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May 10, 2018

Welcome! On behalf of the City of Orlando, it is my pleasure to welcome educators from across the globe to attend the 2018 Sunshine State Teachers of English to Speakers of Other Languages (SSTESOL) Conference in The City Beautiful.

Quality education is a major priority of the City of Orlando. We are dedicated to providing opportunities for our young residents that promote learning, health and wellness and community service. I want to thank you for the difference you make in the lives of young people in your own communities, and I am certain that the knowledge you gain in the next few days will only benefit them even more.

Your conference is set in the heart and soul of Central Florida. From a bustling center of commerce boasting a diverse set of industries, to its fine restaurants, first-rate hotels, awe-inspiring art galleries, museums and more; Orlando has so much to offer everyone who lives, works, plays, learns or raises a family in Central Florida.

Since I took office in 2003, reshaping Orlando into a modern, metropolitan city has been a shared priority for our entire Central Florida community. I challenged our residents to imagine a great city, reborn and revitalized. We have made incredible progress in just a few, short years.

I invite you to explore Downtown Orlando during your visit. Our Downtown is currently experiencing a cultural arts-and-entertainment renaissance through the development of three state-of-the-art community venues, the new Amway Center, a world-class performing arts center and an upgraded Camping World Stadium. Downtown is also home to a new Major League Soccer stadium for our Orlando City Lions. These modern arts, entertainment and sports venues will serve as the cornerstone for our region for generations to come.

Orlando offers a winning combination of economic, cultural, educational opportunities and an incredibly high quality of life for residents and visitors. Again, welcome to Orlando and best wishes for a successful conference.

Sincerely,

Buddy Dyer
Mayor
May 11, 2018

Dear Conference Attendees,

On behalf of Orange County Public Schools, we are pleased to support the 40th Sunshine State Teachers of English Speakers of Other Languages (SSTESOL) 2018 Conference. Each year, members of SSTESOL gather to network and exchange ideas on how to positively influence the lives of our students.

Since 1975, SSTESOL has provided educators with professional development, resources and interactions, and led advocacy efforts regarding language policy issues. Our ability to lead underrepresented students and K-12 English Learners is a direct result of this organization’s efforts.

At OCPS, our vision is to be the top producer of successful students in the nation. We recognize we are able to achieve our vision with the support and leadership of your organization.

We are thankful for the role SSTESOL plays in our classrooms each and every day. On behalf of Orange County Public Schools, I appreciate your continued support and thank you for the investment you have made for the future of our students.

Sincerely,

Barbara M. Jenkins, Ed.D.
Superintendent

“The Orange County School Board is an equal opportunity agency.”
Welcome to our 2018 SSTESOL conference in beautiful Orlando! This will be a very special annual conference as it is our 40th gathering. We are happy you have joined us this year. Our theme “Kaleidoscope of Community: Perspectives and Practices” honors the fact that our membership and the community of English Language Learners we serve and help come from all over the world. Indeed, your identity, your history and your experiences make SSTESOL what it is, and you help to shape through your diverse and collective voices ELL education in the state of Florida.

We have invited plenary and keynote speakers who will inspire all K-16 and adult educators. Our breakout sessions are equally diverse and hands-on, so become involved and network to the fullest over the next few days.

The 2018 conference team has worked tirelessly to plan and deliver a world-class event for your professional development and my thanks goes out to Michelle Ploetz (Conference Chair), Arlene Costello (Program Chair), Mariah Schuemann (Exhibitor Liaison), the local committee and the rest of the SSTESOL Board.

This year SSTESOL is excited to announce the resurrection of the SSTESOL Journal. The first edition will be published in Fall 2018. We have a session for all of you interested in publishing your work on Thursday at 4:45pm in the Hillsborough Room. Whether you want to publish your research or ideas from your own classroom practice, the new SSTESOL Journal aims to have sections catering to our K-12 membership as well as our higher education membership. A special thanks also goes out to our new SSTESOL editorial board, members of the TESOL community who will volunteer their time and talents to making sure the new journal will meet your professional needs.

Join us at our reception on Thursday evening for some lighthearted socialization and then again at lunchtime on Friday for our business meeting and conference lunch. Stop by all our exhibitor booths and finally stop by the registration desk. Say ‘hi’ to the SSTESOL board members who will be working there. We would love to speak with you.

Enjoy the Doubletree hotel facilities and make some time to discover Orlando. Thank you for coming. I hope you have an exciting and rewarding few days. Together with the SSTESOL Board, I am here to serve you.

Sincerely,

Tony Erben
SSTESOL President
2017-18
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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 six active chapter. In 2006, SSTESOL again hosted the TESOL International Convention in Tampa Bay, and in 2010, the Southeast Regional TESOL Conference in Miami. Once again, SSTESOL of Florida will host the SETESOL Regional Conference in Double Tree Hilton in Orlando on November 4 - 9, 2019.

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SSTESOL President

Li-Lee Tunceren
SSTESOL Past-President

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Arlene Costello
Proposal/Program Chair

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1978-1979 John Rogers
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1983-1984 Susan McFalls
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1989-1990 Consuelo Stebbins
1990-1991 Yvonne Cadiz
1991-1992 Linda Evans
1992-1993 Sandra Fradd
1993-1994 Nancy Lucas
1994-1995 Allene Grognet
1995-1996 Judy Strother
1996-1997 Pat Ellis
1997-1998 Judy Jameson
1998-1999 Michael Kraft
1999-2000 Marilyn Santos
2000-2001 Sandra Hancock
2001-2002 Katherine Dunlop
2002-2003 Betty Green
2003-2004 Cheryl Benz/Betty Green
2004-2005 Suze Lindor
2005-2006 Jose Carmona
2006-2007 Carmen Morales-Jones
2007-2008 Roger Thompson
2008-2009 Ann Jackman
2009-2010 Cynthia Schuemann
2010-2011 Nora Dawkins
2011-2012 Patricia Grant
2012-2013 Kisha Bryan
2013-2014 James May
2014-2015 Li-Lee Tunceren
2015-2016 Ester de Jong
2016-2017 Li-Lee Tunceren
2017-2018 Tony Erben
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Ryan Pontier, rwpontier@gmail.com

Visit our State Chapter Displays in the Lake/Osceola Room.
SSTESOL Outstanding Organization/Institution Award

Seminole State College of Florida ESOL Program

The English Language Studies Department of Seminole State College of Florida provides comprehensive, high-quality English language instruction for second language students to reach their personal, educational, and professional goals. SSC’s affordable adult ESOL classes follow an academic and life-skills language curriculum aimed at helping students create educational plans, search for employment, obtain careers, and become more informed citizens. The program meets the needs of approximately 800 students per semester through highly accessible, flexible scheduling in locations throughout Seminole County. Beyond language mastery, students discover resources to enhance their technology and employment skills. Educational planners work one-on-one with ESOL students (with support often extended to include family members) to transition into post-secondary or to guide them towards career and job opportunities.

The ESOL program engages in professional development through the department’s online course that covers curriculum, best teaching practices, CASAS testing, instructional technology, and professional development opportunities such as SSC’s extensive adjunct academy trainings. The ESOL Program sends full-time instructors and staff to TESOL, SSTESOL, ACE conferences, and IPDAE trainings to advance in their professional development.

Seminole State College’s ESOL Program is proud to announce that one of their former students, Silvia Galvez, was chosen from Florida’s 170,000-strong adult education population as one of two recipients of 2017’s Sunshine Success Stories at the annual statewide Adult and Community Education Conference. Congratulations to Silvia and to SSC’s ESOL Program!

SSTESOL Outstanding Educator Award

Dr. Keith Folse, Retired, University of Central Florida

Dr. Keith Folse has taught ESL and EFL for nearly 40 years. Originally on a path to teach French, he has always had an affinity toward “anything and everything international.” From his southern roots in the U.S. to global destinations such as Malaysia, Japan, and Saudi Arabia, Dr. Folse has learned from and left his mark wherever he has worked. He enjoys discovering the intricacies of the patterns of languages as well as the processes involved in second language acquisition. He says having studied and struggled to learn several foreign languages himself has strengthened his ESL teaching skills. He connects with and encourages students at all levels, from second language learners to in-service teachers, to the many doctoral students he advises. His countless contributions to TESOL include conference plenaries and break-out sessions, as well as hands-on workshops for teachers and teacher educators. The numerous and varied texts he has authored and co-authored are well-known and used worldwide.

As we gather at SSTESOL in the spring of 2018, Dr. Folse writes, “I retired from full-time teaching a few months ago, but I have not slowed down much. I just published my 69th textbook, and I expect to have at least six more published by September 2019. While I can’t say what my future plans are exactly, I can say that my plans will continue to include TESOL. It all started with French more than four decades ago, and I can’t imagine my life without being involved with foreign languages.” Congratulations and best of luck in this new chapter, Dr. Folse!

SSTESOL Badia Scholarship Award

Catherin Parra Marrero, Sarasota HS

Catherin L. Parra is 18 years old and originally from Cuba. Upon her arrival at Sarasota High School, she was placed into the ESOL program and worked hard to learn quickly. Her teachers describe her as “prompt, polite, and thoughtful, a model student with integrity, intelligence and good nature.” Indeed, Catherin credits her “amazing” ESOL teachers for helping her gain needed competence and confidence to do well on FSA and SAT exams. As a senior now, she serves as an intern in the Sarasota ESOL program, helping and motivating other students to achieve their goals.

Catherin plans to pursue a nursing degree after high school; it is the perfect match for her dreams and goals. Besides the benefits of a stable income and good lifestyle in the future, she wants to be a nurse because of her love of helping others. Catherine describes “that feeling when somebody tells you ‘thank you’, that is an experience she wants to feel every day. When you have the interest, the emotional support and the financial support you just need to meet the challenges.”
SSTESOL Graduate Research Award

Shuzhan Li, University of Florida
The SSTESOL Research Grant will help fund Shuzhan Li’s doctoral research, a grounded theory study that examines language teacher identity development for mainstream elementary teachers. Shuzhan seeks to understand how teachers develop language teacher identity when they participate in communities of practice. Participants in his study are Project STELLAR participating teachers, and data are being collected through Irving Seidman’s three-stage interview protocol. Shuzhan’s data collection period will end in June, and he intends to write up his dissertation by the end of 2018. A busy father of a six-month-old daughter, Shuzhan writes, “the SSTESOL Research Grant will not only mean monetary support to my Ph.D. studies, but another source of strength for me to continue generating scholarship and serving ELL education with commitment, compassion, and perseverance.” Congratulations and best of luck, Shuzhan!

SSTESOL Mini Grant Winner

Urpi Jimenez, Palm Beach Schools ESOL Reading Teacher
Urpi’s students participate in the I Learn America project, providing them the opportunity to read about and collaborate with students across the U.S. who have transitioned from one country to another. With funds from the SSTESOL Instructional Materials Mini-Grant, Urpi will publish a book of his Royal Palm Beach students’ written experiences. Besides allowing learners to take pride in their language acquisition journeys and creative writing skills, their individual and collective stories will also open the door for others to get to know them. From the children’s written memoirs, school staff, fellow students, and the community can learn about the contributions and dreams of this growing ELL population. Urpi hopes to raise enough money to provide each author and teacher at the school with a copy of the book.

SSTESOL Travel Awards

Maegan Baker, Santa Rosa County School District
Amany Habib, University of West Florida
Alia Hadid, University of South Florida
Renuka Karunartne, University of South Florida
Mengfei Liu, University of Florida
Andrea Lypka, University of South Florida
Sergei Paromchik, Hillsborough County Schools Adult ESOL
Cristiane Vicentini, University of Miami
Pamela Jo Wilson, Palm Beach Schools Adult ESOL
Hyejin Yoon, George Mason University

For more information on SSTESOL Awards and Travel Grants, please visit sstesol.org
**KEYNOTE SPEAKERS**

**Chane Eplin** has served Florida’s English Language Learners (ELLs) for over 34 years as a teacher, administrator, professor, consultant, tutor, and friend. He currently serves as Bureau Chief in the Florida Department of Education, Bureau of Student Achievement through Language Acquisition where his goal is to make a positive difference in the lives of Florida’s ELLs and their families. He believes that if teachers provide the appropriate education and tools to ELLs, they will increase both their language skills and their academic achievement in content areas.

“**Quality Education for ELs K12 and Beyond**” will be his keynote address on Thursday at 8:30-9:30 in the Orange Ballroom.

**Dr. Pauline Gibbons** taught postgraduate and undergraduate TESOL courses at the University of Technology Sydney for many years and is now an Adjunct Professor at the University of New South Wales. Her work with teachers has taken her to Hong Kong, Sweden, Laos, Singapore, Indonesia, Thailand, China, South Africa, Marshall Islands, Iran, Germany, UK, and USA, among other locations. In recent years she has been working with teachers in remote indigenous communities in Australia, with English Language and subject/mainstream teachers across Australia, and in International Schools in South East Asia. She also regularly speaks at international conferences, most recently in Sweden, Denmark, Germany, Dubai, Thailand and USA.


“**Talk Matters: Creating Bridges to Literacy**” will be her keynote address on Friday at 9:30-10:45 in the Orange Ballroom. Her breakout session “**Kaleidoscope of Community: Perspectives and Practices**” is on Friday at 2:00-2:45 in the Orange Ballroom.
Luciana de Oliveira, Ph.D., is Professor and Chair 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 scaffolding in first grade classrooms and multimodal representation in picture books. She is the author or editor of 21 books and over 160 publications in various outlets. She is President (2018-2019) of TESOL International Association.

Luciana de Oliveira will close the 40th Annual SSTESOL Conference on Saturday, May 12th at 11:30-12:30 in the Orange Ballroom with a keynote address entitled, “Professional Competencies of TESOL Professionals”.

WE LOOK FORWARD TO SEEING YOU AT THE SETESOL CONFERENCE

NOV 4 - 9, 2019

hosted by
Sunshine State TESOL of Florida

Sunshine TESOL President, Tony Erben terben@ut.edu

Sunshine TESOL representative on the SETESOL Council
Li-Lee Tunceren Tunceren.Lillien@spcollege.edu

Information about the 2019 SETESOL Conference will be posted at www.sstesol.org
Patricia Martinez-Alvarez and Nelson Flores will give a panel presentation entitled "Something’s Going on at Home" on why and how teachers can recognize and use cultural tools students bring from home and community to promote language, content and literacy development. The presentation is Friday, May 11th, at 3:00-4:15 in the Orange Ballroom.

Dr. Martinez-Alvarez is an assistant professor of Bilingual Education in Teacher’s College, Columbia University. Her areas of interest include bilingualism, special education and STEM disciplines. Her research aims at identifying the contextual and child-level factors that promote language and literacy development such that having two languages is indeed an asset. Dr. Martinez-Álvarez is currently involved in two research projects in NYCPS involving the use of instructional technology to help students use their cultural tools to bring their home and communities into the classroom.

