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

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

Researching Language Teacher and Emotions

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

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

4:30 – 5:15 Follow up Session     Dr. Deborah Short

K12 workshop: Implementing The 6 Principles in Your K-12 Classroom and School

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

Friday, November 8, 2019

8:30 – 9:15 Follow Up Session     Dr. Deborah Short

Workshop for Adult Educators: Empower Teachers of Adult Learners with The 6 Principles

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

9:30 – 10:30 General Session    Plenary Speaker     Dr. Diane August

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

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

11:00 – 11:45 Follow Up Session     Dr. Diane August

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

Saturday, November 9, 2019

9:00 – 10:00 General Session  Featured Speaker  Dr. Margie McHugh

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

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

11:30 – 12:30 General Session  Closing Keynote  Dr. Rosa Castro Feinberg

PAST VICTORIES, CURRENT ISSUES, FUTURE PROSPECTS

The advocacy history of Sunshine State TESOL provides useful lessons learned for all TESOL Chapters. Reviewing our past advocacy successes and the strategies we’ve learned to use to gain them should leave us all feeling proud of what Sunshine State TESOL and our allies have accomplished.

Those same strategies can be put to good use during the 2020 legislative session to support pending bills.

In the future, we can continue what we have been doing or consider a bold departure from our present approach to advocacy. The steps to take by those who wish to consider or support a journey on the new path will be made clear.
Invited Speakers

Thursday, November 7, 2019

10:15 – 11:00  Invited Speaker Session  Chane Eplin

Empowering Districts in Implementing ESSA Plans

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

Friday, November 8, 2019

1:45 – 2:30  Invited Speaker Session  Phillip Anderson

Empowering Parents of English Learners

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