

Harmonizing Language,
Heritage, & Cultures

TESOL 2013

**International Convention
& English Language Expo**

20-23 MARCH 2013 • DALLAS, TEXAS, USA

PROGRAM BOOK



tesol
international
association



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Harmonizing Language,
Heritage, & Cultures

TESOL 2013

International Convention & English Language Expo

20–23 MARCH 2013 • DALLAS, TEXAS, USA

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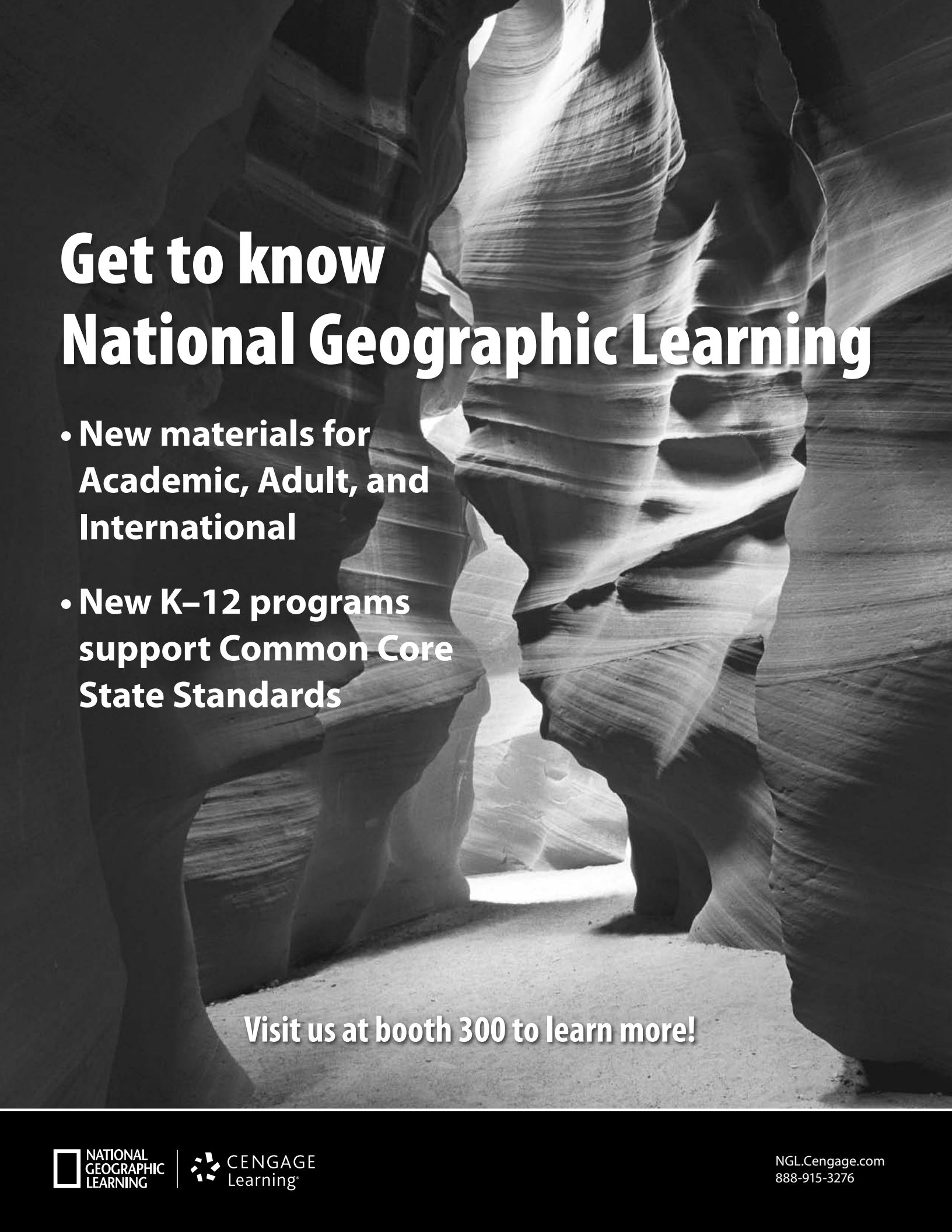
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**TESOL International Convention
& English Language Expo**
20–23 March 2013
Dallas Convention Center
650 South Griffin Street
Dallas, Texas 75202 USA

TESOL International Association
1925 Ballenger Avenue,
Suite 550
Alexandria, VA 22314-6820 USA

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WELCOME

Welcome to all! Beinvenido, Добро пожаловать, Namaste, Arigato, 欢迎' (huān yíng)!

Gatherings of TESOLers, convening from all regions of the world, exhilarate and energize me every year I attend the TESOL International Convention & English Language Expo. Each attendee, presenter, and exhibitor brings a wealth of knowledge and experience, a drop of which might inspire the next grand leap in research and teaching for our discipline.

On behalf of the organizing committee of the 2013 convention, we would like to welcome both first-time attendees and seasoned professionals to Dallas, and we earnestly hope that you will experience new ideas, affirmations, and innovations, and realize your potential during the convention.

Our convention's theme is "Harmonizing Language, Heritage, and Cultures," which signifies that sessions will focus on respecting our learners' cultural backgrounds and knowledge, furthering strategies for intercultural communication, self-reflection and harmony, and linking language learning to culturally-congruent pedagogy. More than 1,500 presenters will share their recent professional activities in instruction, research, volunteerism, and more. You will notice in this program a concerted effort to provide diverse sessions for attendees at various stages of professional development.

You are invited to take advantage of a range of professional opportunities provided, such as the exhibit hall, Job MarketPlace, educational site visits, Breakfast With TESOL's Best, and K-12 Dream Day. There are more than 6,000 English language professionals from more than 100 countries attending; please network, exchange ideas of best practices, and discuss issues of mutual interest.

One tip we would like to suggest is for you to become involved in TESOL International by joining your interest section or affiliate meetings, volunteering for a standing committee, or serving as a proposal reviewer for next year's convention in Portland, Oregon.

We would also like to thank all TESOL volunteers, members, and conference participants for their continuing support and involvement. We hope you have a productive and thought-provoking convention and enjoy Dallas.

Kate Mastruserio Reynolds, Convention Program Chair

Julia Austin, Associate Program Chair

Jane Rich, Associate Program Chair

John Schmidt, Associate Program Chair

2013 CONVENTION PLANNING TEAM

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BREAKFAST WITH TESOL'S BEST

Mary Endress

Katy Independent School District

K-12 DREAM DAY

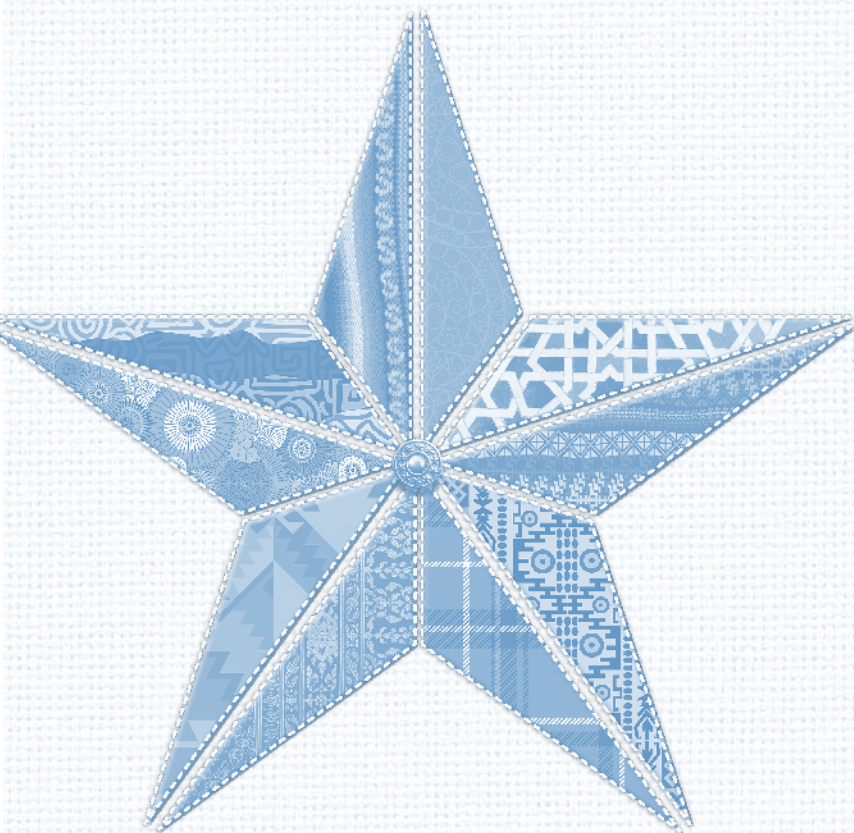
Suann Claunch

Fort Worth Independent School District

TEXAS TESOL BOOTH

Sylvia R. Mendez

Texas A&M University, San Antonio



The Star

The 2013 quilted star theme illustrates the diverse cultures that come together to create the rich fabric of TESOL membership. The patterns displayed on this star, originating from various parts of the world, embody only a tiny sampling of the hundreds of cultures represented by TESOL members.

TESOL 2013 International Convention & English Language Expo

The Theme

TESOL's mission is to advance professional expertise in English language teaching and learning for speakers of other languages worldwide. So it is appropriate that TESOL's 2013 convention meets here in Dallas, a city on the move—full of energy, new development and diversity.

As we convene in this iconic city, we are united in our commitment to the study of the English language. We pay homage to our host city of Dallas and the Lone Star State of Texas, while celebrating and embracing the histories, contributions and vitality of our many cultures.

Harmonizing
Language,
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association

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May 2–3, 2013

The Palmer House Hilton

Chicago, Illinois

dreamdeferred.collegeboard.org

Native American Student Advocacy Institute

May 30–31, 2013

The University of Montana and Salish Kootenai College
Montana

nasai.collegeboard.org



WEEK AT A GLANCE



WELCOME

Registration Hours

Registration will take place in the Dallas Convention Center

Tuesday 3 pm–6 pm
Wednesday . . . 7 am–7 pm
Thursday 7 am–5 pm
Friday 7 am–5 pm
Saturday 7 am–3 pm

Exhibit Hours

Exhibits will take place in Halls A & B1

Thursday 9 am–6 pm
Friday 9 am–6 pm
Saturday 9 am–2 pm

Job MarketPlace

Job MarketPlace will take place in Halls A & B1

Thursday 9 am–6 pm
Friday 9 am–6 pm
Saturday 9 am–2 pm



TUESDAY, 19 MARCH 2013

9 am–9 pm **PRECONVENTION INSTITUTES+** Various times/locations in DCC

WEDNESDAY, 20 MARCH 2013

8 am–12 pm **Educational Site Visits +** Various locations off-site
8 am–5 pm **PRECONVENTION INSTITUTES +** Various times/locations in DCC
8 am–5:15 pm **K–12 Dream Day +** Various locations in Hyatt
8:30 am–4:45 pm **Graduate Student Forum** D220, DCC
8:30 am–4:45 pm **Doctoral Forum** D220, DCC
3:30 pm–5 pm **Reception for New Members & First-Time Attendees** . . . Ballroom A4, DCC
5:30 pm–7 pm **OPENING SESSION: John Hunter** Arena, DCC

THURSDAY, 21 MARCH 2013

8:30 am–9:30 am **JAMES E. ALATIS GENERAL SESSION: Thomas Nakayama** Arena, DCC
12:30 pm–1:45 pm **Poster Sessions** Expo Hall
2 pm–3 pm **PRESIDENT'S GENERAL SESSION: Suzanne Panferov** Arena, DCC
4 pm–5 pm **Town Meeting** A308, DCC
5 pm–6:30 pm **Interest Section Open Meetings** See page 11
6:45 pm–8:15 pm **Interest Section Open Meetings** See page 11

FRIDAY, 22 MARCH 2013

8:30 am–9:30 am **GENERAL SESSION: Aram deKoven** Arena, DCC
12:30 pm–1:45 pm **Poster Sessions** Expo Hall
1:30 pm–2:30 pm **Ice Cream Break** Expo Hall
5 pm–6:30 pm **TESOL Annual Business Meeting** Hyatt, Reunion A–C

SATURDAY, 23 MARCH 2013

8:30 am–9:30 am **GENERAL SESSION: Bonny Norton** Arena, DCC
12:30 pm–1:45 pm **Poster Sessions** Expo Hall
2 pm–6 pm **POSTCONVENTION INSTITUTES +** Various locations, DCC

+ Ticketed Event

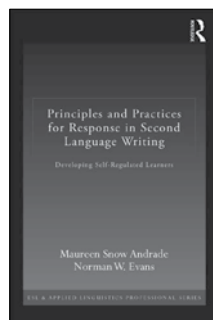
Concurrent and exhibitor sessions are Thursday, Friday, and Saturday beginning at 7:30 am each day, with the last session starting at 5 pm. Exceptions are during morning general sessions.

Dallas Convention Center = DCC

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Principles and Practices for Response in Second Language Writing

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By **Maureen Snow Andrade** and **Norman W. Evans**

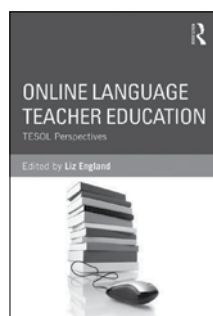
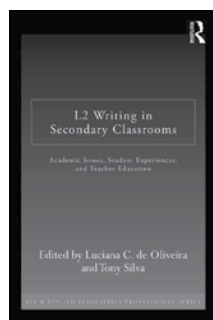
October 29th 2012 240pp
Pb: 978-0-415-89702-0 | \$41.95

L2 Writing in Secondary Classrooms

Academic Issues, Student Experiences, and Teacher Education

Edited by **Luciana C. de Oliveira** and **Tony Silva**

March 21st 2013
Pb: 978-0-415-64061-9 | \$41.95



Mark Your Calendar!