Nelson Flores is an assistant professor in the Graduate School of Education in the University of Pennsylvania. Dr. Flores has a Ph.D. in Urban Education from the CUNY Graduate Center at the City University of New York. His research involves the study of the historical and contemporary instantiations of raciolinguistic ideologies, where language and race are co-constructed in ways that marginalize racialized communities. He has collaborated on several studies related to the education of language-minoritized students in U.S. schools.

Paulino Brener will bring a lot of drama to SSTESOL this May! Join him for an hour of learning how to incorporate drama games, movement, and improv in the language classroom.

Brener is an educator, performer, and social media manager from the Greater Minneapolis/St. Paul, Minnesota area. With more than 15 years of experience, Mr. Brener has been active in the Concordia Language Villages and the Minnesota Council on the Teaching of Languages and Cultures (MCTLC).

“Movement, Drama Games, and Storytelling in the ESL Classroom” will be his presentation on Saturday at 9:00-10:00 in the Orange Ballroom followed by a breakout session on Saturday, May 12th, at 10:15-11:00 in the Orange Ballroom.
THURSDAY ROUNDTABLE LIST

1. (EAP/IEP), Academic Articles without Anxiety: An Advanced EAP Reading Activity - Maria Spelleri, State College of Florida
2. (EAP/IEP), Conversation Analysis for Student-Focused Instruction - Steven Mercier, University of South Florida
3. (EAP/IEP), Thriving not Just Surviving: Successful Strategies for Graduate School and Beyond - Dedra Carpenter and Anastasia Khawaja, University of South Florida
4. (EAP/IEP), Using Folklore to Teach Culture and the Four Language Skills - Michelle Snider and Kimberly Calvin, Valencia College
5. (EFL), Fostering Creativity in English Language Learning - Ya-Chen Chien (Jane Chien), University of Central Florida and National Taipei University of Education
6. (EFL), Motivating Language Learners in the Globalized World of the 21st Century - Zeynep Erdil-Moody, University of South Florida
7. (ESL/Adult Ed), Experiential Learning about the Community Outside the Classroom - Kim Hardiman, University of Central Florida
8. (ESL/Adult Ed), The Importance of Global Citizenship in IEP and University Pathways Curricula - Scott Helfgott, Shorelight Education
9. (ESL/Adult Ed), Assisting Spanish- and Portuguese-Speaking ELs to Confidently Bridge the Linguistic Gap - Colin Nohr, Meliza Ramírez-Quintana and Sandra Pauleti, University of Central Florida
10. (ESL/Adult Ed), Chinese Graduate Students’ New Literacies’ Adjustments in American Universities: An Ethnographical Analysis - Jie Li and Mengfei Liu, University of Florida
11. (ESL/Adult Ed), Four Keys for Best Outcomes in Adult ESL - Marcie Smith, Intercambio Uniting Communities National Program Director
12. (K-12 ESOL), A Community of ESOL Support Team Spells SUCCESS! - Maegan Baker, Santa Rosa County School District and Emerald Coast TESOL
13. (K-12 ESOL), Effective Collaboration with Bilingual Paraprofessional Aides - Carol Foye Wallin, Mirla Delgado and Jessica Perez-Maqueda, Manatee County Public Schools
14. (K-12 ESOL), Exploring the World Around Us and Beyond! - Stephanie Illich, Kazuki Kanai and Jennifer Tuttle, Manatee Education Association
15. (K-12 ESOL), Teaching and Fishing - Lara Lavery, Boglarka Macsai, Dana Al-Zaid and Katherine Leiva, North Broward Preparatory School
16. (Teacher Education), MELTS: Micro-Credentialing of English Learner Teaching Skills - Leslie Mendez Davis, Joyce Nutta, Kerry Purmensky, and Florin Mihai, University of Central Florida and Natasa Karac, Pinellas County Schools
17. (Teacher Education), Professional Development for All: Benefits of an In-House “Best Practices” Series - Olivia Destrades Mendoza, Full Sail University
18. (Teacher Education), Starting Off Your IEP Grammar Class on the Right Foot - Sandra Roman, Florida Atlantic University
19. (Teacher Education), TESOL Graduate Student-Developed Online ESOL Instructional Modules - Sonia Velazquez, Soonhyang Kim, Melissa Bourg, Yeeun Choi and Kevin Tapee, University of North Florida
20. (Teacher Education), English Language Teachers’ Intercultural Competence - Hyejin Yoon, George Mason University
21. (Technology), Curate, Create, Collaborate: Online Resources for Image-based Lessons - Julie Dell-Jones, University of South Florida-Tampa
22. (Technology), Digital Corpora for L2 Prepositional Collocation Teaching and Learning - Matthew Siegel, University of South Florida
23. (Technology), New Literacies and Supporting Strategies for Academic Literacy - Michael J. Foster and Seohhee Go, University of North Florida
24. (Technology), Providing Individualized Educative Experiences for English Learners Through Web-Based Instruction and Resources - Dane Anderson and David Cicero, Edmentum
25. (Technology), Virtual Reality Field Trips with Google Expedition - Amy Trujillo, Orlando Science Schools
SATURDAY ROUNDTABLE LIST

1. (EAP/IEP), Mindfulness Practices for English Language Teachers and Students - Krista Royal and David Braasch, University of South Florida
2. (EFL), Accelerating English through Biography-Driven Instruction: Quilting Together Cultures, Languages, and Experiences - Kevin Murry and Socorro Herrera, Kansas State University
3. (ESL/Adult Ed), Kaleidoscope of Grammar: Best Practices - Aliona Buresh, Embry-Riddle Language Institute
4. (ESL/Adult Ed), Exit Slips are No Longer Exist - Renuka Karunaratne, University of South Florida
5. (ESL/Adult Ed), Understanding the English Language: A Pronunciation Approach for the Adult Hispanic Learner - Pedro Rodriguez and Mariebella de Pollard, Escuela de Ingles Rodriguez
6. (ESL/Adult Ed), Developing Multimodal Literacy Through Digital Storytelling Projects - John Liontas and Patrick Mannion, University of South Florida
7. (ESL/Adult Ed), Pronunciation Tool Box for your Adult ESL Class - Marcie Smith, Intercambio Uniting Communities National Program Director
8. (Other), Revival of Language Variation Studies: A Case Study on Chinese Language Variation - Mengyao Liu and Hilal Peker, Florida State University
9. (Other), T-Shirt or Teacher? Facing Our Students’ Difficulties with Pronunciation - Mary E. Goodman, ASA College
10. (Other), Technology in Education: Engaging Adult English Learners with Limited Literacy - Imelda Bangun and Siying Li, University of South Florida
11. (Teacher Education), The Experiences of Graduate Students Co-Developing and Leading ESOL Training Online Modules - Soonhyang Kim, Sonia Velazquez, Melissa Bourg and Kevin Tapee, University of North Florida
12. (Teacher Education), ELLs Taught Me to Constantly Learn and Mold into a Better Teacher - Andrea Lypka, University of South Florida
13. (Teacher Education), Pedagogical Values of Virtual Classrooms with ELLs in Teacher Education - Shizhong Zhang, University of Central Florida
14. (Teacher Education), Language Teachers’ Experiences from Syria and the US - Alia Hadid, University of South Florida

REGISTRATION

May 9, 4:00 PM - 7:00 PM
May 10, 8:00 AM - 5:00 PM
May 11, 8:00 AM - 5:00 PM
May 12, 8:00 AM - 11:00 AM

Double Tree Hotel Convention Center
<table>
<thead>
<tr>
<th>Time</th>
<th>Orange</th>
<th>St. Johns</th>
<th>Sarasota</th>
<th>Hillsborough</th>
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<td>8:00-5:00pm</td>
<td>REGISTRATION</td>
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<td>8:30-9:30</td>
<td><strong>Orange - Welcome &amp; Opening Keynote Speaker: Chane Eplin</strong></td>
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<td>9:30-9:45</td>
<td>Break/Visit Exhibits &amp; SSTESOL Chapters’ Displays In Lake/Osceola Room</td>
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<td>9:45-10:30</td>
<td>Using WIDA Screener Online to Determine ESOL Program Placement - <em>Sabrina Read</em>, FDOE and WIDA</td>
<td>Grammar in the University Community: Using Student-Created Magazines for Learning and Engagement - <em>Dedra Carpenter</em>, University of South Florida</td>
<td>The Importance of Global Citizenship in IEP and University Pathways Curricula - <em>Scott Helfgott</em>, Shorelight Education</td>
<td>Experiential Learning About the Community Outside the Classroom - <em>Kim Hardiman</em>, University of Central Florida</td>
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<td>10:30-10:45</td>
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<td>2:15-3:00</td>
<td>Preparing Pre-Service Teachers in a WIDA Consortium Member State - <em>Terri Mossgrove</em>, WIDA and the Baptist College of Florida</td>
<td>Conversation Analysis for Student-Focused Instruction - <em>Steven Mercier</em>, University of South Florida</td>
<td>TPR - A Powerful Tool to Teach English to Adults - <em>Marcie Smith</em>, Intercambio Uniting Communities</td>
<td>Using Academic Language to Build Community and Promote Thinking in the Classroom - <em>Denise Hernandez</em>, Full Sail University</td>
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<td>3:45-4:30</td>
<td>Teaching Adult ESOL: Understanding Opportunities and Changes in Educational Services - <em>Phillip Anderson</em>, Florida Department of Education and Sergei Paromchik, Hillsborough County School District</td>
<td>Assisting Spanish- and Portuguese-Speaking ESs to Confidently Bridge the Linguistic Gap - <em>Colin Nohr</em>, <em>Sandra Pauleti</em> and <em>Meliza Ramirez-Quintan</em>, University of Central Florida</td>
<td>Motivating Language Learners in the Globalized World of the 21st Century - <em>Zeynep Erdil-Moody</em>, University of South Florida</td>
<td>Pronunciation Tool Box for your Adult ESL Class - <em>Marcie Smith</em>, Intercambio Uniting Communities</td>
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<td><strong>Roundtable Sessions 1 - 25</strong></td>
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**Band - “The Legendary Joint Chiefs of Staff”**
### SCHEDULE AT A GLANCE

#### Thursday
May 10, 2018

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<th>Time</th>
<th>Broward</th>
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<td>9:45-10:30</td>
<td>Closing the Content/Language Gap for English Learners - <strong>Barbara Andrews, National Literacy Consultant</strong></td>
<td>Looking at Augmented Reality in ESL Classrooms Through the Students’ Lens - <strong>Sahar Alyahya, University of South Florida</strong></td>
<td>Elementary Pre-Service Teachers’ Self-Efficacy Beliefs to Teach English Language Learners - <strong>Yong-Jik Lee, University of Florida</strong></td>
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<td><strong>Break/Visit Exhibits &amp; SSTESOL Chapters’ Displays In Lake/Osceola Room</strong></td>
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<td>10:45-11:30</td>
<td>Two Corpora: TUSC and SMACK - <strong>Eric Dwyer and SJ Ehsanzadeh, Florida International University</strong></td>
<td>Virtual Reality Field Trips with Google Expedition - <strong>Amy Trujillo, Orlando Science Schools</strong></td>
<td>Making Content Comprehensible: Modifying Texts for ELLs - <strong>Kate Wittrock and Valerie Wright, Saint Leo University</strong></td>
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<td>11:30-11:45</td>
<td><strong>Break/Visit Exhibits &amp; SSTESOL Chapters’ Displays In Lake/Osceola Room</strong></td>
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<td>1:15-2:00</td>
<td>Infuse Excitement into Formerly Colorless Vocabulary Instruction - <strong>Cindy Fisher and Stephanie Bumm, Lee County School District</strong></td>
<td>MELTS: Micro-Credentialing of EL Teaching Skills - <strong>Leslie Mendez Davis, Joyce Nutta, Kerry Purmensky, and Florin Mihai, University of Central Florida and Natasa Karac, Pinellas County Schools</strong></td>
<td>EFL Professional Development: Discussion of Effective Models - <strong>Anas Almuhammadi, King Abdulaziz University</strong></td>
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<td>2:00-2:15</td>
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<td>2:15-3:00</td>
<td>Participatory Action Research and Elementary ELs: Valuing Diverse Perspectives and Practices - <strong>Emily Gill Lazar, Richmond City Public Schools</strong></td>
<td>ESL and EFL Blended Learning Classroom: Combining Face-to-Face Instruction with Online Digital Technology - <strong>Abrar Hassan Alsolyani, University of South Florida</strong></td>
<td>From Bollywood to Hyperbole: Using Subtitles to Teach Figurative Language and Intercultural Awareness - <strong>Dorina Sackman-Ebuwa, B.E.L.I.E.V.E.! LLC, Bay County Public Schools</strong></td>
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<td>3:45-4:30</td>
<td>Teaching and Fishing - <strong>Lara Lavery, Boglarka Macsai, Dana Al-Zaid, Katherine Leiva, North Broward Preparatory School</strong></td>
<td>Creating Dynamic Presentations Using Technology - <strong>Kevin Tapee, University of North Florida</strong></td>
<td>A Community of ESOL Support Team Spells SUCCESS! - <strong>Maegan Baker, Santa Rosa County School District</strong></td>
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<td>4:30-4:45</td>
<td><strong>Break/Visit Exhibits &amp; SSTESOL Chapters’ Displays In Lake/Osceola Room</strong></td>
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<td>4:45-5:30</td>
<td>B.E.L.I.E.V.E.! in CRTeach: A Kaleidoscope of Connection Via Culturally Relevant Teaching! - <strong>Dorina Sackman-Ebuwa, B.E.L.I.E.V.E.! LLC, Bay County Public Schools</strong></td>
<td>ELLevating Instructional Practices - <strong>Evangeline Aguirre, School District of Palm Beach County</strong></td>
<td>Establishing an International Center to Serve the Needs of Adolescent Newcomers - <strong>Carla Huck and Matthew Miller, Lee County School District</strong></td>
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<td>5:30-6:00</td>
<td><strong>Courtyard - RECEPTION</strong></td>
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<td>6:00-8:00</td>
<td>Band - “The Legendary Joint Chiefs of Staff”</td>
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# SCHEDULE AT A GLANCE

