Escambia County -

Govoni, Jane (esolinhighered@gmail.com)
Jane Govoni, Ph.D. is a former professor of teacher education where she designed and taught ESOL courses as well as trained faculty on ESOL strategies for K-12 learning.

Grab, Melissa (melissagrab@yahoo.com)
Melissa is currently pursuing her doctoral degree at the California State University, Long Beach. She is an ESL educator, who specialized in curriculum, instruction and combining the pedagogical and andragogical methods with the latest technology.

Gutierrez, Leticia Barajas (leticia.barajasgutierrez@pearson.com)
Leticia Barajas Gutierrez is the Pearson English Language Teaching Specialist serving South Florida. She is based out of Miami.

Halsey, Robin (rehalse@ilstu.edu)
Robin Cross Halsey (M.A. TESOL) is a seasoned ESL instructor. She currently teaches English at Illinois State University, where she is pursuing a Ph.D. in English Education.

Hansen, Virginia Futch (vacasa@bellsouth.net)
Virginia F. Hansen, former Palm Beach District ESOL Coordinator, has taught ESOL and foreign languages the past 41 years. Currently, she is treasurer of PBTESOL and serving on the local conference committee for SSTESOL 2016.

Jo, Alice Ahyea (ajo@ju.edu)
Dr. Alice Jo is currently an ESOL Resource Professor at Jacksonville University. Her research areas include second language development for English Language Learners (ELLs) and teacher education for ELLs.

Johri, Sangeeta (sjohri@usf.edu)
Sangeeta Johri did her M.Ed. in TESOL education from USF in 2013. She has been teaching academic English at INTO USF since this past year.

Jones, Loren (ldj22@miami.edu)
Loren Jones is a Ph.D. student from the department of Teaching and Learning at the University of Miami. Her research interests include bilingual instruction, literacy/language support for ELLs and SFL.
ALPHABETICAL LIST OF PRESENTERS

Jones, Charlotte (charlotte@charlotteajones.com)
Charlotte Jones, M.A. TESOL, is a full-time instructor at UCF’s English Language Institute, board member of CFTESOL, and graduate student in Instructional Design and Technology.

Kaeiser, Matthew (MKaeiser@miami.edu)
Matt Kaeiser is a lecturer and ITA coordinator at the University of Miami with interests in active learning, music to enhance learning, and brain research. Matt Kaeiser has been a member of the faculty at the University of Miami’s Intensive English Program for over 10 years and serves as the ITA coordinator.

Kaneso, Yuya (yuya_kaneso@yahoo.co.jp)
Masters student in TESOL at Marshall University.

Kavaliauskas, Nicole
Nicole Kavaliauskas is currently a Literacy Coach at Westwood High School in St. Lucie County Public Schools. Her background includes teaching Kindergarten through High School classrooms in both Michigan and Florida.

Killam, Jennifer (killam.jennifer@gmail.com)
Jennifer Killam teaches ESL to adults and has an M.A. in ESL from Hamline University, St. Paul, Minnesota. She specializes in teaching Business English, TOEFL Preparation, and Accent Reduction.

Kozuma, Jo
Dr. Jo Kozuma has worked in both EFL and ESL contexts and has taught a wide range of ESOL professional courses. She currently teaches at the University of Florida.

Kreis, Ramona (rkreis@mail.usf.edu)
Ramona Kreis is a doctoral student in the Second Language Acquisition and Instructional Technology program and teaches ESOL courses at USF. Her research interests include multilingualism and L2 pragmatics.

Le, Cindy (cindy.le@cengage.com)
Cindy Le is the Post-Secondary ESL/ELT Specialist for National Geographic Learning in Florida and has over 20 years of experience in ESL Teacher Training & Staff Development.

Lee, Yong Jik (yongjiklee00@ufl.edu)
Yong Jik Lee is a Ph.D. student focusing in ESOL/Bilingual Education. His research interests include pre-service teachers’ ESOL field experience and implementing flipped learning in ESOL teacher education. Yong Jik Lee is a Ph.D. student majoring in ESOL/Bilingual Education at University of Florida. His research interests are: Heritage language school in US and mainstream teachers’ field experience about effective ESOL instruction.

Levine, Linda New (lnewlevine@aol.com)
Linda New Levine is an ESL/EFL consultant. She has taught ESL K to 12 and teachers at Teachers College, Columbia University. She co-authored Teaching English and Content in Mainstream Classes.

Li, Shuzhan (shuzhanli@ufl.edu)
Shuzhan Li is a doctoral student in ESOL/Bilingual Education in the School of Teaching and Learning at the University of Florida.

Lin, Chun-Ru (chunru@ufl.edu)
A Ph.D. student of College of Education in University of Florida.

Lukens, Laura
Laura Lukens is the ELL Program Coordinator for North Kansas City Schools, Kansas City, Missouri. She co-directed Project EXCELL, a $1.5 million grant for ELL professional development among NKCS teachers.

Lykke, Kristina (fellow@elprograms.org)
Program Coordinator for Recruitment and Vetting at the U.S. Department of State English Language Programs.