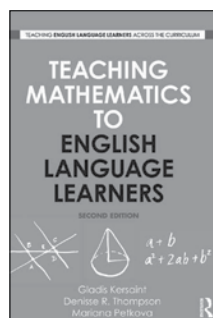
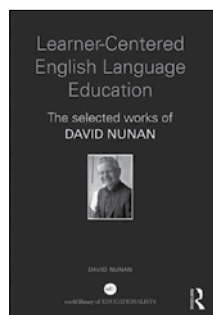
Routledge Author Exhibitor Sessions

Thursday, March 21st
5:00-5:45 PM
Dallas Convention Center
Ballroom C4

A. Suresh Canagarajah
Literacy as Translingual Practice: Between Communities and Classrooms

Friday, March 22nd
5:00-5:45 PM
Dallas Convention Center
Room A130

Maureen Snow Andrade;
Norman W. Evans
Developing Self-Regulated L2 Writers: Principles & Practices for Teachers



New Titles in the Teaching English Language Learners across the Curriculum Series

Teaching Language Arts to English Language Learners

2nd Edition

By **Anete Vásquez,**
Angela L. Hansen and
Philip C. Smith

March 2013 | 240pp
Pb 978-0-415-63978-1 | \$39.95

Teaching Mathematics to English Language Learners

2nd Edition

By **Gladis Kersaint,**
Denisse R. Thompson and
Mariana Petkova

November 2012 | 206pp
Pb 978-0-415-62977-5 | \$42.95

Teaching Social Studies to English Language Learners

2nd Edition

By **Stephen Thornton** and
Bárbara Cruz
March 2013 | 272pp
Pb 978-0-415-63496-0 | \$39.95

Christian Faith and English Language Teaching and Learning

Research on the Interrelationship of Religion and ELT

Edited by **Mary Shepard Wong,**
Carolyn Kristjansson and
Zoltan Dornyei

November 2012 | 304pp
Hb 978-0-415-89895-9 | \$135.00

Critical ELT in Action

Foundations, Promises, Praxis

By **Graham V. Crookes**
February 2013 | 288pp
Pb 978-0-415-88349-8 | \$44.95

Integrating Writing Strategies in EFL/ESL University Contexts

A Writing-Across-the-Curriculum Approach

By **Jennifer Lynn Craig**
July 2012 | 208pp
Pb 978-0-415-89671-9 | \$39.95

Language Policies in Education

Critical Issues, 2nd Edition

Edited by **James W. Tollefson**
August 2012 | 316pp
Pb 978-0-415-89459-3 | \$59.95

Learner-Centered English Language Education

The Selected Works of David Nunan

By **David Nunan**
October 2012 | 292pp
Hb 978-0-415-63134-1 | \$140.00

Series: World Library of Educationalists

Literacy as Translingual Practice

Between Communities and Classrooms

Edited by **Suresh Canagarajah**
March 2013 | 256pp
Pb 978-0-415-52467-4 | \$44.95

Online Language Teacher Education

TESOL Perspectives

Edited by **Liz England**
June 2012 | 218pp
Pb 978-0-415-89451-7 | \$46.95

Understanding Language in Diverse Classrooms

A Primer for All Teachers

By **Marilyn Shatz** and
Louise C. Wilkinson
August 2012 | 184pp
Pb 978-0-415-89444-9 | \$36.95

Framing Languages and Literacies

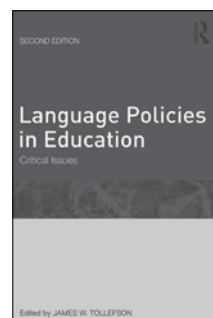
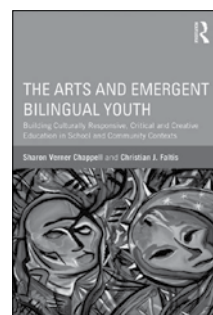
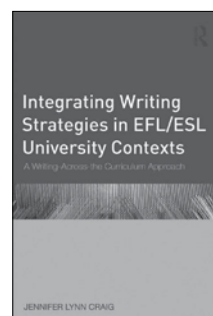
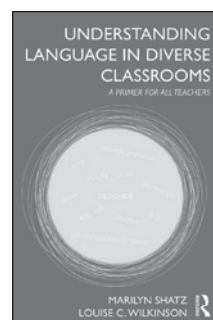
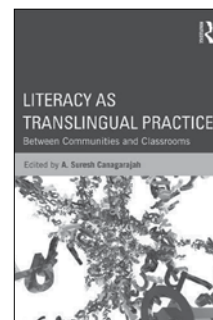
Socially Situated Views and Perspectives

Edited by **Margaret R. Hawkins**
April 2013 | 256pp
Pb 978-0-415-81056-2 | \$41.95

The Arts and Emergent Bilingual Youth

Building Culturally Responsive, Critical and Creative Education in School and Community Contexts

By **Sharon Verner Chappell**
and **Christian J. Faltis**
April 2013 | 228pp
Pb 978-0-415-50974-9 | \$44.95



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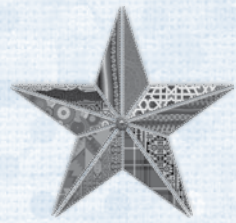


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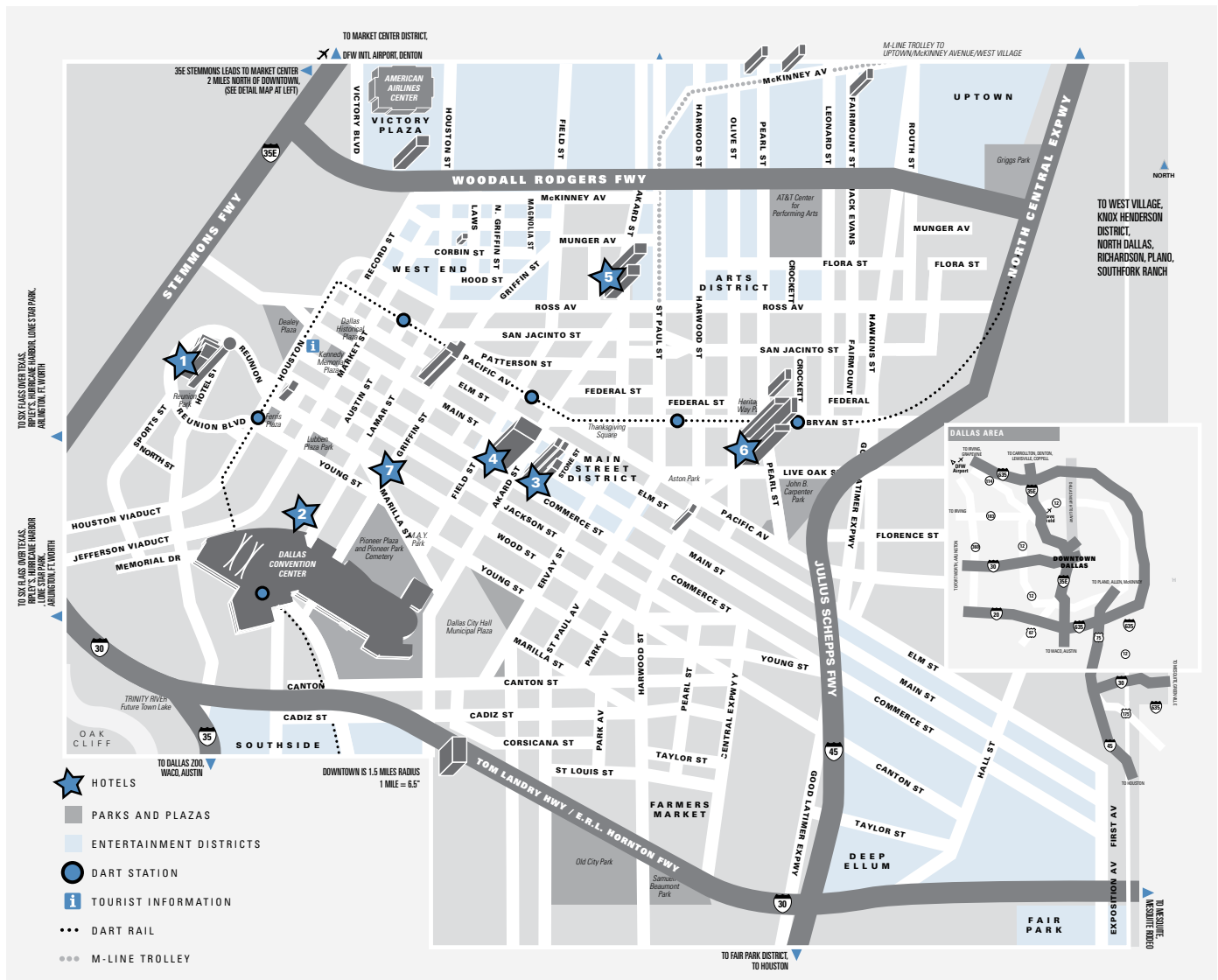
HOTELS



WELCOME

All of the hotels in Dallas are within walking distance of the Dallas Convention Center. The DART (lightrail) is also an option to get from the hotels to the convention center. Registration, education sessions, and exhibits will all be at the convention center.

- Hyatt Regency Dallas at Reunion**
(Headquarters Hotel)
300 Reunion Boulevard,
Dallas, Texas, USA 75207
+1 214.651.1234
- Omni Dallas Convention Center Hotel**
555 S. Lamar
Dallas, Texas, USA 75202
+1 214.744.6664
- The Magnolia Dallas**
1401 Commerce Street
Dallas, Texas, USA 75201
+1 214.915.6500
- The Adolphus**
1321 Commerce Street
Dallas, Texas, USA 75202
+1 214.742.8200
- The Fairmont Dallas**
1717 N. Akard Street
Dallas, Texas, USA 75201
+1 214.720.2020
- Sheraton Dallas Hotel**
400 N. Olive Street
Dallas, Texas, USA 75201
+1 214.922.8000
- Aloft Dallas Downtown**
1033 Young Street
Dallas, Texas, USA 75202
+1 214.761.0000



ABOUT TESOL

Is this your first TESOL convention?
Are you a new member of TESOL?

THE RECEPTION FOR NEW MEMBERS & FIRST-TIME ATTENDEES IS FOR YOU.

WEDNESDAY 20 MARCH, 3:30 PM–5 PM

Convention Center, Ballroom A4

There is so much going on with so many opportunities at the TESOL convention, it can really help to have someone sort it all out for you. In much the same way, if you're a new TESOL member, it's very helpful to learn about all that TESOL International Association has to offer.

So here is your chance...

- **HEAR** from TESOL volunteer leadership and staff. Ask questions directly to TESOL's president and executive director.
- **MEET** veteran members of TESOL and listen to their helpful suggestions on how to navigate the convention and the many benefits of the association.
- **CONNECT** with other attendees and share your thoughts about TESOL and the international convention.
- **WIN** something! A drawing will be held at the end of the reception for some special TESOL prizes.

Students & New Professionals, you are invited to a **GATHERING FOR EMERGING PROFESSIONALS**

WEDNESDAY, 20 MARCH

immediately following the opening keynote speaker.



For nearly 50 years, TESOL International Association has been bringing together educators, researchers, administrators, and students to advance the profession of teaching English to speakers of other languages. With more than 12,000 members representing 156 countries, and more than 100 worldwide affiliates, TESOL offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community where professionals like you connect with and inspire each other to achieve the highest standards of excellence.

As the largest organization focused exclusively on English language teaching for speakers of other languages, TESOL annually hosts more than 6,500 people from across the United States and around the world at its international convention. Educators at all levels attend to find a productive exchange of ideas and information and to feel the embrace of a dynamic professional community.



TESOL ORGANIZATIONAL MEETINGS 2013



All meetings listed here are located in the Dallas Convention Center unless otherwise noted.

WEDNESDAY, 20 MARCH

8:30 am–4 pm	Affiliate Leaders' Workshop Landmark D*
9 am–11:15 am	Leadership Briefing Landmark C*
1:30 pm–5 pm	Interest Section Leaders' Workshop . . . Ballroom C2
7 pm–9 pm	Interest Section Steering Committee Meetings Ballroom C2

THURSDAY, 21 MARCH

1 pm–2:45 pm	Affiliate Editors' Workshop Ballroom C4
2 pm–2:50 pm	IS Editors' Workshop Ballroom A3
3 pm–3:45 pm	IS Community Managers' Workshop . . . Ballroom A3
4 pm–5 pm	Town Meeting A308

This meeting will be led by TESOL President Suzanne Panferov and attended by the Board of Directors and the Executive Director. The meeting provides a forum for the membership to ask questions about TESOL's professional activities and offer comments and suggestions relating to current and upcoming activities.

Interest Section Open Meetings

5 pm–6:30 pm	Applied Linguistics D220
	English for Specific Purposes A302
	Intensive English Programs D221
	Intercultural Communication D222
	Nonnative English Speaking Teachers D223
	Program Administration D224
	Refugee Concerns D225
	Second Language Writing A301
	Social Responsibility D227
	Speech/Pronunciation/Listening D226
6:45 pm–8:15 pm	Adult Education D225
	Bilingual Education D222
	Computer-Assisted Language Learning . . Ballroom A2
	Elementary Education D226
	English as a Foreign Language D220
	Higher Education D223
	International Teaching Assistants D227
	Material Writers A301
	Secondary Schools D224
	Teacher Education A302
	Video Digital Media D166

FRIDAY, 22 MARCH

10 am–12:30 pm	Affiliate Assembly Ballroom C2
1 pm–3:45 pm	Interest Section Assembly Ballroom A3
5 pm–6:30 pm	Annual Business Meeting Reunion A-C*

This meeting is open to all attendees. Members vote on resolutions, learn about the state of the association, and observe the installation of newly elected officers of TESOL. Eligible voting members will be wearing badges encoded with the word "member" and will be seated in a designated area.

*Rooms are located in the Hyatt Hotel



AWARDS, GRANTS, AND HONORS

The TESOL Awards Committee thanks the many readers who volunteered their time adjudicating these awards and the institutional and university sponsors who support many of the awards. Their generous support of this program allows TESOL to continue the professional development of ESOL professionals around the world.

TESOL is proud to offer the following awards, grants, and honors:

- Albert H. Marckwardt Travel Grants
- D. Scott Enright TESOL Interest Section Service Award
- James E. Alatis Award for Service to TESOL
- Mary Finocchiaro Award for Excellence in Nonpublished Pedagogical Materials
- Ruth Crymes TESOL Academies Fellowships
- Ruth Crymes TESOL Fellowship for Graduate Study
- TESOL Award for an Outstanding Paper on NNEST Issues
- TTESOL Award for Distinguished Research
- TESOL Teacher of the Year Award
- TESOL Award for Teacher as Classroom Action Researcher
- TESOL Awards for International Participation at TESOL
- TESOL Leadership Mentoring Program
- TESOL Professional Development Scholarships
- TESOL Virginia French Allen Award
- TESOL/TEFL Travel Grant
- Professional Development Travel Grant for Practicing ESL/EFL Teachers



Did you know?

Every year, TESOL International gives away more than US\$50,000 in cash and prizes through its awards.

To apply for an award or nominate a colleague, go to www.tesol.org/awards

All all keynote speaker sessions are located in the Convention Center Arena.

KEYNOTE SPEAKERS



Hunter



Nakayama



Panferov



deKoven



Norton

OPENING GENERAL SESSION

JOHN HUNTER

Wednesday, 20 March 2013
5:30 pm–7 pm

Solving for X: Critical Thinking and Problem-Solving Essentials

Using real world-inspired problems to teach children to collaborate, engage, and own their learning, John Hunter describes his open-ended approach of the World Peace Game as teaching students to survive and thrive in the unknown with confidence that they can solve most anything with well-developed thinking and communication skills.

John Hunter is an award-winning teacher who has dedicated his life to helping children realize their full potential. He has been named as Teaching Excellence Fellow of the Martin Institute for Teaching Excellence and hosts International Master Classes for teachers to rigorously interrogate their own teaching practice.

JAMES E. ALATIS PLENARY SESSION

THOMAS NAKAYAMA

Thursday, 21 March 2013
8:30 am–9:30 am

The Project of Critical Intercultural Communication

The history of intercultural communication in the United States has been multidisciplinary since its inception. Despite this background, paradigmatic shifts have taken place over the years to address new issues and challenges. Critical approaches to intercultural communication have recently developed and offer important insights into understanding intercultural interaction.

Thomas Nakayama is professor of communication studies at Northeastern University. He is the founding editor of the *Journal of International and Intercultural Communication*, and his research interests center on critical approaches to intercultural communication.

PRESIDENT'S GENERAL SESSION

SUZANNE PANFEROV

Thursday, 21 March 2013
2 pm–3 pm

Our Heritage: The TESOL Journey in Developing Great Teachers

English language teaching requires professional skills, content knowledge, and language proficiency—excelling at teaching requires much more. In this talk, Panferov presents on the attributes that students and teachers identify as the distinguishing characteristics of great English teachers and analyzes how TESOL has advanced this journey in professional teacher development.

Suzanne Panferov, current president of TESOL International Association, is the director of the Center for ESL at the University of Arizona and a faculty member in the MA ESL Program and PhD program in SLA and Teaching. Panferov's research focuses on language program administration, professional development, teacher training, pedagogy, and literacy acquisition.

GENERAL SESSION

ARAM deKOVEN

Friday, 22 March 2013
8:30 am–9:30 am

Subconsciously Held Bias: Exposing the Myth of Racial Colorblindness

Many well-meaning educators describe themselves as being “colorblind,” meaning they don’t see racial differences between students. However, humans have biases and many of these biases are subconsciously imbedded in the mental tools used for interpreting our environments. This reality can in turn lead to educators’ unknowingly perpetuating cycles of oppression.

Aram deKoven is an associate professor of education at The University of Wisconsin-Eau Claire, where he teaches classes in the history of American education, multicultural education, and educational technology. Dr. deKoven also works to prepare preservice teachers for effective and equitable practice in public school classrooms.