**Friday May 11, 2018**

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<th>St. Johns</th>
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<td><strong>REGISTRATION</strong></td>
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<td>8:30-9:15</td>
<td>Lesson Planning for ELs with WIDA Resources - Terri Mossgrove, WIDA and the Baptist College of Florida</td>
<td>English Articles and Their Uses in Writing by Adult Learners - Jennifer Killam, Broward College</td>
<td>STEM Teacher Perspectives of International Undergraduates - Barbara Abendschein, Embry Riddle Aeronautical University</td>
<td>Exit Slips are No Longer Exist - Renuka Karunaratne, University of South Florida</td>
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<td>9:30-10:45</td>
<td><strong>Universal - Keynote Speaker: Dr. Pauline Gibbons</strong></td>
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<td>11:15-12:00</td>
<td>Integrating the Corpus into the Classroom - Thomas Dolce and Christine Voigt, University of Florida English Language Institute</td>
<td>Instructional Design and the 21st Century ESL Classroom - Robyn Socha and Danielle Hamill, Full Sail University</td>
<td>The Power of Authentic Content to Develop Critical Thinking - Cindy Le, National Geographic Learning</td>
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<td>12:15-1:45</td>
<td><strong>Universal - LUNCH, AWARDS &amp; OPEN BUSINESS MEETING</strong></td>
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<td>2:00-2:45</td>
<td>Kaleidoscope of Community: Perspectives and Practices - Pauline Gibbons, University of New South Wales</td>
<td>Using Folklore to Teach Culture and the Four Language Skills - Michelle Snider and Kimberly Calvin, Valencia College</td>
<td>Starting (and Finishing!) Your Personal or Professional Writing Project - Lindsay Vecchio, University of Florida and Jennifer Killam, Broward College</td>
<td>Developing Multimodal Literacy Through Digital Storytelling Projects - John Liontas and Patrick Mannion, University of South Florida</td>
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<td>3:00-4:15</td>
<td><strong>Universal - Featured Speakers: Patricia Martinez-Alvarez and Nelson Flores</strong></td>
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<td>4:30-5:15</td>
<td>Data, Data, Data: Examining ACCESS for ELs 2.0 Score Reports - Sabrina Read, WIDA and FDOE</td>
<td>Translating Close Reading Strategies into the ESOL Classroom - Scott Warren Neyman, IMG Academy</td>
<td>Technology in Education: Engaging Adult English Learners with Limited Literacy - Imelda Bangun and Shying Li, University of South Florida</td>
<td>Accelerating English Through Biography-Driven Instruction: Quilting Together Cultures, Languages, and Experiences - Kevin Murry and Socorro Herrera, Kansas State University</td>
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<td>5:30</td>
<td><strong>Orange - SSTESOL Bingo Game Drawing of Entries: Prizes and a Grand Prize. Must be present to win!</strong></td>
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<tr>
<td>8:30-9:15</td>
<td>Exploring the World Around Us and Beyond! - Stephanie Ilich, Kazuki Kanai and Jennifer Tuttle, Manatee Education Association</td>
<td>Do I Matter?: Increasing Relevance and Engagement in Diverse Classrooms Through Contextualization - Kevin Murry and Socorro Herrera, Kansas State University</td>
<td>Providing Individualized Educative Experiences for English Learners Through Web-Based Instruction and Resources - David Cicero and Dane Anderson, Edmentum</td>
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<td>11:15-12:00</td>
<td>Increase Engagement and Interaction with Google Slides - Kelly Fykes, Saint Edward’s School</td>
<td>The TESOL Encyclopedia of English Language Teaching: Inside the Covers - John Liantas, University of South Florida</td>
<td>Effect of Bullying Victimization on English Learner Attitudes and Second Language Motivational Self-System - Hilal Peker and Jeungeun (Claudia) Kim, Florida State University</td>
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<td>12:15-1:45</td>
<td><strong>Orange - LUNCH, AWARDS &amp; OPEN BUSINESS MEETING</strong></td>
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<td>2:00-2:45</td>
<td>Four Keys for Best Outcomes in Adult ESL - Marcie Smith, Intercambio Uniting Communities</td>
<td>Reframing Parent Engagement: Culturally Responsive Ways to Learn From and With Families - Kevin Murry and Socorro Herrera, Kansas State University</td>
<td>Bricks &amp; Tricks - Using Augmented Reality in Your Classroom - Tony Erben, University of Tampa</td>
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<td>4:30-5:15</td>
<td>Increasing Oral Language Opportunities for English Learners Across Content Areas - Carla Huck and Tara Tomlinson, School District of Lee County</td>
<td>TESOL Graduate Student-Developed Online ESOL Instructional Modules - Sonia Velazquez, Soonhyang Kim, Yeeun Choi, Melissa Bourg and Kevin Tapee, University of North Florida</td>
<td>Critical Thinking in the EAP Classroom - Skills for College Success - Alan Sloan Kennedy, Columbia University</td>
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<td><strong>Roundtable Sessions 1 - 14</strong></td>
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<td>8:00-8:45</td>
<td>Mobile Apps and Google Tools: A Toolkit for the 21st Century -</td>
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<td>Raisa Ankeny, Santa Fe College</td>
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<td>Culturally and Linguistically Diverse Students’ Experiences with</td>
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<td>Language Loss and Language Recursion - Tuba Yilmaz, University of</td>
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<td>Movement, Drama Games, and Storytelling in the ESL Classroom -</td>
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<td>Paulino Brener, MCTLC</td>
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<td>Mindfulness Practices for English Language Teachers and Students -</td>
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<td>Krista Royal and David Braasch, University of South Florida</td>
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<td>Understanding the English Language: A Pronunciation Approach for the</td>
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<td>Adult Hispanic Learner - Pedro Rodriguez and Mariebella de Pollard,</td>
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<td>Escuela de Ingles Rodriguez</td>
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<td>10:15-11:00</td>
<td>Music: A Universal Language - Alia Hadid, University of South Florida</td>
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<td><strong>Orange - Closing Keynote: Dr. Luciana de Oliveira</strong></td>
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<td>12:30-1:00</td>
<td><strong>CLOSING AND RAFFLE: CENTRAL FLORIDA TESOL</strong></td>
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<td>SSTESOL Bingo Game Drawing of Entries for one Grand Prize. Must</td>
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<td>be present to win!</td>
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<td>1:15-2:15</td>
<td><strong>SSTESOL Board Meeting</strong></td>
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<tr>
<td>Time</td>
<td>Broward</td>
<td>Dade</td>
<td>Florida Keys</td>
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<td>8:00-11:00</td>
<td><strong>REGISTRATION</strong></td>
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<td>8:00-8:45</td>
<td>Exploring English Learner's Learning Opportunities in Gifted Programs</td>
<td>The World is Your Classroom: Teach Abroad with the English Language</td>
<td>B.E.L.I.E.V.E. in the Writing Recipe 2.0: Added Ingredients for Academic</td>
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<td>Arlene Costello, Center for Culture and Education Support Services (CCESS)</td>
<td>Fellow Program - Jennifer Hodgson, Maggie Steingraeber, and Carol</td>
<td>Writing - Dorina Sackman-Ebuwa, Suwannee County, Florida and Waterloo</td>
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<td>Foye Wallin, U.S. Department of State English Language Program</td>
<td>School District, Iowa</td>
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<tr>
<td>10:00-10:15</td>
<td><strong>Break/Visit Exhibits &amp; SSTESOL Chapters’ Displays in Lake/Osceola Room</strong></td>
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<td>9:00-10:00</td>
<td><strong>Orange - Featured Speaker: Paulino Brener</strong></td>
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<td>10:15-11:00</td>
<td>Versed in English: Using Poetry To Tackle Common ESL Errors - Lena Shaqareq, Northeast Florida TESOL</td>
<td>T-Shirt or Teacher? Facing Our Students' Difficulties with Pronunciation - Mary E. Goodman, ASA College</td>
<td>Pre-Service Teachers' Self-Efficacy in Working with English Learners in a Mixed-Reality Classroom - Hilal Peker and Liying Feng, Florida State University</td>
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<td><strong>Orange - Closing Keynote: Dr. Luciana de Oliveira</strong></td>
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<td>12:30-1:00</td>
<td><strong>CLOSING AND RAFFLE: CENTRAL FLORIDA TESOL SSTESOL Bingo Game Drawing of Entries for one Grand Prize. Must be present to win!</strong></td>
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<td><strong>SSTESOL Board Meeting</strong></td>
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**WE LOOK FORWARD TO SEEING YOU AT THE SETESOL CONFERENCE**

**NOV 4 - 9, 2019**

hosted by

Sunshine State TESOL of Florida

Sunshine TESOL representative on the SETESOL Council

Li-Lee Tunceren

Tunceren.Lillien@spcollege.edu

Information about the 2019 SETESOL Conference will be posted at www.sstesol.org

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at (407) 264-5606 or lf221@nova.edu
**THURSDAY SESSION DESCRIPTIONS**

### 8:00 am

**REGISTRATION**

### 5:00 pm

### 8:30 am

Thursday, 8:30 am - 9:30 pm

Orange

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**KEYNOTE SPEAKER**

*Chane Eplin*

Mr. Eplin will give updates on state educational policies affecting English language education, discuss current research and practices, and emphasize the importance of collaboration between higher education and K-12 in order to deliver quality education for English Language Learners.

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### 9:30 am

**BREAK**

Visit the 2018 SSTESOL Chapters’ Displays

9:45 am

Thursday, 9:45 am - 10:30 am

Orange

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**Using WIDA Screener Online to Determine ESOL Program Placement**

The WIDA Screener Online is a formative assessment designed to provide an initial measure of a student’s English language proficiency in Grades 1-12. The purpose of this session is to guide educators and provide resources needed to successfully implement WIDA Screener Online in order to determine whether a student is a candidate for English language support services.

Sabrina Read, FDOE and WIDA

---

Thursday, 9:45 am - 10:30 am

St. Johns

**Grammar in the University Community: Using Student-Created Magazines for Learning and Engagement**

This session presents a student-centered/collaborative intermediate grammar project to create a magazine, which promoted students’ active engagement within the university community and improved multiple areas of language skills. The aim of the project was not only to provide authentic situations for students to practice grammar, but also for them to familiarize themselves with campus resources and learn about their peers’ cultures all while interacting in English. The presenter will explain how the project was implemented and show student-generated examples. Attendees will discuss how they can apply similar projects with their students.

*Dedra Carpenter, University of South Florida*

---

Thursday, 9:45 am - 10:30 am

Sarasota

**The Importance of Global Citizenship in IEP and University Pathways Curricula**

Global citizenship courses taught in IEP or Pathways programs provide students with opportunities to engage with global topics and gain exposure to a range of unique perspectives. In this interactive session, participants will discover the benefits of incorporating global competency lessons into their course curricula.

*Scott Helfgott, Shorelight Education*
THURSDAY SESSION DESCRIPTIONS

Thursday, 9:45 am - 10:30 am
Hillsborough

Experiential Learning About the Community Outside the Classroom
Florida is a great place for ELs to experience a kaleidoscope of multicultural education. This presentation will demonstrate student-centered lessons outside the classroom into the community. Students documented their experiences by sharing learning activities in slide presentations including interviews, photographs, and teamwork while practicing listening, speaking, reading, and writing skills.

Kim Hardiman, University of Central Florida

Thursday, 9:45 am - 10:30 am
Broward

Closing the Content/Language Gap for English Learners
Participants will investigate strategies to develop comprehension and vocabulary at all proficiency levels by integrating language learning with key content area concepts. Students face pressure to acquire English fluency at a rapid pace and to gain proficiency in content area learning. Participants will examine ways to scaffold comprehension using standards-based topics.

Barbara Andrews, National Literacy Consultant

Thursday, 9:45 am - 10:30 am
Dade

Looking at Augmented Reality in ESL Classrooms Through the Students’ Lens
Augmented reality is a technology that has become a pedagogical tool to enhance different aspects of learning and teaching. This presentation will argue the effectiveness of AR as a useful tool that motivates students in ESL classrooms using the students’ lens. Examples will be discussed and handouts will be provided.

Sahar Alyahya, University of South Florida

Thursday, 10:45 am - 11:30 am
Orange

Invited Speaker
The Power of Collective Advocacy: The TESOL Community
UnidosUS will present on how to develop an effective advocacy campaign by connecting goals, strategies, tactics, and timing together to maximize collective capacity. The presentation will do a deep dive on how to align outreach, communications, lobbying, and policy research strategies and activities and move them in unison to create the political environment necessary to move key policymakers to champion desired legislative outcomes. The presentation will use UnidosUS’ education fairness advocacy campaign that centers on the Every Student Succeeds Act (ESSA) as a model.

Alejandra Rondon, Office of Research, Advocacy and Legislation in UNIDOSUS
THURSDAY SESSION DESCRIPTIONS

Thursday, 10:45 am - 11:30 am
St. Johns

Digital Corpora for L2 Prepositional Collocation Teaching and Learning

Collocations pose difficulty for L2 learners, even at advanced proficiency, but digital corpora may lead to positive learning outcomes. A case is made for integration of digital corpora in the classroom, preliminary results from a study examining the impact of a digital corpus are shared, and practical strategies/implications are addressed.

Matthew Siegel, University of South Florida

Thursday, 10:45 am - 11:30 am
Sarasota

Getting Real About Academic Reading for University Success

This session will highlight a very common problem that transitioning international students face when exiting an intensive English program into a regular academic program in American Universities.

Lawrence J. Zwier, Pearson ELT Author

Thursday, 10:45 am - 11:30 am
Hillsborough

Perspectives From International Student Services Informing Practices for Intensive English Programs

Why our intensive English program students are absent can be hard to anticipate, but the presenter will share some insight from her experience as a former instructor and current student life coordinator. The presentation will include ways both faculty and administrators can support their students when dealing with absences.

Victoria Shelly, University of Florida English Language Institute

Thursday, 10:45 am - 11:30 am
Broward

Two Corpora: TUSC and SMACK

Last year, the researchers displayed the TUSC, a response toward meeting the vocabulary development of primary and secondary school ELs. This year, the researchers collected the SMACK - 8 million words from 150 K–12 science and mathematics textbooks. Findings, including word lists representative of academic language, are offered.

Eric Dwyer and SJ Ehsanzadeh, Florida International University

Thursday, 10:45 am - 11:30 am
Dade

Virtual Reality Field Trips with Google Expedition

Participants will be able to follow a guided Google Expedition and learn how to lead their own in the classroom. One lucky participant will walk away with a virtual reality headset. Please download Google Expedition on your phone before the session.

Amy Trujillo, Orlando Science Schools

Thursday, 10:45 am - 11:30 am
Florida Keys

Making Content Comprehensible: Modifying Texts for ELLs

In this hands-on session, participants will be actively involved by first learning how to analyze the text complexity of their students’ textbooks and other reading materials. Then they will learn how to determine the most effective modifications for the text based on the ELL proficiency level of their students. Presenters will model several strategies first and provide handouts for participants to apply immediately in the classroom.

Kate Wittrock and Valerie Wright, Saint Leo University
Thursday Session Descriptions

11:30 am  
**COFFEE BREAK**  
Sponsored by  
*Nova Southeastern University*

VISIT EXHIBITS

11:45 am  
**LUNCH**  
*On your own!*

1:15 pm  
**The Power of Collective Advocacy**

How do you advocate for your students and your profession? What advocacy efforts or political engagement activities have you been involved in? This session which features SSTESOL members who participated in the TESOL Advocacy and Policy Summit in Alexandria, VA could help answer these questions. Presenters intend to help participants reflect on examples of advocacy efforts and effective advocacy techniques on the local, state, and federal levels and relate the content back to their particular circumstances. Presenters encourage participants to choose an area of advocacy to focus on and take action in their local context.