Lypka, Andrea (alypka@mail.usf.edu)
Andrea Lypka is a Ph.D. Candidate in the Second Language Acquisition and Instructional Technology (SLA/IT) program at the University of South Florida. Her research interests include identity and visual methods.

Mahon, Steven
Steven Mahon is currently an M.A. Applied Linguistics/ TESL student at USF. He has taught German/ESL at USF. He has worked with elementary ESL students and plans to continue this career.

Malova, Irina
Irina Malova is a doctoral student at the University of Miami, Department of Teaching and Learning. Her research interests include integrated reading/writing instruction for ELLs and metalinguistic factors.

May, James (jmay@valenciacollege.edu)
McNair, Caroline (caroline@anchorlearning.com)
Caroline McNair has focused on K-12 and adult ESOL reading software, direct instruction, and teacher support for nearly 20 years. Caroline represents Reading Horizons and EASY ESL in Florida.
ALPHABETICAL LIST OF PRESENTERS

Moorhead, Clarissa  
Clarissa (Reese) Moorhead, M.Ed., is a faculty lecturer at the University of Miami IEP with interests in CALL, academic writing, and intercultural communications.

Morales, Antonieta (antonieta.moralesj@ug.edu.ec)  
Antonieta Morales holds a Master’s Degree in Curriculum & Instruction ESL from Kansas State University. Currently, she is working as an EFL professor at Universidad de Guayaquil, Universidad Regional Amazónica.

Murray, Nathaniel T. (nmurray@ufl.edu)  
Nathaniel T. Murray is a Doctoral Fellow in the College of Education at the University of Florida.

Murray, Ashley P. (ashley.p.murray@pearson.com)  
Ashley P. Murray is the Pearson English Language Teaching Specialist serving Central and Northern Florida. She is based out of Tampa.

Naranjo, Cindy  
Cindy Naranjo, Ph.D., is the ESOL-Infusion Coordinator in the College of Education at the University of Florida. Her research interest focuses on teacher preparation for bilingual students.

Olwi, Abdulrahman (a.olwi87@gmail.com)  
Abdulrahman Olwi is a Ph.D. Candidate at Florida State University and Lecturer at Taibah University, majoring in language education.

Ouzia, Aïcha  
Aïcha Ouzia is a doctoral student in ESOL/Bilingual Education in the School of Teaching and Learning at the University of Florida, where she also earned her M.A. in German.

Parkes, Samantha (sdp40@miami.edu)  
Samantha Parkes, M.A., is a faculty lecturer at the University of Miami's Intensive English Program with interests in second language composition, pronunciation, and CALL.

Paromchik, Sergei  
Sergei Paromchik has a Ph.D in ESOL, 30+ years of experience teaching ESOL at university and college levels, administering the department of world languages at the university, teaching at high school and coordinating adult ESOL at Adult Education Department, Hillsborough County Public Schools, reviewing ESOL textbooks, etc., Adult ESOL Standing Committee member with Florida Department of Education.

Peters, Molly  
Molly Peters is currently the lead Instructional Coach with Fort Pierce Westwood High School with St. Lucie Public Schools. Her experiences at the collegiate level include (EPI) Educator Preparation Institute-Research Based Practicum courses and collaborative development of curriculum for Reading Competency courses with Indian River State College.

Pichard, Mercedes (MercedesRP@LeeSchools.net)  
Dr. Mercedes Pichard is the ESOL Department Head in a large Title I high school in Fort Myers, Lee County-School District of Lee County.

Policke, Leticia  
A certified ESOL teacher, Leticia Policke currently teaches 3rd grade in Volusia County. She is a member of the grade level team tasked with developing common language arts lesson plans.

Posey, William (william.posey@sdhc.k12.fl.us)  
William Posey has been an Adult ESOL teacher for three years.

Prezas, Raul (rprezas@ju.edu)  
Dr. Raul Prezas is an Assistant Professor of Communication Sciences and Disorders at Jacksonville University. With prior experience as a bilingual, school-based SLP, his research interests focus on multilingual populations.

Ramachandran, Hemamalini (hramachandra@usf.edu)  
Hemamalini Ramachandran teaches in the ELP at INTO USF. In addition to ESL, she has worked in Film and Cultural Studies. Her degrees include: M.A. TESOL, Ph.D. Film, M.A. French.

Ramirez, Andres  
Dr. Andres Ramirez is Assistant Professor in the Department of Curriculum, Culture, and Educational Inquiry at Florida Atlantic University.

Ramos, Jennifer (jenramos@ufl.edu)  
Jen Ramos is faculty and the Reading and Writing Coordinator at the University of Florida’s English Language Institute.

Rivera, Tia (suenos096@yahoo.com)  
Tia Rivera is a Ph.D. student with a focus on Curriculum and Instruction, Bilingual Education/ESOL at the University of Florida.