GENERAL SESSION

BONNY NORTON

Saturday, 23 March 2013
8:30 am–9:30 am

Identity and Language Learning Across Time and Space

In this plenary, Dr. Norton draws on her TESOL research in the international community to illustrate how both learner and teacher identities are negotiated in language classrooms. She suggests that if learners have greater ownership over meaning-making, they will have greater investment in the language and cultural practices of their classrooms.

Bonny Norton is professor and Distinguished University Scholar, Department of Language and Literacy Education, University of British Columbia, Canada. She is committed to the integration of theory, research, and practice, and served as Teaching Issues editor of *TESOL Quarterly* for 14 years. Dr. Norton is an American Educational Research Association Fellow.

TESOL IN FOCUS

What initiatives is your association spearheading to advance the field? Learn more about special projects and other initiatives at these sessions sponsored by TESOL. Find abstracts for these sessions in the program book under the date and time for each session.

Diversity & Global Professional Issues

- **Promoting Diversity in the TESOL Family: Issues and Challenges**
Sponsored by the Diversity Committee
22 March, 10 am–11:30 am; Convention Center, A304
- **Teacher Professional Learning Communities as Training Options**
Sponsored by the Global Professional Issues Committee
21 March, 3 pm–3:45 pm; Convention Center, A302

Standards & Practice

- **Innovative and Practical Applications of TESOL Standards: An International Colloquium**
Sponsored by the Standards Committee
PRESENTERS: Ellen Forte, Fernando Fleurquin, Silvia Laborde, Dorit Kaufman, Richmond Stroupe, Natalie Kuhlman, Vilma Tafani
23 March, 10 am–11:30 am; Convention Center, Ballroom A3
- **TESOL EFL Guidelines**
PRESENTERS: Natalie Kuhlman, Bozana Knezevic
21 March, 2 pm–2:45 pm; Convention Center, A304
- **TESOL Teacher of the Year: Best Practices in ELT Excellence**
Presented by National Geographic Learning
PRESENTER: Anne Marie Foerster Luu
21 March, 1 pm–1:45 pm; Convention Center, Ballroom A3

Publications

- **How to Get Published in ESOL and Applied Linguistics Serials**
PRESENTERS: Diane Belcher, Alan Hirvela
21 March, 2 pm–4:45 pm; Convention Center, C144
- **I Want to Write a Book**
Sponsored by the Book Publications Committee
22 March, 2 pm–3:45 pm; Convention Center, C145
- **Publishing in TESOL Journal**
PRESENTER: Margo DelliCarpini
22 March, 9:45 am–10:45 am; Convention Center, C143

Professional Development

- **Teacher Development: An Ongoing Process**
PRESENTER: Thomas S.C. Farrell
21 March, 2 pm–2:45 pm; Convention Center, C145
- **Tips for Writing TESOL International Convention Session Proposals**
PRESENTERS: John Schmidt, Mark Algren, Mashael Al-Hamly, Diane Carter, Eric Dwyer
22 March, 10 am–10:45 am; Convention Center, C144



SPOTLIGHT ON THE U.S. COMMON CORE STATE STANDARDS



As English language educators in the United States know, the Common Core State Standards will have a serious impact on their English language learners. Fortunately, your peers are ready to help, and the TESOL convention provides a forum for this important discussion. Here are some sessions focused on the Common Core. Check the online itinerary planner for many more. Find abstracts for these sessions in the program book under the date and time for each session.

Thursday, 21 March

- **Conceptualizations of Language: Examining “Academic Language”**

PRESENTERS: Tim Boals, Jim Cummins, Guadalupe Valdés, Aída Walqui
10 am–11:45 am; Convention Center, A308

- **Incorporating Language Objectives Into the Common Core State Standards**

PRESENTER: Linda New Levine
10 am–10:45 am; Convention Center, Ballroom C4

- **Best Practices in the Era of Common Core State Standards**

PRESENTERS: Lydia Stack, Mary Lou McCloskey
4 pm–4:45 pm; Convention Center, C142

Friday, 22 March

- **Helping ELLs Reach the Common Core Standards**

PRESENTERS: Diane August, Lydia Breiseth
1 pm–1:45 pm; Convention Center, C150

- **Common Core Standards and ESL: Theoretical and Methodological Issues**

PRESENTERS: Guadalupe Valdés, Kenji Hakuta, Linda Harklau, Diane Larsen-Freeman, and Elana Shohamy
3 pm–4:45 pm; Convention Center, Ballroom C1

Saturday, 23 March

- **The Future of Assessment for English Learners Under the Common Core**

PRESENTERS: Lynne Díaz-Rico, Paul Rybinski, Robert Linquanti, and Julie Ciancio
10 am–11:15 am; Convention Center, D160

- **Teaching Academic Literacy to ELLs Using the Common Core Standards**

PRESENTER: Betty Smallwood
11 am–11:45 am; Convention Center, C148

- **Helping Teachers Implement the Common Core State Standards With ELLs**

PRESENTERS: Diane August, Erin Haynes, Rosie Garcia-Belina, Mary Bridgforth, and Amy Suzanne King
3 pm–4:45 pm; Convention Center, D167



ELECTRONIC VILLAGE AND TECHNOLOGY SHOWCASE 2013

Convention Center, Ballrooms A1 & A2

Visit Ballrooms A1 & A2 for Ideas on Technology and Language Learning!



SPECIAL EVENTS

The Electronic Village (EV) and the Technology Showcase are hosted by the Computer-Assisted Language Learning (CALL) Interest Section.

Conference attendees can explore computer-based and other technology resources for language teaching and learning in face-to-face classrooms and online. Highlights include the latest in CALL technology and teaching, such as presentations and demonstrations by teachers, software and web designers, curriculum specialists, CALL authors, and other CALL practitioners. Topics include multimedia, Internet-based resources, hardware, and mobile technology devices and applications.

EV Events Coordinator:

- **Dawn Bikowski**, Ohio University, Ohio, USA

EV Coordinators:

- **Aaron Schwartz**, Ohio University, Ohio, USA
- **Andy Bowman**, Wichita State University, Kansas, USA
- **Stephanie Buechele**, Iowa State University, Iowa, USA

Access the EV schedule online at

<http://call-is.org>

or scan this code with a QR-enabled mobile device:



Electronic Village (EV)

Convention Center, Ballroom A1

• Ask Us: Free Advice for CALL

Ask Us hours are open to all attendees who wish to explore and learn about using technology, computers, software, and Web sites, or practice what they've learned in PCs and EV workshops. Our CALL expert volunteers are available to answer questions and share expertise incorporating CALL into the ES/FL curriculum.

COORDINATORS: Deborah Healey, Tom Robb

• Electronic Village Technology Fairs

Explore ways to use CALL in your classroom from presenters who are stationed around the EV computer lab space. Discover how your colleagues use the Web, e-mail, online conferencing, computer-based resources, mobile devices, and hardware such as interactive whiteboards or ELMO projection units.

Ask questions and get hands-on experience. This event offers multiple presentation times focusing on presentations of interest to specific interest sections.

EV Technology Fair Themes include:

- Technology Fair: Mobile Devices
- Technology Fair: Classroom Use
- Technology Fair: Self-Access

COORDINATORS: Claudio Fleury, Stephanie Buechele, Roger Drury, Christine Sabieh, Roger Gee, Christine Bauer-Ramazani, Debra Lee, Susan Gaer, Deborah Healey

• EV Technology Fair Classics: The Best from Past Years

EV Fair Classics are repeat performances of outstanding presentations from past EV Fairs. Explore tried-and-true ways to use CALL in your classroom or extended classroom. Discover how your colleagues use the Web, e-mail, online conferencing, and computer-based resources. Several presentations will be webcast from the EV Technology Fair Classics.

COORDINATORS: Jack Watson, Dianna Lippincott, Beth Evans, Ellen Dougherty

• Electronic Village Miniworkshops

Get hands-on practice with small groups and an instructor who specializes in using a particular application or Internet-based resource. Space is limited, so stop by the EV early to sign up (no cost to attend).

COORDINATORS: Snea Thinsan, Nellie Deutsch, Susan Gaer

Technology Showcase Events

Convention Center, Ballroom A2

The Technology Showcase features the CALL-IS Academic Session as well as InterSection sessions. These sessions will also be webcast on the Internet.

• CALL for Newcomers

Learn CALL basics from experts and enhance your teaching with computer resources. This 90-minute event includes 45 minutes of introduction and 45 minutes of guided practice.

COORDINATORS: John Madden, Deborah Healey

• Mobile Apps for Education Showcase

The Mobile Apps for Education Showcase session provides ESOL teachers with the opportunity to demonstrate pedagogical uses for their favorite mobile applications.

COORDINATORS: Tom Robb, Christina Mager, Jennifer Brown

• Developers' Showcase

Discover the latest ideas in applied technology for ESOL educational settings, including stand-alone software and Internet-based applications. Attend this presentation to see unique and original creations designed by teachers and researchers.

COORDINATOR: Andy Bowman

• CALL Academic Session: Gaming and Language Learning

Gaming for language learning is a rapidly developing field in CALL. Panelists are all involved in the development of an online, virtual reality, language-learning game and will discuss aspects of language learning and gaming with ideas for how to use it now and in the future.

COORDINATOR: Roger Drury



2013 Electronic Village Schedule At-A-Glance (Convention Center, Ballroom A1)

Times	Thursday, 21 March	Friday, 22 March	Saturday, 23 March
8 am	Ask Us: 8 am–8:30 am	Ask Us: 8 am–8:30 am	Ask Us: 8 am–8:30 am
8:30 am	Technology Fair: Classroom Tools* 8:30 am–9:20 am	Technology Fair: Classroom Tools* 8:30 am–9:20 am	Technology Fair: Classroom Tools* 8:30 am–9:20 am
9 am			
9:30 am	Ask Us: 9:30 am–10 am	Ask Us: 9:30 am–10 am	Ask Us: 9:30 am–10 am
10 am	Technology Fair: Self-Access* 10 am–10:50 am	Technology Fair: Self-Access* 10 am–10:50 am	Technology Fair: Self-Access* 10 am–10:50 am
10:30 am			
11 am	Technology Fair: Mobile Devices* 11 am–11:50 am	Technology Fair: Mobile Devices* 11 am–11:50 am	Technology Fair: Mobile Devices* 11 am–11:50 am
11:30 am			
12 pm	Ask Us: 12 pm–12:30 pm	Ask Us: 12 pm–12:30 pm	Ask Us: 12 pm–12:30 pm
12:30 pm	EV Miniworkshop† 12:30 pm–1:50 pm	EV Miniworkshop† 12:30 pm–1:50 pm	EV Miniworkshop† 12:30 pm–1:50 pm
1 pm			
1:30 pm			
2 pm	CALL for Newcomers: Application 2 pm–2:45 pm	Technology Fair Classics: The Best 2 pm–2:50 pm	EV Miniworkshop† 2 pm–3:20 pm
2:30 pm			
3 pm	EV Miniworkshop† 3 pm–4:30 pm	Technology Fair: Classroom Tools* 3 pm–3:50 pm	
3:30 pm			
4 pm			
4:30 pm	Ask Us: 4:30 pm–5 pm	Ask Us: 4 pm–5 pm	EV closed after 4:30 pm SEE YOU NEXT YEAR!
5 pm	EV closed after 5 pm (CALL-IS Open Meeting)	EV closed after 5 pm (TESOL Annual Business Meeting)	

* Note that specific themes are subject to change. Please see the CALL IS Electronic Village Program Book.

† Please visit the EV prior to the Mini Workshops to pick up a free ticket.

2013 Technology Showcase Schedule At-A-Glance (Convention Center, Ballroom A2)

Times	Thursday, 21 March	Friday, 22 March	Saturday, 23 March
9 am	TESOL Resource Center 9 am–9:30 am		
9:30 am			
10 am	CALL Academic Session: Gaming and Language Learning 10 am–12:45 pm	Mobile Apps for Education Showcase 10 am–11:45 am	InterSection with International Teaching Assistants IS: New Technology Horizons for International Teaching Assistants 10 am–11:45 am
10:30 am			
11 am			
11:30 am			
12 pm			
12:30 pm			
1 pm	CALL for Newcomers: Introduction 1 pm–1:45 pm	InterSection with Elementary Education IS: New Tools/Techniques in CALL 1 pm–2:45 pm	
1:30 pm			
2 pm			
2:30 pm			
3 pm	Developers' Showcase 3 pm–4:45 pm		InterSection with Computers, Video and Digital Media IS: Harmony in ESP Practice with Computers, Video and Digital Media 3 pm–4:45 pm
3:30 pm		CALL-IS Planning Meeting 3:30 pm–5 pm	
4 pm			
4:30 pm			
5 pm		Technology Showcase closed 5 pm	Technology Showcase closed 5 pm
5:30 pm			
	CALL-IS Open Meeting 6:45 pm–7:30 pm		

Key for Abbreviations: EV = Electronic Village; Ask Us = Ask Us: Free Advice for CALL

INVITED SPEAKER SESSIONS

Find abstracts for these sessions in the program book under the date and time for each session.



Spotlight Sessions

▸ Heritage, Cultures, and Languages in the Second Language Classroom

PRESENTER: Joy Peyton
23 March, 11 am–11:45 am
Convention Center, Ballroom A4

▸ Motivation and the Vision of Knowing a Second Language

PRESENTER: Zoltan Dörnyei
21 March, 11 am–11:45 am
Convention Center, Ballroom A4

▸ Harmony in Communication and Leadership

PRESENTER: Lark Doley
22 March, 2 pm–2:45 pm
Convention Center, Ballroom C1

▸ Awakening the English Learner: Innovation in a Competitive Education System

PRESENTER: Vincent Flores
22 March, 10 am–10:45 am
Convention Center, Ballroom C1

▸ Implementing Language Programs Across Regions

PRESENTERS: German Gomez, Ana S. Ramirez, Rina de Gongora
23 March, 1 pm–1:45 pm
Convention Center, Ballroom C1

▸ English Language Teaching in China: State-of-the-Art

PRESENTERS: Peiya Gu, Jun Liu, Qiang Wang, Shaoqian Luo, Zhihong Huang, Alice Murray
21 March, 10 am–11:45 am
Convention Center, C155

▸ “But We ARE Language Teachers!” Preparing Secondary English Teachers

PRESENTER: Candace Harper
22 March, 1 pm–1:45 pm
Convention Center, Ballroom A4

▸ Creating Curriculum for the Best Language Course Ever Taught

PRESENTER: Eli Hinkel
22 March, 10 am–10:45 am
Convention Center, Ballroom A4

▸ Anxiety and Beliefs: On Learners, Teachers, and Pink Dresses

PRESENTER: Elaine Horwitz
22 March, 11 am–11:45 am
Convention Center, Ballroom A4

▸ Developing Intercultural Awareness

PRESENTER: Joe McVeigh
23 March, 1 pm–1:45 pm
Convention Center, Ballroom A4

▸ Out of the Mouths of Babies

PRESENTER: David Nunan
23 March, 10 am–10:45 am
Convention Center, Ballroom A4

▸ Binational Collaboration Broadens Professional Horizons for Mexican Teachers of English

PRESENTER: Higinio Ordoñez, Guillermo Reyes, Jose Manuel Villafuerte
21 March, 1 pm–1:45 pm
Convention Center, Ballroom C1

▸ Towards Resourceful Speakers

PRESENTER: Alastair Pennycook
21 March, 3 pm–3:45 pm
Convention Center, Ballroom A4

▸ Multiple Englishes in Multiple Contexts: Intercultural Communication in TESOL

PRESENTER: Lucy Pickering
21 March, 11 am–11:45 am
Convention Center, Ballroom C1

▸ Do You Have to Know Arabic to Teach in Qatar?