Arlene Costello, University of Phoenix and Jennifer Killam, Broward College

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Thursday, 1:15 pm - 2:00 pm  
**Curate, Create, Collaborate: Online Resources for Image-Based Lessons**

In this practical, time-saving presentation, I share a list of resources and templates for teaching through visuals, including still images and video. Particular focus will be on two resources: ELTpics, a previously-existing image database and a compilation of links and prompts I curated as flexible, multi-level video shorts.

*Julie Dell-Jones, University of South Florida-Tampa*

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Thursday, 1:15 pm - 2:00 pm  
**Making the Most Out of a Tutoring Session: Strategies for ESL**

Do you work as an ESL writing tutor? Do your ESL students hope to have an error-free and clearly written paper by the end of a tutoring session? This presentation will offer effective strategies on how to read ESL writers’ texts and help ESL writers to become proficient self-editors.

*Lucy Belomoina, Illinois State University*

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Thursday, 1:15 pm - 2:00 pm  
**Infuse Excitement Into Formerly Colorless Vocabulary Instruction**

Acquiring academic vocabulary with multiple exposure to Tier 2 and content critical words, doesn’t need to be boring for teachers or students. Keep students begging for more, when you add interactive SIOP strategies from this hands-on workshop to your instructional repertoire! Trainers from a SIOP model school lead participants through highly engaging and effective activities that can quickly be tailored to any classroom.

*Cindy Fisher and Stephanie Bumm, Lee County School District*
### Thursday Session Descriptions

#### Thursday, 1:15 pm - 2:00 pm  
**Dade**

**MELTS: Micro-Credentialing of English Learner Teaching Skills**

Project MELTS is a five year teacher education research and curriculum development project. Project MELTS embedded ten educational skills into eight teacher preparation courses at UCF. Teacher candidates practice specific skills in which they are evaluated on in order to gain a skill specific micro-credential. All skills incorporate content based lessons with the emphasis on English learners.

Leslie Mendez Davis, Joyce Nutta, Kerry Purmensky, and Florin Mihai, University of Central Florida and Natasa Karac, Pinellas County Schools

#### Thursday, 2:15 pm - 3:00 pm  
**Orange**

**Preparing Pre-Service Teachers in a WIDA Consortium Member State**

Florida is a WIDA Consortium Member State and the FLDOE has adopted the WIDA English Language Proficiency Standards. Now what? This session will facilitate college and university instructors who work with pre-service teachers in locating and considering open source resources on the WIDA website. A wide variety of topics including assessment, standards and instruction, educator resources, and “Doing & Talking STEM” will be explored.

Terri Mossgrove, WIDA and The Baptist College of Florida

#### Thursday, 1:15 pm - 2:00 pm  
**Florida Keys**

**EFL Professional Development: Discussion of Effective Models**

This presentation explores the professional development literature in the educational setting. The different literature pieces are aligned to a framework that requires effective professional development to focus on three concepts: content, context, and process.

Anas Almuhammadi, King Abdulaziz University

#### Thursday, 2:15 pm - 3:00 pm  
**St. Johns**

**Conversation Analysis for Student-Focused Instruction**

Conversation analysis (CA) can help teachers conduct research and reflect on how to facilitate instruction from a more student-centered angle. In this session, the presenter will provide an overview of CA techniques, assess example dialogues for student focus, and have attendees practice analysis with additional examples.

Steven Mercier, University of South Florida

#### Thursday, 2:15 pm - 3:00 pm  
**Sarasota**

**TPR - A Powerful Tool to Teach English to Adults**

Come learn ways to enliven your class through TPR – Total Physical Response. This highly interactive workshop has two parts: theory and practice. First, participants will be brought up to speed on the background of this engaging approach. Second, we will implement TPR activities in a couple of adult ESL lessons.

Marcie Smith, Intercambio Uniting Communities National Program Director
THURSDAY SESSION DESCRIPTIONS

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

Using Academic Language to Build Community and Promote Thinking in the Classroom

This presentation will demonstrate how instructors can incorporate philosophical and Socratic methods of discussion to increase the use of academic language and build community in the classroom. Participants will engage in a philosophical discussion, create a multi-cultural unitary lesson that promotes critical thinking, analysis, and academic language and vocabulary.

Denise Hernandez, Full Sail University

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

Participatory Action Research and Elementary ELs: Valuing Diverse Perspectives and Practices

Participants of this session will become familiar with Participatory Action Research and the advantages and challenges of using PAR methods over traditional research methods. The presenter will give a brief introduction to PAR: its use for valuing diverse perspectives and its implications for K-12+ English Learners. The presenter will share findings of a phenomenological study conducted with 5th grade ELs and FELs in weekly after school sessions intended to strengthen literacy skills.

Emily Gill Lazar, Richmond City Public Schools

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

ESL and EFL Blended Learning Classroom: Combining Face-to-Face Instruction with Online Digital Technology

Do you struggle with teaching ESL/EFL to the technology generation and wish to create a professional blended-learning classroom that integrates the traditional face-to-face classroom with digital technologies? Join us in this session to explore the influences of current technology applications in blended-learning programs, along pedagogical implications and directions for future research.

Abrar Hassan Alsofyani, University of South Florida

Thursday, 2:15 pm - 3:00 pm
Florida Keys

From Bollywood to Hyperbole: Using Subtitles to Teach Figurative Language and Intercultural Awareness

Indian films are used to teach figurative language (FL). Participants use manipulatives such as “paddles of personification” and “masks of metaphors” to engage in energetic, collaborative contests that show recognition and retention of FL. Come see evidence-based research on how this method is a fun, effective method in teaching, FL, voice, and fluidity of speech.

Dorina Sackman-Ebuwa, B.E.L.I.E.V.E.! LLC, Bay County Public Schools

3:00 pm

BREAK
Visit the 2018 SSTESOL Chapters’ Displays

3:45 pm
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<tr>
<th>Time</th>
<th>Location</th>
<th>Description</th>
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| 3:45 pm      | Orange   | Teaching Adult ESOL: Understanding Opportunities and Changes in Educational Services

Welcome to the exciting world of teaching English to adults! Many rewarding opportunities are open to K12 ESOL professionals in the important endeavor of helping adult English Language Learners become proficient in using English to meet daily life and work needs. Many adult ELLs have children in school, and building the language skills of parents helps children succeed in school. Teachers of adult ELLs say they are “highly motivated and a real pleasure to teach!”  

Philip Anderson, Florida Department of Education and Sergei Paromchik, Hillsborough School District

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| 3:45 pm      | St. Johns| Assisting Spanish- and Portuguese-Speaking ELs to Confidently Bridge the Linguistic Gap

The panelists discuss tips and the worksheets they have developed to aid Spanish- and Portuguese-speaking ELS in becoming bilingual. The student worksheets, which are provided for attendees, explain common English grammar mistakes for Spanish and Portuguese speakers and explain how to recognize analogous linguistic features, such as affixes, while reading. 

Colin Nohr, Meliza Ramirez-Quintan, and Sandra Pauleti University of Central Florida

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| 3:45 pm      | Sarasota | Motivating Language Learners in the Globalized World of the 21st Century

This presentation highlights effective motivational strategies to engage EFL learners in the globalized world of the 21st century that are compatible with the needs of our changing world to meet the emerging needs of L2 learners as global citizens.  

Zeynep Erdil-Moody, University of South Florida

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<th>Time</th>
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| 3:45 pm      | Hillsborough | Pronunciation Tool Box for Your Adult ESL Class

Being understood is key to adult English language learning success. This workshop will use the Color Vowel™ Chart and Intercambio’s Pronunciation Fun with Pictures as two recognized resources to support teaching pronunciation. The workshop also guides participants using easy to find, every-day items to implement in focused pronunciation practice. 

Marcie Smith, Intercambio Uniting Communities National Program Director

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| 3:45 pm      | Broward  | Teaching and Fishing

Can ESOL teachers and content teachers co-teach in the same classroom? Join our ESOL panel discussion to hear the good, the great, and the “needs to be improved” about how we are collaborating, co-teaching, and “catching and releasing” in our high school. We look forward to going fishing with you!  

Lara Lavery, Boglarka Macsai, Dana Al-Zaid, and Katherine Leiva, North Broward Preparatory School

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| 3:45 pm      | Dade     | Creating Dynamic Presentations Using Technology

Digital presentation allows the student present pertinent information in a format many are familiar with, video recording. The proposed presentation provides information on the methods used to create online learning modules while offering alternative uses for technology and video recording in the classroom to enhance the students’ experience. 

Kevin Tapee, University of North Florida
THURSDAY SESSION DESCRIPTIONS

Thursday, 3:45 pm - 4:30 pm
Florida Keys

A Community of ESOL Support Team Spells SUCCESS!

Schools today are moving at a rapid pace, and require communities working together to be successful. In this session you will gain insight into establishing an ESOL Community Teams, best practices for supporting one another, the technology utilized, and the successes that have resulted.

Maegan Baker, Santa Rosa County School District

Thursday, 4:45 pm - 5:30 pm
Orange

2. Conversation Analysis for Student-Focused Instruction

Based on a quantitative study, this presentation focuses on the five most common errors in Saudi university students’ writing and the influence of the type of prompt on their errors. The presenters will discuss their findings and provide specific teaching and assessment suggestions focused on addressing these writing errors.

Steven Mercier, University of South Florida

Thursday, 4:45 pm - 5:30 pm
Orange

3. Thriving not Just Surviving: Successful Strategies for Graduate School and Beyond

This session describes how EAP graduate students created a “Thrival Guide” group presentation project in which students developed and explained strategies based on course readings and their own experiences while navigating their first semester in graduate school. This project raised students’ awareness of the American graduate school experience as the ideas created were not only practical, but student-driven. This also allowed the students the necessary agency to independently achieve success both culturally and academically. Attendees will learn the process of the project creation and will leave with ideas about how to implement a similar project with their students.

Dedra Carpenter and Anastasia Khawaja, University of South Florida

Visit SSTESOL Chapters’ Displays in Lake/Osceola room. A representative will be available at this time to answer your question/s.

Thursday, 4:45 pm - 5:30 pm
Orange

1. Academic Articles Without Anxiety: An Advanced EAP Reading Activity

College students need to write research papers! Help students “attack” academic articles with this lesson developed for a Level 5 EAP reading course. It introduces students to the format of academic articles and guides them in a systematic approach to better comprehension and more efficient time use. Handouts provided.

Maria Spelleri, State College of Florida
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<td><strong>4. Using Folklore to Teach Culture and the Four Language Skills</strong></td>
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<td>Valencia College’s intensive English program is for international students from ages 15 and up. Its purpose is to help those students improve their fluency, pronunciation, and grammatical accuracy as well as gain a greater understanding of American Culture with practicing all four language skills: listening, speaking, reading, and writing.</td>
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<td><em>Michelle Snider and Kimberly Calvin, Valencia College</em></td>
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<td><strong>5. Fostering Creativity in English Language Learning</strong></td>
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<td>The study aims to characterize the nature of language teaching that fosters creative by describing practices of creative language lessons in the EFL elementary school settings in Taiwan, and by analyzing the underlying tributes and beliefs that provide the basis for creative practice.</td>
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<tr>
<td><em>Ya-Chen Chien (Jane Chien), University of Central Florida and National Taipei University of Education</em></td>
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THURSDAY SESSION DESCRIPTIONS

Thursday, 4:45 pm - 5:30 pm
Orange

10. Chinese Graduate Students’ New Literacies’ Adjustments in American Universities: An Ethnographical Analysis

From a sociocultural perspective and displayed by an ethnography, this presentation explores and analyzes two Chinese graduate students’ new literacies experience and ESL development in two different graduate schools. It has some significant implications of how universities can better support adult ELLs in transitioning into a new environment.

Jie Li and Mengfei Liu, University of Florida

11. Four Keys for Best Outcomes in Adult ESL

All teachers want to have the best possible outcome for their class. This interactive workshop will look at the keys to cultivating success and best outcomes in your context. Practical examples for setting expectations, how to give instructions and a demonstration of a first day of class will be highlighted.

Marcie Smith, Intercambio Uniting Communities National Program Director

12. A Community of ESOL Support Team Spells SUCCESS!

Schools today are moving at a rapid pace, and require communities working together to be successful. In this session you will gain insight into establishing an ESOL Community Teams, best practices for supporting one another, the technology utilized, and the successes that have resulted.

Maegan Baker, Santa Rosa County School District and Emerald Coast TESOL

Thursday, 4:45 pm - 5:30 pm
Orange

13. Effective Collaboration with Bilingual Paraprofessional Aides

Bilingual paraprofessional aides are an important component of today's ESOL programs. An effective plan for collaboration between teachers and bilingual paraprofessional aides can significantly enhance student performance and experience. This round table discussion will bring together current and former paraprofessionals and teachers to review and develop successful strategies for collaboration.

Carol Foye Wallin, Mirla Delgado and Jessica Perez-Maqueda, Manatee County Public Schools

14. Exploring the World Around Us and Beyond!

In this session, participants will have an opportunity to develop differentiated hands-on activities for the classroom and home. The presenters will demonstrate how to differentiate hands-on activities to improve comprehension in informational texts based on English Proficiency Levels and WIDA Can Do Descriptors by using SIOP strategies.

Stephanie Ilich, Kazuki Kanai and Jennifer Tuttle, Manatee Education Association

15. Teaching and Fishing

Can ESOL teachers and content teachers co-teach in the same classroom? Join our ESOL panel discussion to hear the good, the great, and the “needs to be improved” about how we are collaborating, co-teaching, and “catching and releasing” in our high school. We look forward to going fishing with you!

Lara Lavery, Boglarka Macsai, Dana Al-Zaid and Katherine Leiva, North Broward Preparatory School
THURSDAY SESSION DESCRIPTIONS

16. MELTS: Micro-Credentialing of English Learner Teaching Skills

Project MELTS is a five year teacher education research and curriculum development project. Project MELTS embedded ten educational skills into eight teacher preparation courses at UCF. Teacher candidates practice specific skills in which they are evaluated on in order to gain a skill specific micro-credential. All skills incorporate content based lessons with the emphasis on English learners.

Leslie Mendez Davis, Joyce Nutta, Kerry Purmensky, and Florin Mihai, University of Central Florida and Natasa Karac, Pinellas County Schools

17. Professional Development for All: Benefits of an In-House “Best Practices” Series

Professional development is fundamental, yet matters of access, cost, and relevance can pose a challenge. This presentation will discuss the implementation of a replicable in-house professional development series. A list of topics will be shared, along with examples of practical implications for curriculum.

Olivia Destrades Mendoza, Full Sail University

18. Starting Off Your IEP Grammar Class on the Right Foot

As many ELLs lack comprehension and retention of important grammar points, this workshop discusses and explores effective ten-minute warm-up activities for IEP grammar classes. The presenter provides practical resources to quickly clarify, practice, and minimize trouble spots.