Rivera, Sonia M. (riveras1@highlands.k12.fl.us)  
Dr. Sonia M. Rivera works as the ESOL Coordinator for Highlands County in Florida. Dr. Rivera has been nominated to receive many awards including The Excellence in Education Award given by Governor Rick Scott and the 2014 SSTESOL Outstanding Educator Award, among others.

Rodriguez, Silvio  
Silvio Rodriguez is Director of Assessment, Evaluation, and Testing in the Office of Institutional Effectiveness, Miami Dade College. He was the Co-President (2009-2010) for Florida Association of College Test Administrators.
ALPHABETICAL LIST OF PRESENTERS

Rossato de Almeida, Carolina
Carolina Rossato de Almeida is a Doctoral student at the University of Miami. Her research focuses on the teaching and learning of ELLs in content areas at the K-12 level.

Sacharow, Sherrie (sherriesacharow@gmail.com)

Schuemann, Cynthia (cschuema@mdc.edu)
Cynthia Schuemann is an EAP faculty member at Miami Dade College where she teaches with the ACE Program (Accelerated Content-based English). Cynthia M. Schuemann, Ed.D., is an EAP faculty member at Miami Dade College. Testing and research are areas of special interest where she has served on committees, published and presented.

Schuemann, Mariah
Mariah Schuemann, M.A., serves as a faculty lecturer at the University of Miami's IEP with interests in curriculum development, CALL, and academic writing.

Schwarz, Gretchen E.
Schwarz teaches media literacy education and other graduate courses in the Department of Curriculum and Instruction at Baylor University. She began study of media literacy while at Oklahoma State University.

Sembiante, Sabrina
Dr. Sabrina Sembiante is Assistant Professor in the Department of Curriculum, Culture, and Educational Inquiry at Florida Atlantic University.

Shamon, Cheryl Garcia (cshamon@fau.edu)
Cheryl Garcia Shamon is a Ph.D. in ESOL Curriculum and Instruction, an experienced educational consultant, ESOL elementary teacher, adjunct professor, and a contributing author to various ESOL publications.

Soto, Sandy T. (stsoto@utmachala.edu.ec)
Sandy Soto holds a Master's Degree in Curriculum & Instruction ESL from Kansas State University. Currently, she is working as an EFL professor at Universidad Técnica de Machala.

Spelleri, Maria (spellem@scf.edu)
Maria Spelleri is an Associate Professor of EAP and Humanities at State College of Florida. As EAP Curriculum Coordinator, she believes in curriculum as a primary tool of student engagement.

Stilley, Christi (christi.stilley@sdhc.k12.fl.us)
Christi Stilley’s dual degrees in International Business/Spanish, her background in IT, tutoring, customer service and volunteering, provides a unique perspective on the real-life application of the CASAS competencies.

Strebel, Carine (cstreb@stetson.edu)
Carine Strebel is an assistant professor of ESOL and the Coordinator of ESOL Endorsement at Stetson University where she works closely with mainstream teachers in three professional development schools.

Thompson, Adrianne
Adrianne Thompson is an EAP faculty member at Miami Dade College where she teaches with the ACE Program (Accelerated Content-based English).

Truffin, Evelin
Mrs. Evelin Truffin is an ESOL and Spanish language teacher in a large Title I high school in Fort Myers, Lee County.

Trujillo, Amy (amy.trujillo@orlandoscience.org)
Amy Trujillo is a published writer with fifteen years of experience in education. She is an Instructional Coach and is the Area Five Director for Florida Association of Science Teachers.

Tsai, Min-Chuan (mtsai14@ufl.edu)
Min-Chuan Tsai is a first-year Ph.D. fellowship student from Taiwan in the College of Education specializing in ESOL/Bilingual Education at the University of Florida.

Tunceren, Li-Lee (tunceren.lillien@spcollege.edu)
Li-Lee Tunceren teaches EAP at St. Petersburg College and serves as Academic Chair, Communications, on the Seminole campus.

Tütünis, Birsen (tutunisster@gmail.com)
Dr. Tütünis has received her Ph.D. from University of Sussex. She is a teacher educator. Her recent interest lies on training learners to take the responsibility of their own learning.

Valier, Claire (claire@anchorlearning.com)
Claire Valier is a nationally certified trainer for Reading Horizons methodology. Her ESL reading strategy workshops have been well received at numerous conferences and training sessions. She worked for the Palm Beach County Schools for 37 years and was head of ESL for adult education.

Vecchio, Lindsay (lindsayvecchio@gmail.com)
Currently an EAP instructor at Valencia College, Lindsay’s research interests include generation 1.5 students and the important connection between high school and college learning.

Visedo, Elizabeth (elizabeth.visedo@gmail.com)
Elizabeth Visedo is an ESOL teacher educator and ELL advocate. She obtained her Ph.D. in Second Language Acquisition and Instructional Technology at USF Tampa and currently teaches at USF Sarasota-Manatee.

Vona, Maria (MariaAV@LeeSchools.net)
Mrs. Maria Vona is an ESOL Intensive Reading teacher in a large Title I high school in Fort Myers, Lee County.
ALPHABETICAL LIST OF PRESENTERS

**Watson, Kristin**
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