PRESENTER: Dudley Reynolds
21 March, 4 pm–4:45 pm
Convention Center, Ballroom A4

▸ Newspaper-Assisted English Learning and Teaching in a Chinese Context

PRESENTER: Shen Gang, Huang Qing, Zeng Qingkai
22 March, 1 pm–1:45 pm
Convention Center, Ballroom C1

▸ Harmonizing Culture in and of the Classroom Through Technology

PRESENTER: Claire Bradin Siskin
23 March, 10 am–10:45 am
Convention Center, Ballroom C1

INVITED SPEAKER SESSIONS



- **Tuesdays With Omsk: Telementoring and Telecollaboration in Culture Learning**

PRESENTER: Pete Smith
22 March, 4 pm–4:45 pm
Convention Center, Ballroom A4

- **Grab ‘Em and Hold ‘Em: Making Subject Matter Come Alive!**

PRESENTER: Mary Gordon Spence
21 March, 10 am–10:45 am
Convention Center, Ballroom A4

- **Reflections on Teaching: An Elegant and Powerful Profession**

PRESENTER: Marge Tye Zuba
21 March, 4 pm–4:45 pm
Convention Center, Ballroom C1

- **Common Core Standards and ESL: Theoretical and Methodological Issues**

PRESENTERS: Guadalupe Valdés, Kenji Hakuta, Linda Harklau, Diane Larsen-Freeman, Elana Shohamy
22 March, 1 pm–1:45 pm
Convention Center, Ballroom A4

- **Constraints and Opportunities in U.S. Language Minority Teacher Education**

PRESENTER: Manka Varghese
21 March, 3 pm–3:45 pm
Convention Center, Ballroom A4

- **Dialogue and Language Learning: Directions in Research and Teaching Practices**

PRESENTER: Gergana Vitanova
22 March, 3 pm–3:45 pm
Convention Center, Ballroom A4



Visit our booth (206/208) to find out more about the latest British Council resources for teachers and learners.

Join us on

Thursday 21 March

Researching, designing and evaluating online ELT materials for the workplace with Tony Jones

Venue: Room C145, Convention Centre
Time: 17.00–17.45

Saturday 23 March

Technology-supported English language teaching: the role of partnerships with Michael Carrier

Venue: Room D224, Convention Centre
Time: 12.00–12.45



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HIGHLIGHTS

Teaching**English**
www.teachingenglish.org.uk

Learn**English**
www.britishcouncil.org/learnenglish

Learn**English Kids**
www.britishcouncil.org/learnenglishkids

Learn**English Teens**
www.britishcouncil.org/learnenglishteens



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BREAKFAST WITH TESOL'S BEST



Start your day off with a light breakfast and gather with a small, casual group of colleagues to discuss a current topic of interest with a leading TESOL expert.

A continental breakfast is provided. You may order tickets by using the registration form. Each breakfast topic is limited to nine attendees. Breakfasts will take place 7:30 am–8:15 am Thursday, Friday, and Saturday in the convention center. Tickets are not transferable and are only valid for the Breakfast printed on each ticket.

Cost

US\$45 per ticket.

A continental breakfast is provided.

Tickets to **Breakfast With TESOL's Best** that are not sold can be purchased on-site at the TESOL registration desk.

Thursday, 21 March 2013

SESSION #	HOST	TOPIC
B01	Kia Myrick McDaniel	Hooked on Nooks: E-Readers for Emerging ELLs
B02	Zoltán Dörnyei	Motivating Language Learners
B03	Federico Salas-Isnardi	Critically Rethinking Literacy in the 21st Century ESL Classroom
B04	Kate Kinsella	Disrupting Discourse for Career and College Readiness
B05	Valerie Jakar	Creating a Culture of Mentoring in TESOL
B06	John Hunter	Preparing the Student to Thrive in the Unknown
B08	Thomas K. Nakayama	Contemporary Approaches to Intercultural Communication

Friday, 22 March 2013

SESSION #	HOST	TOPIC
B11	Deborah J. Short	Advancing Academic Language Proficiency Beyond Intermediate Levels
B12	Bill Acton	Haptic-Integrated (Using Movement and Touch) Pronunciation Teaching
B13	Yvonne Freeman and David Freeman	Role of Primary Languages in ESL Programs
B14	Sandra Mercuri	Empowering Teachers of ELLs: A Professional Development Model
B15	Catherine Collier	Separating Difference From Disability: EL/SEL Diverse Learners
B16	Leslie Barratt	Building Survival Language in the First 100 Words
B17	Anna Uhl Chamot	Teaching Content and Learning Strategies in ESL
B18	Gary Carlin	Methods of Teaching English Through Drama
B19	Bonny Norton	Negotiating Identities in the English Language Classroom

Saturday, 23 March 2013

SESSION #	HOST	TOPIC
B21	Katherine Lobo	Teaching in Low Incidence Districts: Challenges and Opportunities
B22	MayDell Jenks	Build It and They Will Come: Opening Newcomer Centers
B23	Joy Kreeft Peyton	Cultural and Linguistic Heritage of English Learners
B24	Aram deKoven	Unconscious Bias: The Myth of Racial Colorblindness
B25	Alice Savage	Crafting Grammar and Test Items for "Real World" Use
B26	Sharon Malazzo	Reaching Parents to Connect With Students
B27	Judith B. O'Loughlin	ELL Shadowing: Improve Academic Language Instruction
B28	Valerie Jakar	Conflict Resolution and Intercultural Issues

PUBLIC POLICY, ADVOCACY, AND CITIZENSHIP

What are the education priorities of President Obama's second administration and the 113th Congress? What is happening with No Child Left Behind and the Workforce Investment Act? To answer these and other questions, TESOL International Association has arranged for expert speakers to present information on education laws and policies, new initiatives, and advocacy.

As your professional association, TESOL does its best to represent your interests and needs to decision makers. However, the key to success is YOU. Find the answers you need to these questions and more at these special sessions! Find abstracts for these sessions in the program book under the date and time for each session.



Thursday, 21 March

• National and State Initiatives in Adult ESL

FEATURING: Representatives from the Office of Vocational and Adult Education, U.S. Department of Education

21 March, 10 am–11:45 am; Convention Center, C149

• Improving Listening Skills for the Naturalization Process

PRESENTER: Donna Vanderhoff

21 March, 12 pm–12:45 pm; Convention Center, D174

• U.S. Department of Education: Supporting English Language Learning From Cradle

FEATURING: Representatives from the Office of English Language Acquisition and the Office of Vocational and Adult Education, U.S. Department of Education

21 March, 1 pm–2:45 pm; Convention Center, C149

• Hot Topics in Enrollment, Visas, SEVP, and Advocacy for IEPs

FEATURING: Speakers from the American Association of Intensive English Programs and the Consortium of University and College Intensive English Programs

21 March 4 pm–5:45 pm; Convention Center, C149

• Becoming a U.S. Citizen: The Naturalization Process

PRESENTER: Jesus Ramirez

21 March, 4 pm–5 pm; Convention Center, C150

Friday, 22 March

• U.S. Federal Education and Policy Update

22 March, 10 am–11:45 am; Convention Center, C149

• ELLs, Immigrant Students, and the Law—Featured Session

FEATURING: Representatives from the Office of Civil Rights at the U.S. Department of Education, the U.S. Department of Justice, and the Migrant Legal Action Program

22 March, 1 pm–4:45 pm; Convention Center, C149

• The U.S. Naturalization Test: Teaching Objectives

PRESENTER: Rachael M. Shaw

22 March, 2 pm–3 pm; Convention Center, C150

• Indicators of Program Quality for Adult Citizenship Education

PRESENTER: Paul Kim

22 March, 3 pm–4 pm; Convention Center, C150

• Understanding the Relationship Between Adult EL/Civics and Citizenship

PRESENTER: Rachael M. Shaw

22 March, 4 pm–5:30 pm; Convention Center, C150

RESEARCH SPOTLIGHT



TESOL is strongly committed to research as a way to improve professional knowledge and inform classroom practice. TESOL's Research Standing Committee (RSC) created the following sessions, which are led by experienced researchers. Anyone interested in research is encouraged to attend. Find abstracts for these sessions in the program book under the date and time for each session.

Wednesday, 20 March

RSC WORKSHOP

20 March, 1 pm–5 pm; Convention Center, C 148

- **Research Mentoring Workshop**

This event is designed to support emergent and early-career researchers in various stages of their research design and development, e.g., framing, methodological considerations, implementation and/or data analysis.

FACILITATORS: Suresh Canagarajah, Sue Garton, Maggie Hawkins, Christina Higgins

DOCTORAL FORUM

20 March, 8 am–5 pm

The Doctoral Forum is a 1-day miniconference run by doctoral students and TESOL faculty and professionals. The purpose of the Forum is to allow students to meet and network with other doctoral students and university faculty, share experience and expertise, give formal presentations on dissertation work, and share helpful resources.

This is a ticketed event; room numbers are printed on your ticket. Both attendees and presenters must register.

Thursday, 21 March

RSC COLLOQUIUM A

21 March, 10 am–11:45 am; Convention Center, A 308

- **Conceptualizations of Language: Examining “Academic Language”**

PRESENTERS: Tim Boals, Jim Cummins, Guadalupe Valdés, Aída Walqui

AAAL AT TESOL

21 March, 3 pm–4:45 pm; Convention Center, C 148

- **Language Standards and Second Language Acquisition: Theoretical and Methodological Issues**

ORGANIZER/MODERATOR: Guadalupe Valdés

PRESENTERS: Kenji Hakuta, Amanda Kibler, Diane Larsen-Freeman, Elana Shohamy, Aída Walqui

Friday, 22 March

RSC RESEARCH FAIR

22 March, 10 am–11:45 am; Convention Center, A 308

- **Research Fair: Issues, Approaches & Challenges in TESOL Research**

FACILITATORS: Sue Garton, Margaret Hawkins, Gwendolyn Gong, Mario López-Gopar, Denise Newfield, David Olsher

PRESENTERS: Suresh Canagarajah, Christina Higgins, Awad Ibrahim

RSC OPEN DISCUSSION: TESOL RESEARCH ISSUES AND CONCERNS

22 March, 12 pm–1 pm; Convention Center, Roundtable Discussion Area

TESOL DISTINGUISHED RESEARCH PAPER 2012

22 March, 2 pm–2:45 pm; Convention Center, D170

- **“Evaluating the Validity of a High-Stakes ESL Test: Why Teachers’ Perceptions Matter”**

In this session, the recipient of the 2012 TESOL Research Award will present the empirical study, published in *TESOL Quarterly*, for which the award was given.

PRESENTER/AWARDEE: Paula Winke

RSC COLLOQUIUM ON TRANSNATIONAL RESEARCH

22 March, 2 pm–3:45 pm; Convention Center, A 308

- **Language and Literacies in Diasporic and Indigenous Communities and Schools**

PRESENTERS: Martha Bigelow, Kendall King, Mario López-Gopar, Christina Higgins, Awad Ibrahim

Saturday, 23 March

TESOL DISTINGUISHED RESEARCH PAPER 2013

23 March, 11 am–11:45 am; Convention Center, D171

Presented by ETS TOEFL

- **“Curriculum Meta-Orientations in the Language Instruction for Newcomers to Canada Program”**

PRESENTER/AWARDEE: Andreea Cervatiuc

In this session, the recipient of the 2013 TESOL Research Award will present the empirical study, published in *The Canadian Journal for the Study of Adult Education*, for which the award was given.

BEST OF AFFILIATES

The Best of Affiliate sessions are chosen from submissions from TESOL affiliates. Affiliates are encouraged to submit sessions that showcase their members and the topics they are discussing. Find abstracts for these sessions in the program book under the date and time for each session.

TEXTESOL IV

- **Communication in the Fast Lane**

21 March, 10 am–10:45 am

Convention Center, A304

PRESENTERS: Mary Endress, Eileen Kress

CATESOL

- **Enliven Classroom Instruction and Engage Students With Video**

21 March, 11 am–11:45 am

Convention Center, A304

PRESENTER: Kristi Reyes

ARGENTINA TESOL

- **Dealing With No Internet Connectivity in the EFL classroom**

21 March, 3 pm–3:45 pm

Convention Center, A304

PRESENTER: Ricardo Ramírez

OKLAHOMA TESOL

- **Text Rich Classrooms While on the Move**

21 March, 4 pm–4:15 pm

Convention Center, A304

PRESENTERS: Rus Kiser, Jesse Sauer

TESOL ANZ

- **Meeting the Challenges for English Language Teaching in International Development**

22 March, 2 pm–2:45 pm

Convention Center, A304

PRESENTER: Hilary Smith

ANUPI

- **An Analysis of Vocabulary Acquisition in an Extensive Reading Course**

22 March, 3 pm–3:45 pm

Convention Center, A304

PRESENTER: Barbara Lou Byer Clark

MARYLAND TESOL

- **Let's Talk: Developing Speaking Skills**

23 March, 10am–10:45 am

Convention Center, A304

PRESENTERS: Gilda Martinez-Alba, Laura Hook

AFFILIATE COLLOQUIUM

- **TESOL Teacher Identity: Perspectives From Around the Globe**

21 March, 9:30 am–11 am

Convention Center, A303

The establishment of a strong professional identity is crucial for TESOL educators, as professionalism safeguards practitioners and the academic discipline of TESOL. In this colloquium, TESOL educators from around the globe share their perspectives on the challenges and victories in developing or maintaining a professional identity for TESOL educators.

PRESENTERS: Kevin Cleary, JALT; Ana Maria Rocca, Argentina TESOL; Sufian Abu-Rmaleh, TESOL Arabia; Karen Cadiero-Kaplan, CATESOL; Michele de Courcy, ACTA



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Find abstracts for these sessions in the program book under the date and time for each session.

• **Changing the Conversation
About Teaching & Learning**

*Sponsored by the National Council of
Teachers of English (NCTE)*

21 March, 3 pm–3:45 pm

Convention Center, 150

PRESENTER: Kailonnie Dunsmore

• **A Case for Online Language Teacher Education**

*Sponsored by The International Research Foundation
for English Language Education (TIRF)*

21 March, 10 am–11:45 am

Convention Center, 150

PRESENTERS: Denise Murray, MaryAnn Christison, Kathi Bailey

• **Recharge Your Career With COABE's
New "Graduate Studies" Portal**

*Sponsored by the Commission on
Adult Basic Education (COABE)*

21 March, 2 pm–2:45 pm

Convention Center, 150

PRESENTER: Jackie Taylor

• **New Trends in ELL Accommodation
on State Content Assessments**

*Sponsored by The George Washington University Center
for Equity and Excellence in Education (GW-CEEE)*

23 March, 11 am–11:45 am

Convention Center, C150

PRESENTERS: Lynn Shafer Willner, Charlene Rivera

• **Free ESL Resources on ProLiteracyEdNet.org**

Sponsored by ProLiteracy

21 March, 1 pm–1:45 pm

Convention Center, 150

PRESENTER: Todd Evans

• **Are You Assessment Literate?: Developing
Assessment Knowledge for the Classroom**

*Sponsored by the International Language
Testing Association (ILTA)*

23 March, 1 pm–2:45 pm

Convention Center, 150

PRESENTERS: Diane Schmitt, Lia Plakans, Deborah Crusan

• **What's WIDA Up to Now?**

*Sponsored by World-Class Instructional Design
and Assessment (WIDA)*

21 March, 3 pm–3:45 pm

Convention Center, C149

PRESENTERS: Tim Boals, Jess Markow

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PROFESSIONAL DEVELOPMENT



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9 am–6pm

FRIDAY, 22 MARCH
9 am–6pm

SATURDAY, 23 MARCH
9 am–2pm

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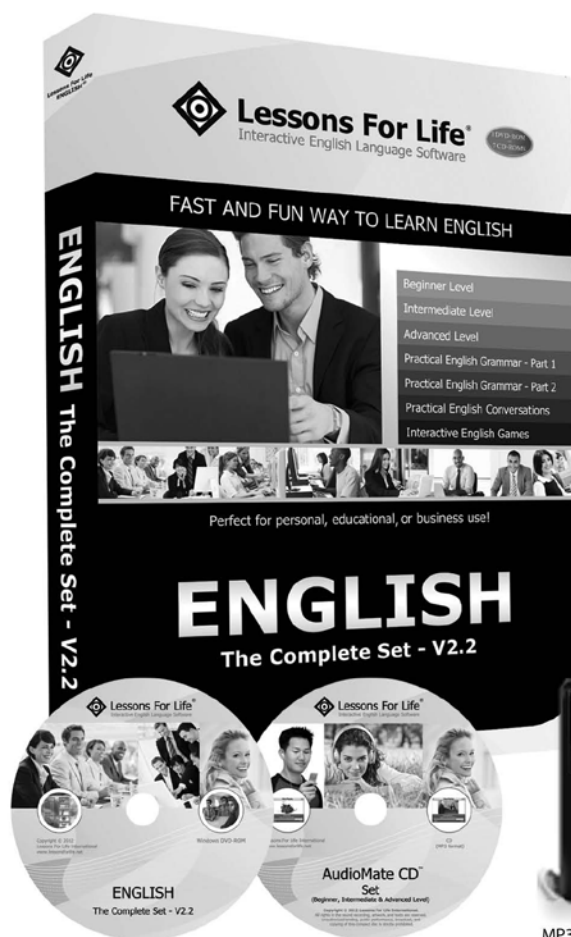
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PROFESSIONAL DEVELOPMENT

TESOL LEADERSHIP TRAINING PROGRAMS

TESOL now offers two leadership training programs:

- ELT Leadership Management Certificate Program
- Leadership Development Certificate Program

TESOL's leadership training programs provide quality professional development and leadership training for ELT professionals in the field or within TESOL International Association.