Sandra Roman, Florida Atlantic University

19. TESOL Graduate Student-Developed Online ESOL Instructional Modules

Presenters demonstrate and discuss methods that were used to develop ESOL instructional modules that were created by TESOL graduate students in an advanced TESOL seminar class in order to help undergraduate education majors learn about theories and effective teaching practices when working with K-12 and adult ESOL student populations.

Sonia Velazquez, Soonhyang Kim, Melissa Bourg, Yeeun Choi and Kevin Tapee, University of North Florida

20. English Language Teachers’ Intercultural Competence

I will explore the importance of English language teachers’ intercultural competence (IC) by illuminating that cultural sensitivity plays a critical role in supporting English learners to be effective communicators. Investigating the theories of IC is indispensable for PhD students who are interested in the quality education of the global language.

Hyejin Yoon, George Mason University

21. Curate, Create, Collaborate: Online Resources for Image-based Lessons

In this practical, time-saving presentation, I share a list of resources and templates for teaching through visuals, including still images and video. Particular focus will be on two resources: ELTpics, a previously-existing image database and a compilation of links and prompts I curated as flexible, multi-level video shorts.

Julie Dell-Jones, University of South Florida-Tampa
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<tr>
<th>Thursday, 4:45 pm - 5:30 pm</th>
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<tbody>
<tr>
<td>22. Digital Corpora for L2 Prepositional Collocation Teaching and Learning</td>
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<tr>
<td>Collocations pose difficulty for L2 learners, even at advanced proficiency, but digital corpora may lead to positive learning outcomes. A case is made for integration of digital corpora in the classroom, preliminary results from a study examining the impact of a digital corpus are shared, and practical strategies/implications are addressed.</td>
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<td>Matthew Siegel, University of South Florida</td>
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<tr>
<td>23. New Literacies and Supporting Strategies for Academic Literacy</td>
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<tr>
<td>New literacies will be explored as a way to support academic literacy with English language learners.</td>
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<td>Michael J. Foster and Seohee Go, University of North Florida</td>
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<tr>
<td>24. Providing Individualized Educative Experiences for English Learners Through Web-Based Instruction and Resources</td>
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<tr>
<td>A technology demonstration by Broward County ESOL teacher Dolly Bembanaste will provide insight into how ESL ReadingSmart can and has been implemented to increase English Learner language proficiency. The technology demonstration will outline the learning environment structure and introduce attendees to the Beginner and Intermediate level learner experiences, and explore instruction resources and student achievement reports. The guest-speaker portion will highlight the results of ESL ReadingSmart’s use at McArthur High School in Broward County.</td>
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<td>Dane Anderson and David Cicero, Edmentum</td>
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<tr>
<td>25. Virtual Reality Field Trips with Google Expedition</td>
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<td>Participants will be able to follow a guided Google Expedition and learn how to lead their own in the classroom. One lucky participant will walk away with a virtual reality headset. Please download Google Expedition on your phone before the session.</td>
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<td>Amy Trujillo, Orlando Science Schools</td>
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<tr>
<th>Thursday, 4:45 pm - 5:30 pm</th>
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<tr>
<td>What Are the Most Frequently Asked ESL Grammar Questions?</td>
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<tr>
<td>Good teaching requires many skills, one of which is the ability to answer students’ questions well. In this session, the presenter explains a project in which teachers all over the world submitted questions their students frequently ask. In today’s session, we discuss some of the most common questions and best answers.</td>
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<td>Keith Folse, University of Central Florida</td>
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<th>Thursday, 4:45 pm - 5:30 pm</th>
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<tr>
<td>The Best Teaching Technologies from TESOL 2018</td>
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<tr>
<td>Did you miss TESOL 2018? Well, each year TESOL’s CALL-IS (Computer Assisted Language Learning Interest Section) hosts a wide variety of presentations and panel discussions focused on teaching and engaging students with technology. This session shares the best teaching technologies from TESOL 2018. Come and learn about the latest teacher tips, tricks, and technologies to improve learning in your classroom.</td>
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<tr>
<td>James May, Valencia College</td>
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**THURSDAY SESSION DESCRIPTIONS**

**Get Yourself Published in the Newly Reestablished SSTESOL Journal**

Thursday, 4:45 pm - 5:30 pm  
Hillsborough  

Come and listen to members of the SSTESOL Journal Board outline what it takes to get published in our new SSTESOL Journal. The first edition of the recently resurrected SSTESOL Journal will be published in Fall 2018. We are seeking submissions for research, creative projects you are involved in, book reviews and lesson ideas. It doesn’t take much to become published! Learn how!

Tony Erben, University of Tampa, SSTESOL

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**Establishing an International Center to Serve the Needs of Adolescent Newcomers**

Thursday, 4:45 pm - 5:30 pm  
Florida Keys  

This session will address key considerations for implementing an International Center to welcome newcomers, using a “school within a school” model. Participants will join in a discussion of challenges and successes, and take home an action plan template and appropriate resources needed to replicate this high school’s model in their own school sites.

Carla Huck and Matthew Miller, School District of Lee County

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**B.E.L.I.E.V.E. in CTReach: A Kaleidoscope of Connection Via Culturally Relevant Teaching!**

Thursday, 4:45 pm - 5:30 pm  
Broward  

In this highly interactive demonstration, participants learn critical points of CRT, differences between cultural competence and culturally responsiveness and leave with ten CTReach strategies to begin on Monday! Leave fueled with knowledge and begin transforming ELL and non-ELL educators, so all OUR children are taught equitably; that is, if you B.E.L.I.E.V.E.!

Dorina Sackman-Ebuwa, B.E.L.I.E.V.E.! LLC, Bay County Public Schools

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**ELLevating Instructional Practices**

Thursday, 4:45 pm - 5:30 pm  
Dade  

How can we help ELLs meet the demands of standard-based accountability? What learning experiences impact and accelerate student achievement? In this practice-based demonstration session, the presenter offers a breadth of new understandings and approaches in K-12 instruction that result in student performance gains and empowerment, and dynamism in language use in a sheltered classroom.

Evangeline Aguirre, School District of Palm Beach County

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**SSTESOL Journal Editorial Board Meeting**

Thursday, 5:30 pm - 6:00 pm  
Florida Keys  

Tony Erben, Co-Editor SSTESOL Journal
Bilingual and Dual Language Resources

- **Benchmark Fonética y gramática**
  builds Spanish literacy skills.

- **Sound-Spelling Transfer Kit**
  accelerates transfer between languages.

- **Advance ALL**
  transitions and builds English literacy skills.

Visit the Benchmark Education booth for your FREE samples and information.

---

**Special for SSTESOL 2018!**

**CONFERENCE DISCOUNT 30%**

*The Grammar Answer Key* is a collection of 100 questions submitted by ESL teachers—both novice and experienced and both native and non-native speakers—from many different countries around the world.

The book is the ideal teacher resource and professional development tool.

[www.press.umich.edu/elt](http://www.press.umich.edu/elt)
**Lesson Planning for ELs with WIDA Resources**

Many teachers are familiar with WIDA’s ACCESS 2.0 for ELLs English Proficiency Assessment. However, there is a variety of resources available to teachers of multilingual learners on the WIDA website that can inform and support their lessons. This session will focus on elements of lesson planning with attention to language and highlight several WIDA resources to support language development through the content areas.

Terri Mossgrove, WIDA and the Baptist College of Florida

**English Articles and Their Use in Writing by Adult Learners**

Do your English learners struggle with articles? This presentation will review the features that make the English article system difficult for learners to acquire and a challenge for practitioners to teach. Along with research into Spanish-speakers use of articles in academic writing, teaching tips and strategies will be shared.

Jennifer Killam, Broward College

**Exit Slips are No Longer Exist**

Formative assessment is an essential part of the lesson, however, using them appropriately with variety and interest is vital. It enables to provide positive feedback for both students and the teacher to adjust the phase. In this session, presenter will demonstrate multiple strategies to assess students effectively, on daily basis.

Renuka Karunaratne, University of South Florida

**Exploring the World Around Us and Beyond!**

In this session, participants will have an opportunity to develop differentiated hands-on activities for the classroom and home. The presenters will demonstrate how to differentiate hands-on activities to improve comprehension in informational texts based on English Proficiency Levels and WIDA Can Do Descriptors by using SIOP strategies.

Stephanie Ilich, Kazuki Kanai and Jennifer Tuttle, Manatee Education Association
### FRIDAY SESSION DESCRIPTIONS

**Do I Matter?: Increasing Relevance and Engagement in Diverse Classrooms through Contextualization**

This session explores the findings of a recent content analysis of TESOL and teacher education literature on the contextualization of instruction in today’s richly diverse classrooms. Contextualization involves teachers supporting students to make sense of the curricular content and language by making connections to their lives (home, community, and school). Research indicates that contextualization is challenging to implement and sustain. This session details two prevailing views on how to translate theory into classroom practice. Teacher practices throughout a three-phase lesson delivery cycle will be discussed. Video of promising contextualization practices in K-12 classrooms will be presented.

*Kevin Murry and Socorro Herrera, Kansas State University*

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**Providing Individualized Educative Experiences for English Learners Through Web-Based Instruction and Resources**

A technology demonstration by Broward County ESOL teacher Dolly Bembanaste will provide insight into how ESL ReadingSmart can and has been implemented to increase English Learner language proficiency. The technology demonstration will outline the learning environment structure and introduce attendees to the Beginner and Intermediate level learner experiences, and explore instruction resources and student achievement reports. The guest-speaker portion will highlight the results of ESL ReadingSmart’s use at McArthur High School in Broward County.

*David Cicero and Dane Anderson, Edmentum*

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**KEYNOTE SPEAKER**

**Dr. Pauline Gibbons**

“Talk Matters: Creating Bridges to Literacy”

“Classrooms today are increasingly multicultural and multilingual: indeed they represent a ‘kaleidoscope’ of ethnicities, identities, experiences and languages. We know that such classrooms offer rich contexts for learning. At the same time, English language learners are faced with the challenge of learning a new language while concurrently using that language to develop subject-specific knowledge and subject-specific literacies.

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**Visit SSTESOL Chapters’ Displays in Lake/Osceola room. A representative will be available at this time to answer your question/s.**

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<thead>
<tr>
<th>Time</th>
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<tr>
<td>9:30 am</td>
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<td><strong>KEYNOTE SPEAKER</strong></td>
<td><strong>Dr. Pauline Gibbons</strong></td>
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<td>“Talk Matters: Creating Bridges to Literacy”</td>
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<td>10:45 am</td>
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<td><strong>Do I Matter?: Increasing Relevance and Engagement in Diverse Classrooms</strong></td>
<td><strong>Kevin Murry and Socorro Herrera</strong></td>
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<td>11:15 am</td>
<td>Florida Keys</td>
<td><strong>Providing Individualized Educative Experiences for English Learners</strong></td>
<td><strong>David Cicero and Dane Anderson</strong></td>
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Integrating the Corpus Into the Classroom

Corpora provide valuable insights into language use. Despite a trend towards corpus-informed textbooks, few instructors utilize corpora when creating original materials. This presentation will provide specific methods to inform teaching, develop materials, and encourage student autonomy through use of the BYU Corpus of Contemporary American English.

Thomas Dolce and Christine Voigt, University of Florida English Language Institute

Increase Engagement and Interaction with Google Slides

Yes, we all know that Google Slides is great for presentations. However, there is so much more you can do with Google Slides. Attend this interactive session to learn how to create engaging and interactive lessons using Google Slides. The presenter will demonstrate the use of various activities guaranteed to get even your most reluctant students talking and participating in class. Please bring a device so you can join in the fun.

Kelly Fykes, Saint Edward’s School

Instructional Design and the 21st Century ESL Classroom

Wondering how to create content for a new 21st century classroom? This includes how to make interactive infographics, game-based learning (not gamification), and project based learning/assessment. This is a collaboration of ideas for all the modalities. It will inspire ideas and spearhead some concrete content for your future classroom.

Robyn Socha and Danielle Hamill, Full Sail University

The TESOL Encyclopedia of English Language Teaching: Inside the Covers

Eight volumes, 14 themes, 2,201,013 words, 5,824 pages, 780 entries, 779 authors, 14 advisory board members, 1 editor-in-chief, … and the numbers do not even scratch the surface of the story now known as The TESOL Encyclopedia of English Language Teaching. Join us and find yourself inside the covers!

John Liontas, University of South Florida

Effect of Bullying Victimization on English Learner Attitudes and Second Language Motivational Self-System

This study investigates the relationship between bullying-victimization, attitudes toward L2 community and L2 Motivational Self System. The presenters will interact with the participants through an audio-visual activity and guide them through mini-drama scenarios to create anti-bullying strategies for ELs with negative attitudes toward L2 community as a result of bullying-victimization.

Hilal Peker and Jeungeun (Claudia) Kim, Florida State University
FRIDAY SESSION DESCRIPTIONS

12:15 pm

LUNCH & OPEN BUSINESS MEETING
Welcoming remarks from Dr. Barbara Jenkins, Superintendent, Orange County Public Schools

1:45 pm

COFFEE BREAK
Sponsored by Data Recognition Corporation/LAS Links
VISIT EXHIBITS

2:00 pm

Starting (and Finishing!) Your Personal or Professional Writing Project
Have you been meaning to start (and finish!) a writing project, but can’t find time? This presentation will provide tips for forming a writing group to support you in setting and reaching your personal and professional writing goals. Opportunities to brainstorm and network with others will be provided.

Lindsay Vecchio, University of Florida and Jennifer Killam, Broward College

Part 2 of Talk Matters: Creating Bridges to Literacy.
Drawing on classroom examples, I will show how well-planned language activities, where students are engaged in meaningful talk with others, can provide strong scaffolding for subject-specific reading and writing, and encourage higher-order thinking.

Pauline Gibbons, University of New South Wales

Using Folklore to Teach Culture and the Four Language Skills
Valencia College’s Intensive English program is for international students from ages 15 and up. Presenters will describe ways folklore help those students improve their fluency, pronunciation, and grammatical accuracy as well as gain a greater understanding of American Culture with practicing all four language skills: listening, speaking, reading, and writing.

Michelle Snider and Kimberly Calvin, Valencia College

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

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

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

Friday, 2:00 pm - 2:45 pm
St. Johns

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

Friday, 2:00 pm - 2:45 pm

Developing Multimodal Literacy Through Digital Storytelling Projects
Helping ELLs with multimedia content consumption and creation, we describe a digital storytelling project which combines a genre approach to writing with a multi-modal curricular framework. Learn how our approach can help your ELLs develop multimodal literacy and writing-speaking skills while engaging in self-reflexive cultural interpretation of their experiences.

John Liontas and Patrick Mannion, University of South Florida

Four Keys for Best Outcomes in Adult ESL
All teachers want to have the best possible outcome for their class. This interactive workshop will look at the keys to cultivating success and best outcomes in your context. Practical examples for setting expectations, how to give instructions and a demonstration of a first day of class will be highlighted.