REGISTRATION TERMS: This is a ticketed event. Enrollment is limited. Participants will be admitted on a first-come, first-served basis. Preurchased tickets can be picked up on-site at the registration area of the convention center.

For complete information about TESOL's leadership training programs, visit www.tesol.org/leadershiptraining.

ELT Leadership Management Certificate Program (LMCP)

The ELT LMCP provides quality professional development and leadership training for ELT professionals in their current or future leadership, administrative, or management roles in various kinds of ELT organizations and institutions. This program is open to TESOL members and nonmembers.

To earn the 10-hour certificate, participants must complete a 7-hour required workshop, two 90-minute elective workshops, and a capstone requirement to summarize their learning and goals. All workshops must be completed at the 2013 TESOL convention.

LMCP REQUIRED WORKSHOPS

Wednesday, 20 March, 9 am–5 pm

Session locations printed on your ticket

- Qualities of Effective Leadership
- Leadership for Teacher Change: Supervision
- Strategic Planning

WORKSHOP LEADERS: Neil Anderson, Brigham Young University, Provo, Utah, USA; Fernando Fleurquin, University of North Texas, Denton, Texas, USA





Leadership Development Certificate Program (LDCP)

The LDCP provides quality professional development and leadership training for TESOL members interested in developing their knowledge and skills as current or future leaders within TESOL International Association. This program is only open to TESOL members.

To earn the 9-hour certificate, participants must complete four required workshops (6 hours) and two elective workshops (3 hours). Please note that all LDCP program requirements must be completed at the 2013 TESOL convention.

LDCP REQUIRED WORKSHOPS

Session locations printed on your ticket

- **LDCP36. About TESOL**
Thursday, 21 March, 9:30 am–11 am
WORKSHOP LEADER: **Sandra Briggs**, San Francisco, California, USA
- **LDCP37. TESOL Policy and Governance Issues**
Friday, 22 March, 9:30 am–11 am
WORKSHOP LEADER: **Rosa Aronson**, TESOL International Association, Alexandria, Virginia, USA
- **LDCP38. Perspectives on Leadership for TESOL**
Friday, 22 March, 3 pm–4:30 pm
WORKSHOP LEADER: **Sandra Briggs**, San Francisco, California, USA
- **LDCP39. Dynamic Grassroots Advocacy**
Saturday, 23 March, 11 am–12:30 pm
WORKSHOP LEADER: **John Segota**, TESOL International Association, Alexandria, Virginia, USA

ELECTIVE WORKSHOPS

(choose two): for the ELT LMCP and LDCP

Session locations printed on your ticket

- **LP40. Technology Today: What Leaders Need to Know and Do**
Friday, 22 March, 11 am–12:30 pm
WORKSHOP LEADER: **Emily Reynolds**, BizEnglish, Boulder, Colorado, USA
- **LP41. Fundraising and Writing Grant Proposals**
Friday, 22 March, 11 am–12:30 pm
WORKSHOP LEADERS: **Dawn McCormick**, University of Pittsburgh, Pittsburgh, Pennsylvania, USA; **Dorolyn Smith**, University of Pittsburgh, Pittsburgh, Pennsylvania, USA
- **LP42. Time Management Strategies for English Language Teaching Professionals**
Thursday, 21 March, 12:30 pm–2 pm
WORKSHOP LEADERS: **Christine Coombe**, Dubai Men's College, Dubai, United Arab Emirates; **Mashael Al-Hamly**, Kuwait University, Kuwait City, Kuwait; **Justin Shewell**, Arizona State University, Mesa, Arizona, USA
- **LP43. How to Run Effective Meetings**
Friday, 22 March, 1 pm–2:30 pm
WORKSHOP LEADER: **Richard Robison**, Azusa Pacific University, Azusa, California, USA
- **LP44. Facilitating Groups and Building Teams**
Friday, 22 March, 1 pm–2:30 pm
WORKSHOP LEADER: **Renee Feather**, Georgetown University, Washington, DC, USA
- **LP45. Conference/Workshop Planning**
Saturday, 23 March, 9:30 am–11 am
WORKSHOP LEADERS: **Christine Coombe**, Dubai Men's College, Dubai, United Arab Emirates; **Mark Algren**, University of Kansas, Lawrence, Kansas, USA; **Mashael Al-Hamly**, Kuwait University, Kuwait City, Kuwait; **Valerie Jakar**, David Yellin Academic College of Education, Jerusalem, Israel; **Gertrude Tinker Sachs**, Georgia State University, Atlanta, Georgia, USA; **Diane Carter**, Indianapolis Public Schools, Indianapolis, Indiana, USA
- **LP46. Presentation Skills for Emergent ELT Leaders**
Saturday, 23 March, 9:30 am–11 am
WORKSHOP LEADER: **Thom Upton**, Indiana University, Indianapolis, Indiana, USA
- **LP47. Leadership Growth Through Leadership Mentoring**
Saturday, 23 March, 11 am–12:30 pm
WORKSHOP LEADERS: **Sigrun Biesenbach-Lucas**, Georgetown University, Washington, DC, USA; **Donette Artenie**, Georgetown University, Washington, DC, USA
- **LP48. Financial Planning: Budgets and Course Costing**
Thursday, 21 March, 12:30 pm–2 pm
WORKSHOP LEADER: **Fernando Fleurquin**, University of North Texas, Denton, Texas, USA

THANK YOU

TESOL would like to thank the following reviewers and interest section leaders who helped with the adjudication process for all concurrent and poster proposals. (Interest section leaders are indicated in **bold.**)

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HOW TO USE THIS BOOK



Types of Sessions

-  **Academic Session** (2 hours, 45 minutes): An in-depth session sponsored by a specific interest section.
-  **Colloquium** (1 hour, 45 minutes): A forum for a group of scholars to formally present and discuss current TESOL issues. Presenters exchange papers in advance and formally respond to each other's positions.
-  **Discussion Group** (45 minutes): An interactive session in which the presenter engages the audience members in a discussion of their views on a particular topic. The presenter elicits audience participation and fosters discussion by drawing on relevant research in the area.
-  **Exhibitor Session** (45 minutes): A session sponsored by an exhibitor.
-  **Forum Session** (75 minutes): A session sponsored by a forum.
-  **Intersection** (1 hour, 45 minutes): Academic sessions that represent a collaboration between two or more interest sections.
-  **Invited Speaker** (45 minutes): Sessions featuring a speaker selected by the program committee because they have a message that is important to TESOL members.
-  **Practice-Oriented** (45 minutes): Shows, rather than tells, a technique for teaching or testing.

-  **Research-Oriented Presentation** (45 minutes): An oral summary, with occasional reference to notes or a text, that discusses the presenters' work in relation to theory and/or practice.
-  **Roundtable Discussion** (45 minutes): Peer-to-peer facilitated discussions with a small group of attendees. Roundtables take place on the Expo Hall floor.
-  **Teaching Tip** (20 minutes): Similar in content to a practice-oriented presentation but shorter. It is an oral summary, with occasional reference to notes or a text, that discusses the presenter's work in relation to practice.
-  **TESOL in Focus:** Sessions sponsored by TESOL highlighting special projects and initiatives to further the field, or partnerships with colleague associations.
-  **Ticketed Event:** Ticketed events are a great way to enhance your convention experience. By attending a ticketed event you are assured of a more intimate and interactive session. Any remaining tickets for events may be purchased at the registration counters in the Dallas Convention Center.
-  **Workshop** (1 hour, 45 minutes): A carefully structured, hands-on professional development activity. The leader helps participants solve a problem or develop a specific teaching or research technique.

Interest Section Icons

-  Adult Education
-  Applied Linguistics
-  Bilingual Education
-  Computer-Assisted Language Learning
-  Elementary Education
-  English as a Foreign Language
-  English for Specific Purposes
-  Higher Education
-  Intensive English Programs
-  Intercultural Communication
-  International Teaching Assistants
-  Materials Writers
-  Nonnative English Speakers in TESOL
-  Program Administration
-  Refugee Concerns
-  Secondary Schools
-  Second Language Writing
-  Speech, Pronunciation, and Listening
-  Social Responsibility
-  Teacher Education
-  Video and Digital Media

Poster sessions are self-explanatory exhibits that allow participants to engage in informal discussion. For each poster session there will be a corresponding bulletin board display. Conference attendees may stroll through the poster session area to discuss the topics with presenters. The displays and presenters change each day. Poster sessions are listed on page 169.

Sample Abstract:

TYPE OF SESSION ICON	 	Saturday, 11:00 am–11:45 am ← DAY, TIME Convention Center, Ballroom A4 ← SITE, ROOM
SESSION TITLE	Heritage, Cultures, and Languages in the Second Language Classroom <i>Content Area: Bilingual Education</i>	
DESCRIPTION	Knowledge about, valuing of, and developing the languages and cultures of our students is critical to our success as educators and researchers and to our students' achievement, an approach that is supported by research. Recommendations are made for programmatic and instructional approaches that value, support, and build on students' backgrounds.	
PRESENTER	Joy Kreeft Peyton , Center for Applied Linguistics, USA	

Please note: Abstracts are arranged by date followed by start time, then by end time, and then in alphabetical order by title.

Abstracts

Please check the addendum for cancellations and changes to sessions.

TUESDAY, 19 MARCH 2013

For the location of a ticketed session, please check your ticket.

9:00 am



Tuesday, 9:00 am–4:00 pm
See registration for unsold tickets

Balanced Literacy for Beginning Adolescent Readers

Time is running out to address the literacy needs of our secondary ESOL students. This PCI is designed for teachers and administrators who want to move toward a balanced literacy approach to strengthen the reading skills of beginning ESOL students. Learn skills to assess students' literacy and teach differentiated lessons.

Sharon Widmayer, Fairfax County Public Schools, USA
Nancy Batchelder, Fairfax County Public Schools, USA
Michelle Campiglia, Fairfax County Public Schools, USA
Deborah Pettit, Fairfax County Public Schools, USA



Tuesday, 9:00 am–4:00 pm
See registration for unsold tickets

Common Core: A Framework for Making Standards Accessible to ELLs

Content Area: Standards

This interactive workshop engages participants in a framework for developing Common Core State Standards-aligned instruction and assessment that meet the specific needs of ELLs. The framework is designed to ensure that ELLs are meeting the rigor of the new standards while engaging with grade-appropriate texts and tasks.

Amy King, University of Missouri-Kansas City, USA
Mary Bridgforth, Springdale Public Schools, USA
Diane August, Center for Applied Linguistics, USA
Rosie Garcia-Belina, MidContinent Comprehensive Center, USA
Jennifer Shackles, Southwest Regional Professional Development Center, USA



Tuesday, 9:00 am–4:00 pm
See registration for unsold tickets

Culturally and Linguistically Responsive Strategies for Separating Difference and Disability

Content Area: Learning Disabilities, Special Needs

When English language students experience learning and behavior problems, culturally and linguistically responsive intervention strategies are imperative. Instructional intervention strategies to separate difference and potential disability issues must address cultural and linguistic transition in addition to academic issues. Screening, strategy selection, implementation, and response monitoring will be demonstrated. Tools provided.

Catherine Collier, CrossCultural Developmental Education Services, USA



Tuesday, 9:00 am–4:00 pm
See registration for unsold tickets

Haptic Integration of English Pronunciation Instruction

Content Area: Speech, Pronunciation, and Listening

This PCI presents a haptic (movement + touch)-based approach to essential, integrated pronunciation instruction, applicable for learners of middle-school age and above—designed for use in all skill areas. Especially appropriate for nonnative English speaking instructors, one key innovation is the use of touch to enhance both learning and recall.

William Acton, Trinity Western University, Canada
Michael Burri, British Columbia Institute of Technology, Canada
Karen Rauser, Okanagan College, Canada
Brian Teaman, Osaka Women's University, Japan
Angelina VanDyke, Trinity Western University, Canada
Nathan Kieseltra, Trinity Western University, Canada
Suzanne Acton, Trinity Western University, Canada



Tuesday, 9:00 am–4:00 pm
See registration for unsold tickets

Weaving Motivational Moments Into Language Teaching

Content Area: Curriculum, Materials Development

Teachers play a powerful role in motivating learners. To engage in effective motivational teaching practices, each teacher must explicitly weave motivational moments into language teaching. This workshop provides the opportunity to learn the fundamental principles of motivational teaching practices and to rehearse the delivery of motivational moments in language teaching.

Neil J. Anderson, Brigham Young University, USA
Paul Cave, Brigham Young University, USA
Shelby Werner, Brigham Young University, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Tuesday, 9:00 am–4:00 pm
See registration for unsold tickets

Writing Center and ESOL Cross-Talk: Collaboration, Understanding, and Teaching

Many second language writers need linguistic and rhetorical scaffolding to become better writers, and they seek help from writing centers. This scaffolded instruction may conflict with the value that writing centers place on hands-off tutoring. Cross-talk between writing center and ESOL professionals helps everyone work with writers more effectively.

Jennifer Ritter, Westminster College, USA

Katie Manchester Ha, Skyline College and University of California, USA

Jennifer Staben, College of Lake County, USA

Tara Smith, University of Alaska, USA

1:00 pm



Tuesday, 1:00 pm–5:00 pm
See registration for unsold tickets

Applying Self-Regulated Learning Principles in the Language Classroom

Classroom time is never sufficient to teach everything students need. When self-regulated learning (SRL) principles are applied, students are in charge of their learning in the classroom and beyond. This workshop provides participants with a clear understanding of SRL principles, practical application to case studies, and opportunities to apply.

Norman Evans, Brigham Young University, USA

Maureen Snow Andrade, Utah Valley University, USA



Tuesday, 1:00 pm–5:00 pm
See registration for unsold tickets

From Knowing to Doing: Joint Framework for Intelligibility and Independence

ESL teachers all face a similar problem: for any given set of materials, students may “know” the material, yet still make errors in speech or writing. For adult learners, teacher intervention therefore appears necessary. The presenters envision this broadly as a teacher-student partnership for learner independence.