Marcie Smith, Intercambio Uniting Communities National Program Director
FRIDAY SESSION DESCRIPTIONS

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

**Reframing Parent Engagement: Culturally Responsive Ways to Learn From and With Families**

Educators often struggle to involve parents of culturally and linguistically diverse students in their classrooms and schools. Often well-meaning attempts result in low attendance, surface-level outcomes, and little information that classroom teachers can use to support the language development, acculturation, and academic growth of students. Using the lens of biography-driven instruction (BDI) to guide discussion, this session presents a fresh perspective on how to engage students, teachers, families, and schools in collaborative learning. Educators will gain strategies for gathering insights into families’ sociocultural, linguistic, and cognitive/academic assets that can support daily curricular lessons and school-level involvement.

*Kevin Murry and Socorro Herrera, Kansas State University*

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Friday, 2:00 pm - 2:45 pm
Florida Keys

**Bricks & Tricks - Using Augmented Reality in Your Classroom**

This session is for TESOLers already comfortable with technology (no babes in the woods beginners please). Bring your iPhones and/or android devices to learn how to incorporate augmented reality in your classroom. This presentation will introduce participants with a range of augmented reality tools as well as get some hands-on experience. Before you come to the session, go to your app store and make sure you download the HP Reveal app.

*Tony Erben, University of Tampa*

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

**FEATURED SPEAKERS**

Patricia Martinez-Alvarez and Nelson Flores

*“Something's Going on at Home”*

A panel presentation by Patricia Martinez-Alvarez and Nelson Flores will focus on why and how teachers can recognize and use cultural tools students bring from home and community to promote language, content and literacy development.

Visit SSTESOL Chapters’ Displays in Lake/Osceola room. A representative will be available at this time to answer your question/s.

Friday, 4:30 pm - 5:15 pm
Orange

**Data, Data, Data: Examining ACCESS for ELLs 2.0 Score Reports**

The aim of this session is to assist stakeholders in understanding the scores reported for ACCESS for ELLs 2.0 test takers and ways to incorporate this understanding in instructional practices.

*Sabrina Read, WIDA*
FRIDAY SESSION DESCRIPTIONS

**Friday, 4:30 pm - 5:15 pm**
St. Johns

**Translating Close Reading Strategies Into the ESOL Classroom**

Close reading is currently at the forefront of educational practice as a leading methodology for teaching students how to break down and understand complex texts. In this session, participants will have the opportunity to learn more about the process of close reading, the science behind how the left and right hemisphere of your brain interacts and processes the English language, how I have adapted it for the ESOL classroom, and how this structure can be mirrored to support students as developing writers. Participants will come away with strategies they can immediately apply in their reading and writing classes.

*Scott Warren Neyman, IMG Academy*

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**Friday, 4:30 pm - 5:15 pm**
Hillsborough

**Accelerating English Through Biography-Driven Instruction: Quilting Together Cultures, Languages, and Experiences**

To accelerate authentic English communication, teachers who implement the research-based strategies of biography-driven instruction (BDI) activate students’ background knowledge, connect their language and experiences to the curriculum, and affirm learning. The Vocabulary Quilt is a BDI strategy that serves as a catalyst for students to identify and maximize their funds of knowledge (home), prior knowledge (community), and academic knowledge (school) connections to the topic. This session will model implementation of the Vocabulary Quilt strategy throughout the lesson cycle. Presenters will showcase evidence of strategy effectiveness in secondary-level EFL classrooms through video and student artifacts.

*Kevin Murry and Socorro Herrera, Kansas State University*

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**Friday, 4:30 pm - 5:15 pm**
Broward

**Increasing Oral Language Opportunities for English Learners Across Content Areas**

An active, cooperative class is a class where a great deal of learning—social, cultural, academic, and linguistic—is evident. Participants in this hands-on, interactive workshop will experience a variety of instructional activities that engage learners in use of academic discourse with frequent interaction among students for elaborated response about lesson content. The presenters will lead participants through several effective strategies they frequently implement as SIOP coaches, providing a toolkit of “tried and true” resources that can be used across all content areas.

*Carla Huck and Tara Tomlinson, Lee County School District*

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**Friday, 4:30 pm - 5:15 pm**
Sarasota

**Technology in Education: Engaging Adult English Learners with Limited Literacy**

Educators of adult English learners with limited native language literacy usually have limited access to resources on effective instructional reading and writing strategies for pre-literate learners. This presentation presents a curriculum design, instructional technology resources, and best practices to teach reading and writing to adult immigrants with limited literacy.

*Imelda Bangun and Siying Li, University of South Florida*
**FRIDAY SESSION DESCRIPTIONS**

Friday, 4:30 pm - 5:15 pm  
Dade

**TESOL Graduate Student-Developed Online ESOL Instructional Modules**

Presenters demonstrate and discuss methods that were used to develop ESOL instructional modules that were created by TESOL graduate students in an advanced TESOL seminar class in order to help undergraduate education majors learn about theories and effective teaching practices when working with K-12 and adult ESOL student populations.

Sonia Velazquez, Soonhyang Kim, Melissa Bourg, Yeeun Choi and Kevin Tapee, University of North Florida

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Friday, 4:30 pm - 5:15 pm  
Florida Keys

**Critical Thinking in the EAP Classroom - Skills for College Success**

Students must develop a range of academic skills to analyze information, develop a new point-of-view, formulate opinions, and express themselves. This presentation focuses on pedagogical concepts in Bloom’s taxonomy in relation to EAP language learning and teaching. Practical examples of classroom activities from the new Prism series will be shared.

Alan Sloan Kennedy, Columbia University

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5:30 pm

**ORANGE - SSTESOL BINGO GAME**

**DRAWING OF ENTRIES:**

*Prizes and a Grand Prize. Must be present to win!*
Saturday, 8:00 am - 8:45 am  Orange

Based on the research and classroom experience, the presenter will demonstrate a way to present and practice grammatical materials by means of which students will be immediately engaged. The presenter will demonstrate the best way of presenting grammatical points as well as share ready-to-take to the classroom grammar activities.
Aliona Buresh, Embry-Riddle Language Institute

4. Exit Slips are No Longer Exist
Formative assessment is an essential part of the lesson, however, using them appropriately with variety and interest is vital. It enables teachers to provide positive feedback for both students and the teacher to adjust the pace. In this session, the presenter will demonstrate multiple strategies to assess students effectively on a daily basis.
Renuka Karunaratne, University of South Florida

5. Understanding the English Language: A Pronunciation Approach for the Adult Hispanic Learner
This language approach is a way for Hispanic adult learners to understand why the spoken language does not correspond with the written language. It will help them improve their pronunciation skills, reduce their Hispanic accent, and not to be afraid of the language when speaking.
Pedro Rodriguez and Mariebella de Pollard, Escuela de Ingles Rodriguez

1. Mindfulness Practices for English Language Teachers and Students
Mindfulness is a practice that reduces stress, cultivates patience, prevents us from being carried away by emotions, and increases happiness. When used by teachers and students in the classroom, it improves focus, concentration, and cooperation, which helps promote critical thinking and learning. In this workshop, we will explore what mindfulness is, the benefits for teachers and students, how to start a mindfulness practice of your own, and discuss ways that it can be brought into the classroom.
Krista Royal and David Braasch, University of South Florida

2. Accelerating English Through Biography-Driven Instruction: Quilting Together Cultures, Languages, and Experiences
To accelerate authentic English communication, teachers who implement the research-based strategies of biography-driven instruction (BDI) activate students’ background knowledge, connect their language and experiences to the curriculum, and affirm learning. The Vocabulary Quilt is a BDI strategy that serves as a catalyst for students to identify and maximize their funds of knowledge (home), prior knowledge (community), and academic knowledge (school) connections to the topic. This session will model implementation of the Vocabulary Quilt strategy throughout the lesson cycle. Presenters will showcase evidence of strategy effectiveness in secondary-level EFL classrooms through video and student artifacts.
Kevin Murry and Socorro Herrera, Kansas State University
SATURDAY SESSION DESCRIPTIONS

Saturday, 8:00 am - 8:45 am
Orange

6. Developing Multimodal Literacy Through Digital Storytelling Projects

Helping ELLs with multimedia content consumption and creation, we describe a digital storytelling project which combines a genre approach to writing with a multimodal curricular framework. Learn how our approach can help your ELLs develop multimodal literacy and writing-speaking skills while engaging in self-reflexive cultural interpretation of their experiences.

John Liontas and Patrick Mannion, University of South Florida

7. Pronunciation Tool Box for Your Adult ESL Class

Being understood is key to adult English language learning success. This workshop will use the Color Vowel™ Chart and Intercambio’s Pronunciation Fun with Pictures as two recognized resources to support teaching pronunciation. The workshop also guides participants using easy to find, every-day items to implement in focused pronunciation practice.

Marcie Smith, Intercambio Uniting Communities National Program Director

8. Revival of Language Variation Studies: A Case Study on Chinese Language Variation

The purpose of this study was to examine Chinese among different society levels in Tianjin, China. Drawing the data on structured quantitative and qualitative research methods, this study provides pedagogical implications for teaching Chinese as a foreign language in U.S. schools.

Mengyao Liu and Hilal Peker, Florida State University

9. T-Shirt or Teacher? Facing Our Students’ Difficulties with Pronunciation

As our international students gain greater fluency, we need to help them gain greater accuracy and awareness of Pronunciation/Accent Reduction challenges. This workshop will include fun activities, games, songs, etc. to use in your next class.

Mary E. Goodman, ASA College

10. Technology in Education: Engaging Adult English Learners with Limited Literacy

Educators of adult English learners with limited native language literacy usually have limited access to resources on effective instructional reading and writing strategies for pre-literate learners. This presentation presents a curriculum design, instructional technology resources, and best practices to teach reading and writing to adult immigrants with limited literacy.

Imelda Bangun and Siying Li, University of South Florida

11. The Experiences of Graduate Students Co-Developing and Leading ESOL Training Online Modules

This presentation will discuss their positive growth as graduate students and teacher educators by sharing their collaborative ESOL professional development modules. This session is beneficial for any audience who is interested in developing a professional development materials for teachers of ELLs to positively impact their student populations.

Soonhyang Kim, Sonia Velazquez, Melissa Bourg and Kevin Tapee, University of North Florida
SATURDAY SESSION DESCRIPTIONS

12. ELLs Taught Me to Constantly Learn and Mold Into a Better Teacher
I will share pre-service teacher reflections on service-learning initiatives in an ESOL course. Even though teachers expressed concerns about their ability to instruct ELLs, they learned to confront their perceived barriers and implement responsive teaching and caring relationships with ELLs. This partnership could be replicated in teacher training to stimulate identity development.

Andrea Lypka, University of South Florida

13. Pedagogical Values of Virtual Classrooms with ELLs in Teacher Education
This qualitative study was conducted to understand how in-service teachers perceive the role of virtual classrooms in training teacher candidates to teach English Language Learners (ELLs). Focus group interviews were conducted after teachers interacting with ELL avatars. Data analysis is expected to reveal the merits and limitations of virtual environments.

Shizhong Zhang, University of Central Florida

14. Language Teachers’ Experiences from Syria and the US
The challenges language teachers face are numerous and differ depending on which country they are working in. Join me in this session to learn about the experiences of novice language teachers in Syria, the obstacles they encountered and the different experiences they had in Syria and the U.S.

Alia Hadid, University of South Florida

Mobile Apps and Google Tools: A Toolkit for the 21st Century
Participants will be led through a user-friendly technology demonstration that incorporates language learning with mobile apps, and easy to use Google toolbars. We’ll consider little known tips to make Canvas more adaptable. Multiple modalities and varied groupings will be used. Handouts with innovative ideas will be provided.

Raisa Ankeny, Santa Fe College

Culturally and Linguistically Diverse Students’ Experiences with Language Loss and Language Recursion
This study explores culturally and linguistically diverse students’ experiences during language loss and language recursion. Findings indicated that the subtractive language ideologies that favor the use of English in schools, homes and peer worlds resulted in language loss among CLD adolescents while intrinsic and extrinsic factors encouraged their recursive bilingualism.

Tuba Yilmaz, University of Florida

Vocabulary in Teaching Materials for Young EFL Learners
The present study focuses on whether workbooks accompanying EFL textbooks can make up for flaws detected in the latter as regards vocabulary. Our findings suggest that the inadequacies of textbooks are not remedied in workbooks and that there is no pedagogical thought behind the way vocabulary is presented and practiced.

Marie Nordlund and Cathrine Norberg, Luleå University of Technology
**SATURDAY SESSION DESCRIPTIONS**

**Saturday, 8:00 am - 8:45 am**

**Broward**

**Exploring English Learner’s Learning Opportunities in Gifted Programs**

The presenter discusses the findings of a study concerning the influence of culture, identification procedures and policy implementation on English Learners’ learning opportunities in gifted programs of four sample schools in two school districts. She also demonstrates efficacious ways of unmasking giftedness in English Learners, regardless of English language proficiency.

Arlene Costello, University of Phoenix School for Advanced Studies

**Saturday, 8:00 am - 8:45 am**

**Dade**

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

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

Jennifer Hodgson, Maggie Steingraeber and Carol Foye Wallin, U.S. Department of State English Language Program

**Saturday, 8:00 am - 8:45 am**

**Florida Keys**

**B.E.L.I.E.V.E.! in the Writing Recipe 2.0: Added Ingredients for Academic Writing**

In this fascinating and interactive demonstration, educators learn how The Writing Recipe 2.0 is a proven and effective pattern of writing for ELL at any level. Using a tetronimo and technology, this carefully sequenced pattern enables ELL to create a solid five paragraph standard’s based essay ready for any FSA!

Dorina Sackman-Ebuwa, B.E.L.I.E.V.E.! LLC

---

**Saturday, 9:00 am - 10:00 am**

**Orange**

**FEATURED SPEAKER**

Paulino Brener

“Movement, Drama Games, and Storytelling in the ESL Classroom”

Revitalize the ESL classroom with activities that include movement, drama games, and storytelling. Create a positive and fun classroom atmosphere. Foster acquisition of meaningful, fluent interaction in the target language.

**10:00 am**

**COFFEE BREAK**

*Sponsored by SSTESOL*

**VISIT EXHIBITS**

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**Saturday, 10:15 am - 11:00 am**

**Orange**

**Movement, Drama Games, and Storytelling in the ESL Classroom**

This workshop is a continuation of the first session. Continue recharging your batteries and your classroom in an in-depth workshop on movement, drama, and storytelling with Paulino Brener.