Marnie Reed, Boston University, USA

Christina Michaud, Boston University, USA



Tuesday, 1:00 pm–5:00 pm
See registration for unsold tickets

Intercultural Competence in ESOL Classrooms: Framework and Implications for Educators

How can ESOL educators be more successful in working with ESOL students? One way is by more intentionally developing their intercultural competence and, in turn, infusing intercultural competence concepts into their classrooms. What exactly is intercultural competence? How can this be further developed in our students?

Darla K. Deardorff, Duke University, USA



Tuesday, 1:00 pm–5:00 pm
See registration for unsold tickets

Tips and Tricks to Tame the Microsoft Office Beast

Teachers use Microsoft Word, Excel, and PowerPoint but often struggle for what they need. It can take too long to create documents that can be personalized or to add good-looking graphics. Weighted grades are harder than they should be. And PowerPoint can be far more than a boring lecture tool.

Thomas Robb, Kyoto Sangyo University, Japan

Deborah Healey, University of Oregon, USA



Tuesday, 1:00 pm–5:00 pm
See registration for unsold tickets

Using Short Stories to Expand Critical Thinking and Language Learning

In this workshop, participants practice creatively analyzing literary texts to foster critical thinking, reading, discussion, grammar, vocabulary, and writing skills for high-intermediate and advanced students. Participants learn criteria for setting up a stimulating short-story course. Extensive handouts include multiple excerpts, two unabridged stories, and many model exercises.

Sybil Marcus, University of California–Berkeley, USA

5:00 pm



Tuesday, 5:00 pm–9:00 pm
See registration for unsold tickets

Assessment 101: From Fundamentals to Closing the Loop

Are you involved in program assessment for the sake of compliance, or for improvement? Are those you lead resistant, or supportive? Do you need a straightforward, practical approach that works? In this hands-on PCI, participants engage with principles, tools, and structures to address challenges, embrace opportunities, and develop strategies.

Maureen Snow Andrade, Utah Valley University, USA



Tuesday, 5:00 pm–9:00 pm
See registration for unsold tickets

How to Establish a Newcomer Program

Content Area: Content-Based Language Instruction

Newcomer programs are specially designed programs for new arrivals with little or no English. The presenters give practical on the process of developing a newcomer center from initial consideration through implementation. Details such as selection of personnel, site determination, transportation, material selection, and district support are covered.

Judith B. O’Loughlin, Language Matters Education Consultants, LLC, USA

Brenda Custodio, Ohio State University, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Tuesday, 5:00 pm–9:00 pm
See registration for unsold tickets

Implementing Collaborative Learning Activities Using Microsoft Office Publisher

Looking for a tool to implement collaborative learning activities? Microsoft Office Publisher is a software application that offers multiple project options. Workshop participants learn how to utilize these options by creating their own expected sample products to show to their class. Different ways to assess student performance are also presented.

Miralynn Malupa-Kim, Defense Language Institute-English Language Center, USA

Maria Sri Rosarioningrum, Foreign Service Institute, USA



Tuesday, 5:00 pm–9:00 pm
See registration for unsold tickets

Little Children, Big Challenge: Appropriate ESL Supports for Preschool Students

Content Area:

This intensive, interactive workshop provides a developmentally appropriate ESL toolkit for working effectively with preschool English language learners. ESL teachers are often assigned to work with ELLs in preschool, though most college courses do not address the learning needs of children under age 5.

Karen Nemeth, Language Castle, LLC, USA

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Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection

WEDNESDAY, 20 MARCH 2013

For the location of a ticketed session, please check your ticket.

8:00 am



Wednesday, 8:00 am–9:30 am
See registration for unsold tickets

A Three Step Approach to Academic Language Development

Content Area: Content-Based Language Instruction

The presenters explain a three- step approach for building academic language indicating activities and strategies for each step. Teachers will learn how to assess students' present language use, plan language objectives at different levels, and teach along a continuum that moves students from conversational to academic language.

David Freeman, University of Texas at Brownsville, USA
Yvonne Freeman, University of Texas at Brownsville, USA



Wednesday, 8:00 am–9:30 am
See registration for unsold tickets

Blending TESOL PreK–12 ELP Standards With CCSS for ELL success

Teachers working with English Language Learners (ELL) must meet "standards." But facing a myriad of standards, including Common Core State Standards (CCSS), meeting this need can be overwhelming. Using TESOL's PreK–12 English Language Proficiency Standards as a guide, teachers can provide instruction that addresses each language proficiency level and standard.

Lynore M. Carnuccio, esl-etc Educational Consultants, USA
Judith B. O'Loughlin, CATESOL Education Foundation, USA



Wednesday, 8:00 am–9:30 am
See registration for unsold tickets

Developing Mastery of High-Utility Academic Vocabulary for Career and College

Content Area: K–12

New national and Texas State K–12 Standards and assessments focus heavily on reading, discussion and written response to informational text. Experience explicit and interactive instruction and assessment routines that deepen student understanding of high-utility vocabulary while equipping them with competent academic discourse skills. Learn how to prioritize words...

Kate Kinsella, San Francisco State University, USA



Wednesday, 8:00 am–9:30 am
See registration for unsold tickets

Differentiation and Intervention for Challenged & Challenging Learners

Culturally, linguistically, and learning diverse students can present unique challenges for any teacher. This is particularly true when students with learning and behavior issues disrupt instruction. This session will describe and immerse participants in several activities to illustrate best practice in instructional settings for learners with diverse needs.

Catherine Collier, CrossCultural Developmental Education Services, USA



Wednesday, 8:00 am–9:30 am
See registration for unsold tickets

Mainstream Teachers and Coaches Respond to ESL Instructional Coaching

Content Area: Elementary School/ Primary Education

Preparing every teacher to work with ELLs effectively in the regular classroom is a daunting challenge. This session highlights how district coaches and mainstream teachers respond to an ESL instructional coaching model designed for district-wide use. The coaching model, protocols, video clips of practice, and student achievement outcomes are shared.

Annela Teemant, Indiana University-Purdue University Indianapolis, USA
Serena Tyra, Indiana University-Purdue University Indianapolis, USA
Karen Goldstein, Central Elementary, Metropolitan School District of Pike Township, USA

Janet Larr, Metropolitan School District of Pike Township, USA

Julie Gossard, College Park Elementary Metropolitan School District of Pike Township, USA

Amie Rohrer, Deer Run Elementary Metropolitan School District of Pike Township, USA

Aaron Botsford, College Park Elementary Metropolitan School District of Pike Township, USA



Wednesday, 8:00 am–9:30 am
See registration for unsold tickets

Making the Dream Real! Ensuring ELLs' Success in Public Schools

As the number of English language learners increases, there is a greater need for a systematic approach that supports language development and academic achievement of ELLs. This panel session addresses how superintendents, representing diverse populations, have implemented specific interventions that increase graduation rates and ensure student success in their districts.

Dana Bedden, Irving Independent School District, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Wednesday, 8:00 am–9:30 am
See registration for unsold tickets

Our Role in the ‘Cyberbullying’ Frenzy

Cyberbullying is interfering with the educational process for the students we serve. In five years, we have gone from “Not my problem—it happened off campus” to a media frenzy. Learn how cyberbullying impacts ELLs and leave the session with a concrete plan for ensuring a safe learning environment.

Barbara-Jane Paris, Round Rock ISD, USA



Wednesday, 8:00 am–12:00 pm
See registration for unsold tickets

Advancing Reading Proficiency in Adolescent ELLs

ELLs must meet the Common Core State Standards for Reading Literature in Grades 6–12. Explore a range of strategies for getting middle and high school ELLs to read, comprehend, and analyze the craft and structure of a range of literary texts; discuss these texts effectively.

Nancy Cloud, Rhode Island College, USA
Judah Lakin, KIPP King Collegiate, USA



Wednesday, 8:00 am–12:00 pm
See registration for unsold tickets

C.O.R.E. Strategies for ELLs: Take This Workshop Home With You!

In this interactive workshop, the presenters offer specific, easy-to-use strategies that support ELLs to meet the English Language Arts Common Core State Standards. Participants experience “C.O.R.E = Critical, Outstanding Resources for ELLs,” a showcase of teaching techniques for literacy and language learning.

Maria Dove, Molloy College, USA
Andrea Honigsfeld, Molloy College, USA



Wednesday, 8:00 am–12:00 pm
See registration for unsold tickets

Grammar, Pronunciation, and Vocabulary Games: Engaging and Effective

This hands-on PCI walks participants through several grammar, pronunciation, and vocabulary games that are engaging and effective. Participants break out and create their own games with the aid of the presenter. Games created meet the needs of participants’ populations and curricular outcomes. Participants go home with several games.

Christina Cavage, Savannah College of Arts and Design, USA



Wednesday, 8:00 am–12:00 pm
See registration for unsold tickets

Wikis: Creating Collaborative Learning Spaces

Ward Cunningham, creator of the first wiki, describes wikis as “the simplest online database that could possibly work.” And work they do, in supporting online collaborative environments that offer venues for activities that engage students in learning and promote second language acquisition skills.

Sandy Wagner, Defense Language Institute, USA
Christine Bauer-Ramazani, Saint Michael’s College, USA
Skip Gole, Montgomery College, USA
Maria Tomeho-Palermينو, Boston University, USA
Jack Watson, University of New Brunswick, USA

9:00 am



Wednesday, 9:00 am–4:00 pm
See registration for unsold tickets

Activating Second Language Skills With “Process Drama”

Content Area: Integrated Skills

Recent brain-based research shows that the integration of motivation, imagination, movement, and emotion vastly accelerates second language acquisition. This workshop engages teachers in creating an extended improvisational dramatic encounter comprising activities that develop speaking, listening, grammar, and literacy skills while ensuring creativity, dynamism, and engagement in the language classroom.

Leslie Sapp, University of Florida English Language Institute, USA
Gary Carlin, Southern New Hampshire University, USA
Shin-Mei Kao, National Cheng Kung University, Taiwan
Jessica Davis, Qatar University, Qatar
Fernanda Molla, Buen Ayre School, Argentina



Wednesday, 9:00 am–4:00 pm
See registration for unsold tickets

Assessment Literacy for Language Teaching: What Every Teacher Should Know

This PCI is designed to increase the assessment literacy of language instructors and enable them to be more competent assessors of students’ language learning knowledge and abilities in the classroom. This workshop helps teachers become more knowledgeable and comfortable creating and using assessment instruments, including paper tests and performance assessments.

Eddy White, University of Arizona, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Wednesday, 9:00 am–4:00 pm
See registration for unsold tickets

Essentials of Pronunciation Teaching and Learning

Content Area: Speech, Pronunciation, and Listening

This workshop is for teachers with limited preparation in teaching pronunciation. Through demonstrations, explanations, and first-hand experience, participants gain skill and confidence in meeting the challenges of teaching pronunciation. Topics include integrating pronunciation, designing a communicative syllabus, and specific techniques for teaching and elements of speech.

Linda Grant, USA

Donna Brinton, University of Southern California, USA

Carolyn Quarterman, North Carolina State University, USA



Wednesday, 9:00 am–4:00 pm
See registration for unsold tickets

Reaching Our Multilevel, Multifaceted ESL Students

Teaching in the multilevel classroom does not have to be a complicated, hectic battle. Practice principles that build common ground and cooperation so a cohesive community is uncovered in the midst of a range of levels. The learner-centered activities that participants learn in this workshop foster community.

Rob Jenkins, Santa Ana College, USA

Staci Johnson, Santa Ana College, USA



Wednesday, 9:00 am–4:00 pm
See registration for unsold tickets

Reflecting on Practice

Content Area: Personal Development

Reflective practice means that teachers subject their beliefs and teaching to a critical analysis so that they can become more aware of their practice. In order for reflective teaching to happen, opportunities must be created for teachers to use conscious reflection. This workshop provides participants with such opportunities to reflect.

Thomas Farrell, Brock University, Canada



Wednesday, 9:00 am–4:00 pm
See registration for unsold tickets

What's Different About Teaching Reading to English Language Learners?

Content Area: Reading, Literacy

This workshop provides K–8 educators with an understanding of how successful reading instruction for English language learners may be different from instruction for native speakers. Recommendations of the National Literacy Panel (2006) are referenced, and an abundance of strategies is shared.

Lisa Tabaku, Center for Applied Linguistics, USA

9:40 am



Wednesday, 9:40 am–11:10 am
See registration for unsold tickets

Co-teaching and Other Collaborative Adventures Among Teachers of ELLs

Content Area: K–12

In our urban Massachusetts district, ESL teachers and general education colleagues are exploring co-teaching and other collaborative practices to improve outcomes for ELLs. This session will review models of co-teaching and share recent co-teaching experiences, challenges and accomplishments while implementing the Common Core State Standards within the WIDA framework.

Bonnie Baer-Simahk, Fitchburg Public Schools, USA

Patricia Aube, Fitchburg Public Schools, USA



Wednesday, 9:40 am–11:10 am
See registration for unsold tickets

Fission or Fusion? Exploring Fallout of the Common Core

Participants will investigate how implementation of Common Core Standards affects the instructional practice of teachers and their English Learners in science and math classrooms. Using guided practice to “unpack” CSS, participants will practice aligning CSS, instruction and assessments. Best practices for ELs will be used to encourage active participation.

Cindy Hunt, University of Alabama, Birmingham, USA



Wednesday, 9:40 am–11:10 am
See registration for unsold tickets

Motivating Students Through a Focus on Identity Formation

One of the most common questions teachers have is how to motivate their English language learners. In this session, the presenter will discuss various ways to engage students through historical perspectives and identity formation. By validating their historical experiences, students are motivated to become more academically, socially, and politically aware.

Francisco Valdiosera, Indianapolis Public Schools, USA



Wednesday, 9:40 am–11:10 am
See registration for unsold tickets

Rebooting the Formative Assessment Process for ELLs!

Content Area: Content-Based Language Instruction

Academic language development is critical in accessing and engaging with content/activities/discussions in STEM classrooms, especially for ELLs. The focus of this session will be the formative assessment process of academic language. CCSS and NGSS language/concepts will be included, as well as ideas for differentiating language for ELLs.

Maureen Keithley, WIDA Consortium, USA

Tim Boals, WIDA Consortium, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Wednesday, 9:40 am–11:10 am
See registration for unsold tickets

Responsive Reading and Writing Practices that Capture Dreamers' Aspirations

Content Area: personal Development

This session explores how bilingual/ESL teachers can use reading and writing practices that incorporate culturally responsive literature and critical perspectives in the language arts and social studies curriculum. Handouts and literacy activities will focus on award winning Latino children's literature for lower and upper elementary grade levels.

María E. Fránquiz, The University of Texas, USA



Wednesday, 9:40 am–11:10 am
See registration for unsold tickets

Struggling Forward: Towards A Praxis of Recognition in U.S. Schools

Overcrowded schools, zero-tolerance policies, and an over emphasis on test preparation has overwhelmed students in U.S. schools, particularly Latinas/os. A Praxis of Recognition framework is presented which encourages scholars and practitioners to transform classrooms, schools, and society for social and political justice, particularly for Latina/o youth in U.S. schools.

Louie F. Rodriguez, University of Southern California, USA



Wednesday, 9:40 am–11:10 am
See registration for unsold tickets

The 12 Must Do's for ELL Students for College Readiness

Content Area: Teacher Education

Participants will examine and learn the 12 MUST DO's for recruiting, retaining, and supporting ELL students (especially our young men) in rigorous courses leading to college readiness and success in a global society. The Advancement Via Individual Determination (AVID) has an equity component focused on long-term ELL's college readiness.

Patrick Briggs, AVID Center, USA

11:15 am



Wednesday, 11:15 am–12:15 pm
See registration for unsold tickets

Reality Check: Common Core State Standards, ELLs, and Research

The presentation will review the research evidence regarding the academic trajectories of English language learners and discuss the instructional relevance of this evidence in light of the Common Core State Standards. Strategies for developing evidence-infused school-based language policies will be discussed.