Paulino Brener
### SATURDAY SESSION DESCRIPTIONS

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Session Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday, 10:15 am - 11:00 am</td>
<td>St. Johns</td>
<td><strong>Mindfulness Practices for English Language Teachers and Students</strong></td>
<td>Krista Royal and David Braasch, University of South Florida</td>
</tr>
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<td></td>
<td></td>
<td>Mindfulness is a practice that reduces stress, cultivates patience, prevents us from being carried away by emotions, and increases happiness. When used by teachers and students in the classroom, it improves focus, concentration, and cooperation, which helps promote critical thinking and learning. In this workshop, we will explore what mindfulness is, the benefits for teachers and students, how to start a mindfulness practice of your own, and discuss ways that it can be brought into the classroom.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Understanding the English Language: A Pronunciation Approach for the Adult Hispanic Learner</strong></td>
<td>Pedro Rodriguez and Mariebella de Pollard, Escuela de Ingles Rodriguez</td>
</tr>
<tr>
<td></td>
<td>Sarasota</td>
<td>This language approach is a way for Hispanic adult learners to understand why the spoken language does not correspond with the written language. It will help them improve their pronunciation skills, reduce their Hispanic accent, and not to be afraid of the language when speaking.</td>
<td></td>
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<tr>
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<td></td>
<td><strong>Music: A Universal Language</strong></td>
<td>Alia Hadid, University of South Florida</td>
</tr>
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<td></td>
<td>Hillsborough</td>
<td>Speaking a new language has always been a challenge to language learners. Music, however, comes to their rescue since it is a language that unites people regardless of their differences. This presentation will share many activities that will encourage language learners to speak like they have never done before.</td>
<td></td>
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<td><strong>Versed in English: Using Poetry To Tackle Common ESL Errors</strong></td>
<td>Lena Shaqareq, Northeast Florida TESOL</td>
</tr>
<tr>
<td></td>
<td>Broward</td>
<td>An interactive demonstration of how to use poetry to effectively teach common mistakes ELLs make. The workshop will be based on poems written by the presenter, from her book “Versed in English”. However, the discussions will also include how to use other poems to connect the language for ELLs.</td>
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<tr>
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<td></td>
<td><strong>T-Shirt or Teacher? Facing Our Students’ Difficulties with Pronunciation</strong></td>
<td>Mary E. Goodman, ASA College</td>
</tr>
<tr>
<td></td>
<td>Dade</td>
<td>As our international students gain greater fluency, we need to help them gain greater accuracy and awareness of Pronunciation/Accent Reduction challenges. This workshop will include fun activities, games, songs, etc. to use in your next class.</td>
<td></td>
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<tr>
<td></td>
<td>Florida Keys</td>
<td><strong>Pre-Service Teachers’ Self-Efficacy in Working with English Learners in a Mixed-Reality Classroom</strong></td>
<td>Hilal Peker and Liying Feng, Florida State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The purpose of this study was to examine the self-efficacy of pre-service teachers who will be teaching English learners at mainstream classrooms. Drawing the data on structured quantitative and qualitative research methods, this study provides pedagogical implications on ESOL strategies that could be taught though simulation technology.</td>
<td></td>
</tr>
</tbody>
</table>
SATURDAY SESSION DESCRIPTIONS

11:00 am

Visit SSTESOL Chapters’ Displays in Lake/Osceola room. A representative will be available at this time to answer your question/s.

11:30 am

Saturday, 11:30 am - 12:30 am
Orange

KEYNOTE SPEAKER
Dr. Luciana de Oliveira

“Professional Competencies of TESOL Professionals”

What do ESOL teachers need to know and be able to do to address the needs of their students? This plenary discusses the professional competencies of ESOL teachers, drawing on the teacher education literature and classroom practices.

12:30 pm

CLOSING AND RAFFLE

1:00 pm

Saturday, 1:15 pm - 2:15 pm
Orange

SSTESOL Board Meeting
Auction America Inc. offers a wide range of services to assist “people in transition.”

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Stan L. Crooks, CAI, CES, Auctioneer

Stan L. Crooks, CAI, CES serves as President of Auction America Incorporated in West Palm Beach, Florida. Auction America is a full service auction firm that sells real estate and personal property, specializing in estates and Bankruptcy auctions. Stan is a Florida State Bid Calling Champion, two time past President of the Florida Auctioneer’s Association, 2011 recipient of the Hall of Fame award for Florida Auctioneer’s Association, an active member of the National Auctioneer’s Association where he holds the designations of Certified Auctioneer’s Institute and Certified Estate Specialist, a member of the National Association of Bankruptcy Trustees, Realtors Association of the Palm Beaches, Florida Realtors Association and National Association of Realtors. Stan is a licensed Auctioneer, Real Estate Broker and Federal Firearms Licensee and has conducted real estate, personal property and benefit auctions throughout the US.

Auction America Inc.
Voice/Text (561)682-3191
auctionamericainc@gmail.com
ALPHABETICAL LIST OF PRESENTERS

Barbara Abendschein (abendscb@erau.edu)
Barbara Feeney Abendschein teaches Freshman Composition at Embry Riddle Aeronautical University. She completed the doctoral work upon which this presentation is based at the University of Memphis in May 2017.

Evangeline Aguirre (vanjaguirre@yahoo.com)
Dr. Evangeline C. Aguirre is an expert in the field of second language teaching and reading instruction. For 26 years, she has had the opportunity to serve as instructional leader, curriculum and assessment developer, teacher performance evaluator, professional development facilitator and classroom teacher. Dr. Aguirre is a recipient of the Governor’s Shine Award, 2018 School District of Palm Beach County Teacher of the Year, 2017 Sunshine State TESOL Outstanding Educator Award, 2016 Florida Reading Association’s High School Teacher of the Year, and 2017 School Nominee for the Education Foundation’s Dwyer Award.

Dana Al-Zaid (lara.lavery@nbps.org)
MA International Studies and MA Reading North Broward Preparatory School

Anas Almuhammadi (aalmuhammadi@kau.edu.sa)
Dr. Almuhammadi is an Assistant Professor at King Abdulaziz University, Saudi Arabia. He is the Head of Academic Innovation House. His research interests are in ESL professional Development, and Program Evaluation.

Abrar Hassan Alsofyani (aalsofyani@mail.usf.edu)
Abrar Alsofyani is a PhD candidate in the Technology in Education and Second Language Acquisition at the University of South Florida. Her research interests are in CALL, reading and literacy.

Sahar Alyahya (saha3@mail.usf.edu)
Sahar Alyahya is a doctoral student in Technology in Education and Second Language Acquisition (TESLA) program at the University of South Florida.

Philip Anderson (philip.anderson@fldoe.org)
Currently FLDOE Adult ESOL Program Specialist. Taught EFL in Dominican Republic and Haiti, Adult ESOL in California, Illinois and Florida.

Dene Anderson
Barbara Andrews (bandrews@benchmarkededucation.com)
Barbara Andrews has been Literacy Specialist, working extensively with English learners. She is now an author of children’s books and a national literacy consultant.

Raisa Ankeny (raisa.keneny@sfccollege.edu)
Raisa Ankeny is an adjunct professor of EAP at Santa Fe College. She has taught in S. Korea, Turkey, the US and is currently pursuing a Ph.D. in Curriculum and Instruction

Maegan Baker (bakerm@santarosa.k12.fl.us)
I have been an ESOL educator for nine years. Currently I am working as an ESOL Resource Specialist and the Emerald Coast TESOL Member at Large in Santa Rosa County.

Imelda Bangun (ibangun@usf.edu)
Imelda Bangun has worked with adult ESL for eight years as an instructor and administrator. She is currently a Ph.D. student in Technology Education and Second Language Acquisition at USF.

Lucy Belomoina (lbelomo@ilstu.edu)
I am a PhD student at Illinois State University. My areas of interest are Second Language Writing, dialects in schools and communities, History of English, and Grammar.

Melissa Bourg
Melissa Bourg is an Elementary Education with a concentration in TESOL Master’s Degree candidate at the University of North Florida. She has taught both English and French, as well as worked with ESOL students in public and private schools.

Stephanie Bumm
Stephanie Bumm is a Teacher Leader in the Intermediate Grades and a SIOP Instructional Coach at Orange River Elementary, a Title I school in the School District of Lee County

Aliona Buresh (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.

Kimberly Calvin (Kcalvin@valenciacollege.edu)
Kimberly Whittaker Calvin holds a Bachelors degree in Elementary Education with a TESOL certification. She has taught adult ESL programs in Florida and is currently employed by Valencia College.

Dedra Carpenter (dscarpenter@usf.edu)
Dedra S. Carpenter, MA, is a senior instructor at INTO University of South Florida. She has been teaching in the ESL field for 20 years.

Ya-Chen Chien (Jane Chien) (ychien@gmail.com)
Jane Chien is currently a visiting scholar at the University of Central Florida. She is an assistant professor from the Department of Children English Education at National Taipei University of Education.

Yeeun Choi
Yeeun Choi is an undergraduate TESOL student at Pai Chai University, Korea. She currently studies at the University of North Florida as an exchange international student.
ALPHABETICAL LIST OF PRESENTERS

David Cicero (David.Cicero@Edmentum.com)
David Cicero is an Education Technology Consultant for Edmentum. He is a former high-school educator and education technology advocate.

Arlene Costello (aces103@cox.net)
Dr. Arlene Costello is an independent education consultant and has recently retired from the School District of Escambia County, Florida. She currently serves as Co-Chair for Florida Coalition on ESSA, FLDOE Student Achievement for Language Acquisition Advisory Committee, SSTEPOL Program/Proposal Chair, President-Elect of Emerald Coast TESOL, and a member of the International TESOL Conferences Professional Council from 2018-2020.

Hilary Davis (hdavis26@valenciacollege.edu)
Hilary Davis has an MA in TESOL. Hilary has been teaching ESL for several years and currently teaches in the Intensive English Program at Valencia College.

Leslie Mendez Davis (Leslie.Davis@ucf.edu)
Leslie Ann Mendez is the grant director for Project MELTS (Micro-credentialing of English Learner Teaching Skills) at the University of Central Florida. She manages all aspects of the U.S. Department of Education OELA Grant.

Marybeth Darlington

Tony Erben (terben@ut.edu)
Tony Erben has taught ESOL overseas and in the US for 33 years. He is the Chair of the Education Department at The University of Tampa. He has written numerous publications and books, with his most recent book publication being a textbook called ‘Explorando’ published through TopHat, Toronto.

Zeynep Erdil-Moody (zerdil@mail.usf.edu)
I am an applied linguist with a special interest in TESOL and language teacher education. I have 17-year teaching experience in EFL, ESL, Linguistics, Applied Linguistics, and EFL in K-12.

Liying Feng (lf12d@my.fsu.edu)
Liying Feng is a Ph.D. student at Foreign/Second Language Education Program at FSU. Her research interests include L2 motivation, ESOL education, and English anxiety.

Cindy Fisher (CindyMF@leeschools.net)
Cindy Fisher is a Teacher Leader in the Primary Grades and a SIOP Instructional Coach at Orange River Elementary, a Title I school in the School District of Lee County.

Keith Folse (keith.folse@gmail.com)
Keith Folse is Professor of TESOL at the University of Central Florida. He has taught ESL in the US and EFL in Saudi Arabia, Malaysia, Kuwait, and Japan. He is the author of 68 textbooks for students and teachers.

Michael J. Foster (n00175919@ospreys.unf.edu)
Michael Foster is a graduate student in the Department of Childhood Education, Literacy, and TESOL at the University of North Florida.

Kelly Fykes (kfykes@steds.org)
Kelly Fykes is currently teaching at Saint Edward’s School in Vero Beach. She is a Google for Education Trainer and loves to incorporate technology to enhance language acquisition.

Seohee Go
Seohee Go is a graduate student in the Department of Childhood Education, Literacy, and TESOL at the University of North Florida.

Mary E. Goodman (MGoodman@asa.edu)
Mary, with a Master’s degree in Administration of ESL Programs, has directed taught in ESL and IEP Programs in Ecuador and Florida. She’s currently an ESL Instructor at ASA College.

Alia Hadid (aliahadid@mail.usf.edu)
Alia Hadid is a doctoral student in Technology in Education and Second Language Acquisition at the University of South Florida. Her research interests include second language acquisition and learner identity.
Danielle Hamill
Danielle Hamill has a bachelor’s degree in Creative Writing from Florida State University and a master’s degree in Instructional Design and Technology from Full Sail University.

Kim Hardiman (kimhardiman@gmail.com)
Kim Hardiman, MATESOL, has taught ESL and ESOL at DSC, ERAU, Stetson University, SSC, and UCF. She was awarded the SSTESOL Excellence in Teaching Higher Education in Florida in 2016.

Scott Helfgott (Scott@shorelight.com)
Mr. Helfgott is Senior Director of Academic Affairs for a pathways provider that partners with universities in the United States to provide international students with greater opportunities to study abroad.

Denise Hernandez (dnieto@fullsail.com)
Denise Hernandez is an ESL Course Director at Full Sail University and an AVID educator. She is passionate about educational reform that promotes access and equity for all students.

Socorro Herrera (sococo@ksu.edu)
Dr. Socorro Herrera is Professor of Curriculum and Instruction at Kansas State University and Executive Director of the Center for Intercultural and Multilingual Advocacy (CIMA).

Jennifer Hodgson (fellow@elprograms.org)
Jennifer Hodgson currently works at the U.S. Department of State as a Global Program Officer for the English Language Fellow Program. Jenny has also developed State Department resources such as Activate: Games for Learning American English and English Teaching Forum and managed the American English Webinar Series. Jenny has also been a teacher trainer in Costa Rica and an English teacher in Spain, Malta, Poland, and the United States. Jenny has a Bachelor’s degree in Business, a Master’s degree in International Education, and a TEFL Certificate.

Carla Huck (carlah@leeschools.net)
Carla Huck, M.A. TESOL and Ed.M Education Leadership, is an ESOL Specialist for the School District of Lee County. She coordinates and provides SIOP professional development to K-12 teachers.

Stephanie Ilich (iilichs@manateeschools.net)
Stephanie Ilich is a Manatee County teacher, M.A. in the Art of Teaching, SIOP Practitioner, ESOL and Gifted endorsed, first generation Serbian-American, classroom teacher advancing to ESOL Resource supporting Elementary Staff/Students.

Kazuki Kanai
Kazuki Kanai is originally from Japan, M.A. in Applied Linguistics/TESOL, 16 years of experience in ESL/EFL, preschool to adults in private/public schools, currently Manatee County District ESOL Resource Teacher/SIOP Practitioner/Trainer.

Natasa Karac
Natasa Karac, Ed.D, is the K-12 ESOL Supervisor for Pinellas County Schools in Largo, FL. She is a district partner and key collaborator with the University of Central Florida on two U.S. Department of Education OELA Grants: MELTS and Dual Language STEPS.

Renuka Karunaratne (rkarunar@usf.edu)
I am a senior instructor at University of South Florida INTO USF English language program. I have over 30 years of experience in teaching students from K-12 to college level.