Jim Cummins, OISE/University of Toronto, Canada



1:00 pm

Wednesday, 1:00 pm–5:00 pm
See registration for unsold tickets

Academic Urgency: Discourse Across Content Using WIDA and Common Core

The purpose of this workshop is to educate K-12 professionals on how to immediately implement WIDA ELD Standards and identify connections to Common Core. Professionals leave the workshop with proficient knowledge of the WIDA document and create sample curricula for English language learners.

Molly Ross, Malden Public Schools, USA
Jen McCabe, Malden Public Schools, USA



Wednesday, 1:00 pm–5:00 pm
See registration for unsold tickets

Classroom Assessment: Supporting Teaching and Learning

Assessment plays a central role in teaching and learning. The day-to-day assessment of student learning is unquestionably one of the teacher's most demanding, complex, and important tasks. This workshop involves teachers with hands-on activities in understanding major components of classroom assessment, discussing models of learning, and exploring their methods.

Liying Cheng, Queen's University, USA
Andy Curtis, Anaheim University, USA



Wednesday, 1:00 pm–5:00 pm
See registration for unsold tickets

Creating a Positive Learning Environment for Beginning ELLs

Content Area: Content-Based Language Instruction

What can your district do to improve educational programming for beginning English language learners? Learn how to help teachers to support students who are undocumented, have experienced trauma, or have limited or interrupted formal education.

Judie Haynes, everythingESL.net, USA
Deborah Zacarian, Hampshire Educational Collaborative, USA



Wednesday, 1:00 pm–5:00 pm
See registration for unsold tickets

Practical Thoughts for a Principled Online Pedagogy

Content Area: Methodology

In this PCI, participants explore a variety of tasks designed to scaffold meaningful, collaborative online learning and teaching. The presenters illustrate best practices in powerful online pedagogy and share a bank of practical ideas that participants can readily transfer to their teaching situations.

Gabriel Diaz-Maggioli, School of Languages, The New School University, USA
Lesley Painter-Farrell, School of Languages, The New School University, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Wednesday, 1:00 pm–5:00 pm
See registration for unsold tickets

Research Standing Committee: Research Mentoring Workshop

This event is designed to support emergent and early-career researchers in various stages of their research design and development, e.g., framing, methodological considerations, implementation and/or data analysis. We collaboratively explore samples of participants' research interests and projects; leading researchers from diverse research paradigms in the field facilitate.

Maggie Hawkins, University of Wisconsin-Madison, USA
Suresh Canagarajah, Pennsylvania State University, USA
Sue Garton, Aston University, United Kingdom (Great Britain)
Christina Higgins, University of Hawaii at Manoa, USA



Wednesday, 1:00 pm–5:00 pm
See registration for unsold tickets

Using Technology to Achieve Excellence in Vocabulary Learning

This PCI is a hands-on workshop in which participants learn to use a number of free technology tools that are helpful for teaching vocabulary. Participants practice using the tools to answer questions such as "What words should I explicitly teach?", "How can I simplify difficult texts?"

Mark Wolfersberger, Brigham Young University, USA
Aubrey Bronson, Brigham Young University, USA
Ellen Bunker, Brigham Young University, USA
Amanda Wallace, Brigham Young University, USA

1:15 pm



Wednesday, 1:15 pm–2:45 pm
See registration for unsold tickets

Becoming Learning Specialists

This practice-oriented and interactive session will focus on an understanding of how working memory and long term memory function in the learning process. The more we become "learning specialists," the more we can teach in ways that better serve all students, particularly struggling English learners.

Ken Pransky, Center for English Language Education, USA
Francis Bailey, University of Kentucky, USA



Wednesday, 1:15 pm–2:45 pm
See registration for unsold tickets

Biliteracy: Our Best Bet

Biliteracy, whether it be in bilingual, mainstream, or ESL classrooms, is the focus of this interactive session. Traditional bilingual methods will be adapted to fit unique classroom contexts. Participants will leave with an individualized plan of best practices, which enhance biliteracy for all students.

Joan Wink, California State University, Stanislaus, USA



Wednesday, 1:15 pm–2:45 pm
See registration for unsold tickets

Coaching Teams: Transforming Educator Practices through Inquiry, Collaboration and Action

Content Area: Teacher Education

Team coaching can be a powerfully effective way to support professional learning teams as they engage in collaborative school improvement initiatives. This interactive session presents a team coaching framework that fosters reflective inquiry, collaboration, and shared responsibility for transforming classroom practices and school programming for ELLs.

Christy Reveles, Independent Educational Consultant, USA
Emily Evans Fanaeian, Wisconsin Center for Educational Research, USA



Wednesday, 1:15 pm–2:45 pm
See registration for unsold tickets

Effective Science Teaching for English Language Learners: A Socio-Cultural Approach

This session provides hands-on experiences with attending to the language blindspots (e.g., dual meaning words, figurative language) of science for English language learners (ELLs). Instructional supports that amplify science without watering it down for ELLs are presented, as well as a tool to monitor language development in science.

Marco A. Bravo, San Francisco State University, USA
Jorge L. Solis, University of Texas at San Antonio, USA



Wednesday, 1:15 pm–2:45 pm
See registration for unsold tickets

ELLs, Immigration, and Student Rights

Content Area: High School/Secondary Education

This session examines the current immigration enforcement priorities, the effect of deportation proceedings on students, pending immigration reform, the proposed DREAM Act, available options for both documented and undocumented students, and the specific constitutional and legal rights students enjoy regardless of immigration status.

Charles Kuck, Kuck Immigration Partners LLC, USA



Wednesday, 1:15 pm–2:45 pm
See registration for unsold tickets

Improve School Climate for ELLs by Connecting With Their Families

Content Area: K-12

This session provides useful information and practical strategies to increase connections, communication, and cross-cultural understanding with families of English language learners. Topics include successful school activities for families, parent-teacher conferences, and children as interpreters. Powerful stories of ELL parents and students captured in new video are integrated. Handouts are provided.

Betty Smallwood, Center for Applied Linguistics, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Wednesday, 1:15 pm–2:45 pm
See registration for unsold tickets

Mathematics for Everyone: Making the Common Core Work for ELLs

Content Area: Standards

This interactive, manipulative-based workshop focuses on engaging ELLs in mathematics while highlighting key areas of the Common Core standards. We'll explore the language of mathematics and practice making mathematics content visible and concrete. The ready-to-use activities and approaches can be adapted for use with students K-12. Detailed electronic handout provided.

Anita Bright, Portland State University, USA
Angela Vargas, Portland State University, USA
Carmen Brodniak, Portland State University, USA
Shailla McGranahan, Portland State University, USA

2:55 pm



Wednesday, 2:55 pm–4:25 pm
See registration for unsold tickets

Alternative Value-Added Assessments for Evaluating Teachers and Improving Learning

Content Area: Other

There is growing concern about the increased emphasis on using students' test scores for evaluating teachers. This presentation addresses the limitations of value-added assessments and illustrates how alternative methods such as classroom observations and self-assessments can be properly used to determine the effectiveness of teachers of ELLs.

Yolanda Padrón, Texas A&M University, USA
Hersh Waxman, Texas A&M University, USA
Susanna Franco-Fuenmayor, Texas A&M University, USA



Wednesday, 2:55 pm–4:25 pm
See registration for unsold tickets

Common Core, Different Texts, and ELLs: A Focus on Academic Language

This interactive session will explore how to identify the academic language needed for students to succeed in content area classrooms. Participants will learn to recognize the language demands in math, science, language arts and social studies and formulate achievable language objectives for all students.

Gisela Ernst-Slavit, Washington State University, USA



Wednesday, 2:55 pm–4:25 pm
See registration for unsold tickets

Connection for All: In a Project Based Learning Environment

Content Area: Project-, Task-Based Teaching and Learning

Welcome to the world of Project Based Learning! Through hands-on activities, participants learn how to implement project-based learning as an avenue for connecting content, communication, and culture to the community. The workshop focuses on using strategies to create a student driven classroom that promotes student achievement.

Rhonda Brill, Columbus Signature Academy Lincoln Campus, USA



Wednesday, 2:55 pm–4:25 pm
See registration for unsold tickets

Empowering EFL/ESL Learners With Awesome Communicative Activities

The presenter shares successful communicative activities and techniques used in some Colombian provincial towns where resources and technology are limited. Participants will take active part in activities that promote interaction and communication in class, increase learners' motivation and participation, as well as foster a dynamic learning environment. Handouts provided.

Mauricio Arango, Centro Colombo Americano Medellin, USA



Wednesday, 2:55 pm–4:25 pm
See registration for unsold tickets

Getting Literacy Off the Ground With Adolescent ELLs

Content Area: Reading, Literacy

Serving secondary ELLs with limited literacy is challenging. This presentation outlines the characteristics of high quality initial literacy programs for students learning to read and write at later ages, reviews component literacy skills to target, describes an integrated skills approach and explore methods and materials designed for this age group.

Nancy Cloud, Rhode Island College, USA



Wednesday, 2:55 pm–4:25 pm
See registration for unsold tickets

Inspiring Students to Learn

Content Area: Leadership

In this session, I share my educational journey as a Mexican immigrant who received the U.S. Congressional Gold Medal. Inspiring immigrant students to learn starts from a sense of value and purpose that makes learning and preparation for life possible.

Raul Magdaleno, Southern Methodist University, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Wednesday, 2:55 pm–4:25 pm
See registration for unsold tickets

Partnering With Teachers and Bilingual Students to Redefine Mathematical Engagement

Content Area: Other

This session shares lessons learned from a partnership with university faculty and elementary teachers to examine and re-construct mathematical engagement for diverse learners. Special attention is given to the voices of emerging bilingual students as we come to understand the complex ways they engage in mathematics in two languages.

Craig Willey, Indiana University Purdue University Indianapolis (IUPUI), USA

Gina Borgioli Yoder, Indiana University Purdue University Indianapolis (IUPUI), USA

5:30 pm



Wednesday, 5:30 pm–7:00 pm
Convention Center, Arena

Solving for X: Critical Thinking and Problem-Solving Essentials

Content Area: K–12

Using real-world-inspired problems to teach children to collaborate, engage, and own their learning, John Hunter describes his open-ended approach of the World Peace Game as teaching students to survive and thrive in the unknown with confidence that they can solve most anything with well-developed thinking and communication skills.

John Hunter, The Martin Institute, USA

WEDNESDAY, 20 MARCH

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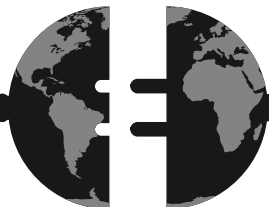
Teaching Tip



TESOL in Focus



Workshop



TOP ROW: Mario Herrera, Christina Cavage, Jennifer Lebedev, Carol Numrich, Bill Bliss, Steven J. Molinsky BOTTOM ROW: Federico Salas-Isnardi, Ronna Magy, Sarah Lynn, David Nunan, Sherry Preiss, Puck Fernsten

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PEARSON Exhibitor Sessions

THURSDAY, MARCH 21

Something BIG Is Coming to Primary!

Presenter: Mario Herrera

Time: 12:00 PM

Room: D172, Convention Center

Moving Grammar Instruction Online: The Approach of the Next Generation

Presenters: Christina Cavage &

Jennifer Lebedev

Time: 12:00 PM

Room: D174, Convention Center

Student and Teacher Reflections and Success: The MyEnglishLab Way

Presenter: Christina Cavage

Time: 5:00 PM

Room: C147, Convention Center

FRIDAY, MARCH 22

Moving Toward a More Authentic Listening Practice

Presenter: Carol Numrich

Time: 12:00 PM

Room: A301, Convention Center

FRIDAY, MARCH 22 (continued)

Showdown at the "Side by Side" Saloon

Presenters: Bill Bliss & Steven J. Molinsky

Time: 5:00 PM

Room: D225, Convention Center.

Linking Students to Opportunities: Readiness in the 21st Century

Presenters: Federico Salas-Isnardi,

Ronna Magy & Sarah Lynn

Time: 5:00 PM

Room: D226, Convention Center

SATURDAY, MARCH 23

Professional Development that Works: Design for Success

Presenters: David Nunan & Sherry Preiss

Time: 12:00 PM

Room: D170, Convention Center

PTE Academic: Changing the English Language Testing Landscape

Presenter: Puck Fernsten

Time: 12:00 PM

Room: D171, Convention Center

Follow us on Twitter @PearsonELTUSA for updates during the conference.

THURSDAY, 21 MARCH 2013

For the location of a ticketed session, please check your ticket.

7:00 am



Thursday, 7:00 am–8:15 am
Convention Center, C148

Curriculum Reform: Transitioning From Textbook-Based to Task-Based Classrooms

Content Area: Curriculum, Materials Development

This session details one institution's curriculum-development project. Presenters provide an outline of the stages of its reform, including preplanning stages, selection of a task-based model, inclusion of faculty, and ensuing assessment revision. Attendees receive a handout outlining the reform process, listing pitfalls to avoid, and containing examples of assessment instruments.

Heather Weger, Georgetown University, USA
Lourdes Rey, Universidad del Norte, Colombia

7:30 am



Thursday, 7:30 am–7:50 am
Convention Center, Ballroom C4

ESL and Poetry: An Overview and Guide for Elementary Teachers

Content Area: English as a Foreign Language

Teaching poetry to promote English language learning while embracing cultural similarities and differences is an effective strategy, which will enhance students' second language learning outcomes. The presenter introduces and explores activities based on poetry to exemplify the idea that this genre provides endless opportunities for language acquisition in children.

Dora Delgado de Bernal, Docencia y Traducciones, Bolivia



Thursday, 7:30 am–7:50 am
Convention Center, D172

Free Online Polling Software for Language Learning

Content Area: Technology in Education

Digital polling technology can be used to enhance instruction in grammar, listening, speaking, reading, and writing. This teaching tip showcases four types of online polling software and provides step-by-step instructions on how to utilize these free and interactive tools to create various activities for use in the language-learning classroom.

Luke Coffelt, Ohio University, USA
John Haupt, Northern Arizona University, USA



Thursday, 7:30 am–7:50 am
Convention Center, C144

Make Your Own Board Game: Contextualizing Spoken Interaction Using Technology

Content Area: Methodology

Ever wish you had a board game for every topic, feature, function, and stage of your syllabus? This teaching tip presents a method of creating board games that fit learning goals and objectives, rather than vice-versa, empowering teachers of any level as material-developers to create principled and contextualized interactive activities.

Jordan Gusich, The University of Arkansas, USA



Thursday, 7:30 am–7:50 am
Convention Center, A305

Revive Discussions in Multilevel ESL Classes Through "Speed-Dating"

Content Area: Adult Education

Encouraging high- and low-level ELLs to talk to each other presents a daunting challenge. This session demonstrates how a tried-and-true discussion technique called speed-dating opens discussions between different levels of ESL students.

Joshua Miekley, College of Lake County, USA



Thursday, 7:30 am–7:50 am
Convention Center, D173

Teacher's Tutorial for Integrating Corpus in Vocabulary Lesson Planning

Content Area: Adult Education

Adult learners need a lot of vocabulary in a short amount of time. Corpus linguistics can help, but it can be intimidating. See a step-by-step tutorial of how corpus-based resources can help you make informed choices about word meanings, usage patterns, and collocations for lesson planning.

Christina Torres, University of Central Florida, USA
Alison Youngblood, University of Central Florida, USA



Thursday, 7:30 am–7:50 am
Convention Center, A308

Teaching Culture Through an Inquiry-Based Web Activity for ELLs

Content Area: Intercultural Communication

The presenter offers a discussion of an inquiry- and web-based learning tool, WebQuests, as an effective instruction tool for teaching culture and language for ELLs. The presenter shares theoretically and empirically driven instructional suggestions that help ELLs meet their needs for digital literacies and develop their linguistic and intercultural competency.