Alan Sloan Kennedy (ask2133@columbia.edu)
Alan Kennedy is a lecturer in language and also the coordinator of the department’s International Teaching Fellows program. He has been teaching in the American Language Program since 2006. He received an M.A. in applied linguistics from CUNY in 2009 and a TESOL Certificate from Columbia University in 2005. He is the co-author of the textbooks What Every Multilingual Student Should Know About Writing for College(2012), Final Draft 4 (2016) and Prism 3 (2017).

Anastasia J. Khawaja
Anastasia J. Khawaja, MS is a senior instructor at INTO University of South Florida and a doctoral candidate in Second Language Acquisition/Instructional Technology. She has been in the ESL field for 12 years.

Jennifer Killam (jkillam01@hamline.edu)
Jennifer Killam is an adjunct professor in the EAP program at Broward College. She also teaches online courses for the Graduate School of Education at Hamline University in Minnesota.

Jeungeun (Claudia) Kim (jk14v@my.fsu.edu)
Claudia Kim is a Ph.D. student at Foreign/Second Language Education Program at FSU. Her research interests include L2 motivation, ESOL education, and English learner attitudes and selves.

Soonhyang Kim
Dr. Soonhyang Kim is a TESOL professor and TESOL Coordinator at the University of North Florida. Her research interests are L2 language/literacy development, pre-/in-service teacher preparation, and online teacher education.

Lara Lavery (lara.lavery@nbps.org)
Lara Lavery (lara.lavery@nbps.org)
LARA TESOL/French North Broward Preparatory School.

Emily Gill Lazar (egill3@rvaschools.net)
Emily Lazar studied Cultural Anthropology and Spanish at JMU. She began a career in education, teaching Spanish and taking courses at VCU, and is currently an ESOL teacher in Richmond, VA.
### ALPHABETICAL LIST OF PRESENTERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Email/Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindy Le (<a href="mailto:cindy.le@cengage.com">cindy.le@cengage.com</a>)</td>
<td>Cindy Le is the Senior Academic and Adult ESL Specialist for National Geographic Learning in Florida. She has a Master's degree in International Relations from the University of Chicago and completed her undergraduate studies at Northwestern University. Cindy has many years of experience providing workshops and other training to English language teachers across the U.S.</td>
</tr>
<tr>
<td>Yong-Jik Lee (<a href="mailto:yongjiklee00@ufl.edu">yongjiklee00@ufl.edu</a>)</td>
<td>Yong-Jik Lee is a PhD candidate focusing in ESOL/Bilingual Education. His research interests include pre-service teachers’ ESOL teacher education and pre-service teachers’ ESOL field experience.</td>
</tr>
<tr>
<td>Katherine Leiva</td>
<td>MS Education North Broward Preparatory School</td>
</tr>
<tr>
<td>Jie Li (<a href="mailto:lijiuer@ufl.edu">lijiuer@ufl.edu</a>)</td>
<td>Jie Li is a second-year Ph.D. student specializing in ESOL and Bilingual Education in University of Florida. Her research interests include Bilingual teacher preparation, dual language education, ESL assessment.</td>
</tr>
<tr>
<td>Siying Li</td>
<td>Siying Li is an assistant professor at Xi’an International Studies University. She currently studies in Technology in Education and Second Language Acquisition program at USF as a Ph.D. student.</td>
</tr>
<tr>
<td>John Liontas (<a href="mailto:liontas@usf.edu">liontas@usf.edu</a>)</td>
<td>John Liontas, PhD, Associate Professor of FL/ESOL, active member in (inter)national learned societies, distinguished thought leader, author, practitioner, and Editor-in-Chief of the TESOL Encyclopedia of English Language Teaching (Wiley, 2018).</td>
</tr>
<tr>
<td>Mengfei Liu (<a href="mailto:lium@ufl.edu">lium@ufl.edu</a>)</td>
<td>Mengfei Liu is a first-year Ph.D. student specializing in ESOL and Bilingual Education in University of Florida. Her research interests include content literacy and academic language development for ELLs.</td>
</tr>
<tr>
<td>Mengyao Liu (<a href="mailto:ml16b@my.fsu.edu">ml16b@my.fsu.edu</a>)</td>
<td>Mengyao Liu is an M.S. student at Foreign/Second Language Education Program at FSU. Her research interests include language variation, L2 motivation, teaching Chinese as a foreign language, and ESOL education.</td>
</tr>
<tr>
<td>Andrea Lypka (<a href="mailto:alyypka@mail.usf.edu">alyypka@mail.usf.edu</a>)</td>
<td>Andrea Lypka is a PhD Candidate in the Second Language Acquisition and Instructional Technology program at the University of South Florida. Her research interests include, visual methods and service learning.</td>
</tr>
<tr>
<td>Boglarka Macsai</td>
<td>MA International Education North Broward Preparatory School</td>
</tr>
<tr>
<td>Patrick Mannion (<a href="mailto:mannionp@mail.usf.edu">mannionp@mail.usf.edu</a>)</td>
<td>Patrick Mannion is a PhD student in the SLA/IT Program at the University of South Florida interested in the fields of multimodality and pedagogical applications of Systemic Functional Linguistics.</td>
</tr>
<tr>
<td>James May (<a href="mailto:jmay@valenciacollege.edu">jmay@valenciacollege.edu</a>)</td>
<td>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. 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.</td>
</tr>
<tr>
<td>Olivia Destrades Mendoza (<a href="mailto:odestrades@fullsail.com">odestrades@fullsail.com</a>)</td>
<td>Olivia Destrades Mendoza manages the Intensive English Program at Full Sail University in Winter Park, Florida.</td>
</tr>
<tr>
<td>Steven Mercier (<a href="mailto:steve@stevemercier.com">steve@stevemercier.com</a>)</td>
<td>Steven Mercier is a Senior Instructor at INTO USF. He also has a background as a software trainer, and has lived, studied, and worked on three continents.</td>
</tr>
<tr>
<td>Florin Mihai</td>
<td>An Associate Professor of TESOL at the University of Central Florida, Florin Mihai has published books, articles (The TESOL Journal, CATESOL Journal, etc.), and book chapters (Harvard Education Press, Routledge, etc.). His most recent book is Assessing English learners in the content areas (2nd ed.) with University of Michigan Press.</td>
</tr>
<tr>
<td>Matthew Miller (<a href="mailto:MatthewRMi@leeschools.net">MatthewRMi@leeschools.net</a>)</td>
<td>Matthew Miller, Ed.M Educational Leadership and Ed.M Curriculum and Instruction, is an assistant principal at Dunbar High School in Lee County. He oversees instruction and professional development.</td>
</tr>
<tr>
<td>Terri Mossgrove</td>
<td>Terri Mossgrove is a career educator who has taught at a variety of levels from the PreK-12 system to adult education. She is currently a Professional Development Outreach Specialist at WIDA and the ESOL Chair for The Baptist College of Florida.</td>
</tr>
<tr>
<td>Kevin Murry (<a href="mailto:xmas@ksu.edu">xmas@ksu.edu</a>)</td>
<td>Dr. Kevin Murry is Associate Professor of Curriculum and Instruction at Kansas State University and Director of Research and Development in the Center for Intercultural and Multilingual Advocacy (CIMA).</td>
</tr>
</tbody>
</table>
Scott Warren Neyman (scott.neyman@img.com)
I earned my MA in TESOL from USC in 2012. I currently teach at IMG Academy and serve on the board of directors for Tampa Bay Area Regional TESOL (BART).

Colin Nohr (Colin.Nohr@ucf.edu)
Colin Nohr is a TA in the English for Academic Purposes program at the University of Central Florida and a master’s student in the TESOL program at UCF.

Cathrine Norberg (Cathrine.Norberg@ltu.se)
Cathrine Norberg is Associate Professor of English at Luleå University of Technology, Sweden. Her main research interest is corpus linguistics with a focus on gender, and educationally related issues.

Marie Nordlund (Marie.Nordlund@ltu.se)
Marie Nordlund is Senior Lecturer in English at Luleå University of Technology, Sweden. Her main research interest lies within corpus linguistics and applied linguistics.

Joyce Nutta
Joyce Nutta, Ph.D., is a professor and TESOL Ph.D. Program Coordinator at the University of Central Florida. She is the PI on two U.S. Department of Education OELA Grants: Project MELTS and Dual Language STEPS

Sergei Paromchik (Sergei.Paromchik@sdhc.k12.fl.us)
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Tracey Partin has an MA in TESOL and is the Assistant Director of Curriculum and Instruction for both the Intensive English the Language Programs at Valencia College.

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Hilal Peker is an Assistant Professor at Foreign/Second Language Education Program at FSU. Her research interests include L2 motivation, training teachers through simulation technology, and inclusive early foreign language teaching.

Jessica Perez-Maqueda
Jessica Perez-Maqueda is currently a bilingual paraprofessional at Stewart Elementary in Manatee County. She holds a bachelor’s degree from her home country of Spain and is currently pursuing a second degree at State College of Florida. She is a strong advocate for the English language learners and support for teachers and administrators at her school.

Kerry Purmensky
Kerry Purmensky, PhD, is an Associate Professor at the University of Central Florida and Co-PI on two U.S. Department of Education OELA Grants: MELTS and Dual Language STEPS. She was previously coordinator of the MATESOL Program at UCF and the Associate Chair of the Modern Language Department for three years.

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Dr. Meliza Ramirez-Quintana is currently an ESL educator and has also been a Spanish adjunct at UCF. Meliza is currently working on her Master of Arts in TESOL at UCF.

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Sabrina Read works closely with the Florida Department of Education and local educational agencies to provide assessment and training support for the ACCESS for ELLs 2.0 suite of assessments.

Pedro Rodriguez (aprendainglesfl@yahoo.com)
I have a Bachelor’s and a Master’s Degree in Education. I am the owner of a language school in Kissimmee, FL with over 200 students.

Sandra Roman (romans@fau.edu)
Sandra Roman teaches in the IEP at Florida Atlantic University and tutors students in the program’s learning lab. She holds a master’s degree in foreign language education: TESOL.

Alejandra Rondon
Alejandra is the Florida Field Organizer for UnidosUS (formerly NCLR) with a focus on education policy and advocacy in Florida. Alejandra works to advance education fairness policy through community outreach, communications, lobbying and policy research. Currently, Alejandra is focused on improving Florida’s Every Student Succeeds Act Plan.

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Krista Bittenbender Royal, MA is a Senior Instructor at INTO USF. She is a mindfulness practitioner and veteran language teacher.

Dorina Sackman-Ebuwa (dmtsackman@gmail.com)
Dorina Sackman-Ebuwa is the 2014 Florida Teacher of the Year and National Finalist. Dorina currently works with Florida, Iowa, and Texas school districts on Linguistic Equity, ELL Strategies, and motivating teachers to reach and teach ALL our children!

Lena Shaqareq (lenashaq@hotmail.com)
Lena Shaqareq was the TESOL Coordinator/Instructor at the University of North Florida and currently Northeast Florida TESOL President. Lena merges her SLA background with her personal experience as an ELL.
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Marcie Smith (marcie@intercambio.org)
Marcie Smith has over 20 years experience in education. She currently trains over 1,000 people per year in LiveOnline webinars and leads practical ESL workshops at 15-20 conferences per year.

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Michelle Snider, Ed.D, is an instructor in the IEP at Valencia College. Also, she's worked in the EAP program at Valencia and Seminole State College as well as Seminole State's ESOL program.

Robyn Socha (rsocha@fullsail.com)
Robyn has 17 years of ESL experience in higher education. Robyn has worked with online programs in Puerto Rico. Education: MATESOL University of Central Florida, MSIDT Full Sail University.

Maria Spelleri (spellem@scf.edu)
Maria Spelleri, Assoc. Professor of English for Academic Purposes, has taught all levels and skills, online and f2f, for over 12 years at State College of Florida.

Maggie Steingraeber (fellow@elprograms.org)
Maggie Steingraeber is the Outreach Manager for English Language Program in Georgetown University’s Center for International Education and Development. Prior to that she was a Fellow for 2 years, and then a Specialist in Lima, Peru. She earned a BA in Linguistics from the University of Wisconsin and a MA in TESOL from the Monterey Institute of International Studies. She is specialized in curriculum design and materials development as well as teacher training and educational technology.

Kevin Tapee (kntapee@gmail.com)
Kevin Tapee is an Elementary Education Master’s Degree candidate at the University of North Florida. He has taught Exceptional Students in both public and private school settings.

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Tara Tomlinson is a Teacher Leader in Mathematics and a SIOP Instructional Coach at Dunbar High School, a large Title I school in the School District of Lee County.

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Amy Trujillo is the Instructional Coach for Orlando Science Schools. She volunteers for both FAST and FLAG and is a Certified Google Educator and a Certified BrainPOP Educator.

Jennifer Tuttle
Jennifer Tuttle is a Manatee County teacher, B.A. Early Childhood Education, Masters in Science Education. ESOL Endorsed, Reading Endorsed, certificates in ESE/A.L.L./SIOP, current role: ESOL Resource Teacher/Manatee County District SIOP Practitioner/Trainer

Lindsay Vecchio (Lindsayvecchio@gmail.com)
Lindsay Vecchio teaches prospective teachers and adult learners at the University of Florida. Her research has focused on second language writing as well as learners from Haiti.

Sonia Velazquez
Sonia Velazquez is pursuing a Doctorate in Educational Leadership at UNF. She has a MA in TESOL and Bilingual Education and has worked with adult ESOL students for ten years.

Christine Voigt
Christine Voigt is a lecturer at the University of Florida English Language Institute.

Carol Foye Wallin (foyewallinc@manateeschools.net)
Carol Foye Wallin is an ESOL Specialist with the School District of Manatee County where she supports teachers, school administrators and bilingual paraprofessionals. She has taught English to Speakers of Other Languages both nationally and internationally at institutions including Ala Wai Elementary, TransPacific Hawaii College, University of California San Diego, University of Minnesota, and Lennard High School.

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Tuba Yilmaz is PhD candidate studying in the program of ESOL/Bilingual Education. She supervises pre-service teachers in their practicum. Her research focus is translingualing, language acquisition and revitalization, language policy and language identity.

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Hyejin Yoon is a PhD student in Education at George Mason University. Her concentration is Teaching and Teacher Education and she is studying Multilingual/Multicultural Education as her secondary emphasis.
Shizhong Zhang (shizhong.zhang@ucf.edu)

Shizhong Zhang is a doctoral student in the TESOL program at the University of Central Florida. He is interested in exploring how emerging technologies can be applied in language teaching.

Lawrence J. Zwier (enrique.pilleux@pearson.com)

Larry Zwier started at the ELC in July 1999. He currently is the Associate Director of Curriculum. Being a native of Grand Rapids, he received his BA in English from Aquinas College. He also received an MA in TESOL from the University of Minnesota as well as a Certificate in Publishing from the University of Denver. Larry has taught in the United States, Saudi Arabia, Malaysia, Japan and Singapore. He is the author of numerous texts and the series editor/consultant of Q: Skills for Success and Step up to the TOEFL. He lives in Okemos with his wife and two children.
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