Eunjeong Choi, University of Texas at Austin, USA



Thursday, 7:30 am–7:50 am
Convention Center, D162

Teaching English and American Culture With Forrest Gump

Content Area: Video and Digital Media

People learn about other cultures through movies, but what is fact and what is fiction? This session demonstrates an American culture IEP course which uses the movie Forrest Gump as its main text. The course integrates all 4 language skills, grammar and vocabulary as students explore American culture and history.

Emily Herrick, University of Nebraska–Lincoln, USA



Thursday, 7:30 am–8:15 am
Convention Center, D225

Being Explicit: Preparing Students for Academic Speaking and Writing

Content Area: Intercultural Communication

US academic style is explicit. However, many ELLs preparing for study at US colleges and universities come from cultures that rely heavily on context for meaning. In this presentation, participants identify where students often lack explicit language and gain strategies for teaching students to speak and write explicitly.

Lydia Shen, Penn State University, USA

M. Danielle Bragaw, Penn State University, USA

Angela Dornbusch, University of Oregon, USA

Linda Wesley, Penn State University, USA



Thursday, 7:30 am–8:15 am
Convention Center, A310

Classroom-Based Reading-to-Write Assessment

Content Area: Second Language Writing

Reading-to-write assessment is introduced in English classes in Chinese universities. Will it be reliable and valid when it's used to evaluate the English ability of writing of different levels of Chinese college students? Will students perform differently in the reading-to-write task and the writing-only task?

Lei Jiang, Northeastern University, China



Thursday, 7:30 am–8:15 am
See registration for unsold tickets

Contemporary Approaches to Intercultural Communication

Thomas Nakayama, USA



Thursday, 7:30 am–8:15 am
See registration for unsold tickets

Creating a Culture of Mentoring in TESOL

Valerie Jakar, David Yellin Academic College of Education, Israel



Thursday, 7:30 am–8:15 am
See registration for unsold tickets

Critically Rethinking Literacy in the 21st Century ESL Classroom

Federico Salas-Isnardi, USA



Thursday, 7:30 am–8:15 am
Convention Center, C156

Decked Out: Using Cards to Create Flexible Communicative Grammar Activities

Content Area: Curriculum, Materials Development

Developing innovative and absorbing student-centered speaking practice to support grammar instruction can require hours of work. Learn how to create, use and adapt a single deck of time-saving, multipurpose grammar cards to facilitate spoken practice for all levels and needs, saving time and leaving plenty of room for creativity.

Amelia Adams, ELS Language Center Berkeley, USA



Thursday, 7:30 am–8:15 am
Convention Center, C147

Different Attitudes of Korean Students Toward EIL

Content Area: World Englishes

This study examines 108 Korean university students' attitudes toward native and non-native varieties of English in relation to the perspective of EIL; in particular, focusing on the different perspectives of students having higher versus lower levels of English proficiency.

Young Ae Choi, Texas A&M university, USA



Thursday, 7:30 am–8:15 am
See registration for unsold tickets

Disrupting Discourse for Career and College Readiness

Kate Kinsella, San Francisco State University, USA



Thursday, 7:30 am–8:15 am
Convention Center, C143

English as a Second Language Ideology: Asian Immigrant/International Students

Content Area: Sociolinguistics, Culture

Language learning is ideological. What does language mean to those who academically abandon their native tongue? This session presents results of a survey at UCLA. Students have ideas about English's importance, but emotions about English's destructiveness. We discuss implications for ESL/EFL teaching. With critical pedagogy, teachers can facilitate sociolinguistic conversations.

Kip Austin Hinton, University of Texas at Brownsville, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 7:30 am–8:15 am
Convention Center, A302

Harmonizing Principles, Practices, Standards, and Outcomes Through Proven Program Design

Content Area: Intensive English Programs

Could this be the next step forward for your IEP? Time-tested and increasingly popular, the Focal Skills approach offers creative, principled, successful answers to the challenges of student achievement, enrollment fluctuations, teacher satisfaction, and program accreditation. Six TESOL professionals representing diverse IEPs share their experiences, perspectives, and resources.

Mary Pat Clasen, Hogares Guadalupe, Guatemala

Jean Mileham, University of Maine, USA

Brenda Murphy, Shenandoah University, USA

Lori Netti, Vincennes University, USA

Elizabeth Reyes, Elgin Community College, USA

Katherine Riebe, University of Wisconsin-Milwaukee, USA



Thursday, 7:30 am–8:15 am
Convention Center, D226

Harmonizing Student-Led Discussion Outcomes With University Level Expectations

Content Area: Content-Based Language Instruction

This presentation demonstrates how to use student-led discussions in advanced level oral communication classes to teach speaking skills that are essential for student success in a university environment through tasks that target skills such as listening, critical thinking, impromptu response, and clear presentation.

Lori Giles, University of Miami, USA

Kimberly McGrath Moreira, University of Miami, USA



Thursday, 7:30 am–8:15 am
See registration for unsold tickets

Hooked on Nooks: E-Readers for Emerging ELLs

Kia Myrick McDaniel, Prince George's County Public Schools, USA



Thursday, 7:30 am–8:15 am
Convention Center, D171

Increasing Intercultural Competence Through a Global Curriculum

Content Area: English as a Foreign Language

English language textbooks often neutralize subject matter, leaving students less capable of discussing the difficult realities of living in an increasingly globalized world. The presenter demonstrates methodologies for designing an EFL course that challenges students to develop critical thinking skills and engage with real-world problems through student forums.

Matthew Deroo, English Language Institute, China



Thursday, 7:30 am–8:15 am
Convention Center, C145

Intonation: Often Overlooked But Always Essential

Content Area: Speech, Pronunciation, and Listening

Intonation plays important but often overlooked roles in how speakers and listeners convey and interpret implied meaning. English learners are at a disadvantage when they are not able to infer meaning through nonstandard intonation. In this presentation, the speakers suggest practical, engaging activities for seamlessly integrating intonation instruction into lessons.

Tamara Jones, British School of Brussels, Belgium

Marnie Reed, Boston University, USA



Thursday, 7:30 am–8:15 am
Convention Center, C155

Making Room for Fluency Training in Reading Instruction

Content Area: Reading, Literacy

Do your students read too slowly? Reading fluency contributes to L2 reading comprehension abilities, but few of us make a commitment to fluency training in our reading classes. Experience first-hand a variety of reading fluency activities that can be easily integrated into L2 classes at all levels.

Fredricka L. Stoller, Northern Arizona University, USA

William Grabe, Northern Arizona University, USA



Thursday, 7:30 am–8:15 am
Convention Center, A304

Maximizing Blackboard Use: From Research to Practice

Content Area: Computer-Assisted Language Learning

Two studies were conducted to determine the factors affecting the successful use of Blackboard by instructors and Asian and Middle Eastern students at an IEP. In addition to discussing the research methods, procedures, and results of both studies, the presenters provide strategies for maximizing Blackboard use in ESL programs.

Anna Eddy, IELI University of North Texas, USA

Putthachat Angnakoon, University of North Texas, USA



Thursday, 7:30 am–8:15 am
See registration for unsold tickets

Motivating Language Learners

Zoltán Dörnyei, USA



Thursday, 7:30 am–8:15 am
Convention Center, C146

Outsmart the TOEFL:

Barron's New Approach to Test Preparation

Outsmart the TOEFL: Barron's Test Strategies and Tips helps students prepare for the TOEFL® before the test and helps them outsmart the TOEFL while taking the test. Join Barron's author, Dr. Pamela Sharpe, for a demonstration of a few of the 100 strategies in this unique approach to the TOEFL.

Pamela Sharpe, Barron's Educational Series, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Thursday, 7:30 am–8:15 am
See registration for unsold tickets

Preparing the Student to Thrive in the Unknown

John Hunter, USA



Thursday, 7:30 am–8:15 am
Convention Center, D227

Pronunciation Instruction in Low Literate, Adult Refugee Classrooms

Content Area: Refugee Concerns

Although pronunciation is recognized as important by most ESL teachers, there is often a lack of specific pronunciation instruction for low literate, adult refugees. By exploring various pronunciation-focused tools and techniques through meaningful, communicative activities based on authentic life situations, participants explore new ideas to bring into their classrooms.

Kimberly Kleiber, Georgia State University IEP, USA

Caroline Payant, Georgia State University, USA



Thursday, 7:30 am–8:15 am
Convention Center, D161

Recognizing and Mobilizing Multicompetence Among L2 Users

Content Area: Sociolinguistics, Culture

This session discusses research that investigates discourse practices that position students learning English and Spanish as multicompetent L2 users in a secondary school program. Findings offer implications for educators and researchers examining how a multilingual educational context can mobilize young people's diverse linguistic funds of knowledge.

Melinda Martin-Beltrán, University of Maryland, USA

Kayra Merrills, University of Maryland, USA



Thursday, 7:30 am–8:15 am
Convention Center, C141

Reexamining Study Abroad Experiences in TESOL Teacher Education

Content Area: Teacher Education

In many parts of the world study abroad programs are thought to be beneficial for preservice teachers of English as a second or other language. Such conclusions are questioned using the lens of teacher identity, and implications for designing and implementing study abroad programs within TESOL teacher education are discussed.

John Trent, Hong Kong Institute of Education, Hong Kong



Thursday, 7:30 am–8:15 am
Convention Center, D163

Reviewing and Improving the Quality of Teacher-Made Assessments

Content Area: Intensive English Programs

Creating assessments is a major part of an IEP teachers' duties. Yet creating evaluations that are practical and still give reliable and valid results can be complicated. This assessment-creation workshop focuses on the criteria needed to design and evaluate assessment tools and offers tips for developing appropriate evaluations.

Cheryl Jones, ELS Language Centers, USA

Amber Young, ELS Language Centers, USA



Thursday, 7:30 am–8:15 am
Convention Center, C142

Structure Your Instruction for Differentiated Literacy Development

Content Area: Content-Based Language Instruction

Strengthening literacy skills is a priority need for many ELLs. Learn how to restructure your classroom with assessments and instruction that meet the needs of all your students. See video clips of effective guided reading lessons and literacy work stations that motivate and foster independence at the secondary level.

Nancy Batchelder, Fairfax County Public Schools, USA

Deborah Pettit, Fairfax County Public Schools, USA



Thursday, 7:30 am–8:15 am
Convention Center, A301

'Talk to Me': An Authentic Oral Skills Assessment for ELLs

Content Area: Intensive English Programs

A speaking interview is an authentic assessment that provides a communicative context for ELLs to demonstrate development of communicative competence during a semester. Functioning as a midterm and final exam, this standardized speaking interview assesses pronunciation, content, comprehensibility, vocabulary and non-language knowledge. Video clips of some ELLs' interviews are shown.

Randi Perlman, Texas A&M University, USA



Thursday, 7:30 am–8:15 am
Convention Center, A309

Tapping Into the Artist's Identity With Collaborative and Motivating Activities

Content Area: Materials Writers

There has been increased enrolment of international students in art and design universities in the U.S. who need to improve their English language skills. This presentation describes how Ted-talk presentations and group museum exhibition projects integrate skills, encourage students' creativity, promote autonomy, and build their identity as artists.

Heather DeSmidt, San Francisco State University, USA

Reema Albilehi, San Francisco State University, USA

Ju Young Han, San Francisco State University, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 7:30 am–8:15 am
Convention Center, D170

Teaching Conjunctives in EAP Writing From a Functional Perspective

Content Area: Second Language Writing

Using Systemic Functional Linguistics theory, this study compares how conjunctive relation is realized explicitly or implicitly (via logical grammatical metaphor) in ESL academic writings and scholarly articles. The presenter proposes that the teaching of conjunctives in ESL class should be contextualized and connected with different types of language use.

Jun Zhao, Marshall University, USA



Thursday, 7:30 am–8:15 am
Convention Center, D165

The Efficacy of Written Feedback

Content Area: Writing, Composition

Motivated by a quest for effective and efficient feedback techniques on student writing, the presenter shows through her action research whether, and to what degree, a composition teacher's investment of time and effort in marking returns commensurate results in students' improvement in writing.

Huan Zhou, York University English Language Institute, Canada



Thursday, 7:30 am–8:15 am
Convention Center, D175

TOEFL vs. TOEIC vs. IELTS

Content Area: Assessment and Testing

The TOEFL, TOEIC, and IELTS are the three most important English-language tests. Students are often confused about which test they should take. In this presentation, we compare the design, purpose, content, and other aspects of these high-stake tests and discuss how teachers can help students prepare for these exams.

Roberta Steinberg, Mount Ida College, USA
Bruce Rogers, Freelance Author/Editor, USA



Thursday, 7:30 am–8:15 am
Convention Center, C140

Uncovering Critical Pedagogy Dispositions in Teachers of ELLS

Content Area: Research and/or Research Methodology

Using Bartolomé's (2004) study of the commonalities of effective teachers of ELLs as a framework, a qualitative study was conducted to uncover critical pedagogical dispositions evident or lacking in teachers in an online bilingual/ESL endorsement course. The presenter discusses the implications for critical pedagogy in ELL teacher education coursework.

Joanne Sellen, Western Illinois University, USA



Thursday, 7:30 am–8:15 am
Convention Center, A303

WAC Tutoring in Second Language Writing Contexts

Content Area: Second Language Writing

This pilot study investigates the perceived success by teachers, tutors, and ESL students in the implementation of a Writing Across the Curriculum (WAC) peer-tutoring program in first-year university writing classes for second language students. Researcher insights into the feasibility and impact of such a program are also presented.

Kendon Kurzer, Brigham Young University, USA
Norman Evans, Brigham Young University, USA
Neil J. Anderson, Brigham Young University, USA



Thursday, 7:30 am–8:15 am
Convention Center, D174

World/Translingual Englishes in ESL Classrooms: Effective Teaching Tools and Strategies

Content Area: World Englishes

An ideal ESL classroom respects the language rights of all participants and accommodates all languages, including different varieties of Englishes. In this session, the presenter shares strategies for incorporating world/translingual Englishes in instruction to validate the English varieties present, while preparing students to use the target academic English variety.

Rashi Jain, University of Maryland College Park, USA



Thursday, 7:30 am–8:15 am
Convention Center, D164

Writing Center Tutoring on an L2 Dissertation

Content Area: Second Language Writing

Based on the analysis of U.S. writing center tutoring sessions on an L2 dissertation by a Taiwanese doctoral student, suggestions for effective tutoring practice are offered to bridge the gap between the tutor's beliefs about dissertation tutoring and various L2 writing problems the tutee was experiencing.

Mayumi Fujioka, Kinki University, Japan

8:30 am



Thursday, 8:30 am–9:30 am
Convention Center, Arena

The Project of Critical Intercultural Communication

Content Area: Intercultural Communication

The history of intercultural communication in the United States has been multidisciplinary since its inception. Despite this background, paradigmatic shifts have taken place over the years to address new issues and challenges. Critical approaches to intercultural communication have recently developed and offer important insights into understanding intercultural interaction.

Thomas Nakayama, Northeastern University, USA

9:30 am



Thursday, 9:30 am–11:00 am
Convention Center, A303

TESOL Teacher Identity: Perspectives From Around the Globe

The establishment of a strong professional identity is crucial for TESOL educators, as professionalism safeguards practitioners and the academic discipline of TESOL. In this colloquium, TESOL educators from around the globe share their perspectives on the challenges, and victories, in developing or maintaining a professional identity for TESOL educators.

Kevin Cleary, Japan Association of Language Teachers, USA

Ana Maria Rocca, TESOL Argentina, USA

Sufian Abu-Rmaleh, TESOL Arabia, USA

Karen Cadiero-Kaplan, California TESOL, USA

Michele de Courcy, Australian Council of TESOL Association, USA

10:00 am



Thursday, 10:00 am–10:45 am
Convention Center, C141

A Professional Development Model for Mainstream Teachers That Works

Content Area: Content-Based Language Instruction

How can we ensure effective professional development? This session shares results of a professional development grant that worked with mainstream classroom teachers in coaching and instructing implementation of content-based instruction. Participants see the protocol used and examples from classrooms along with reflections from the participating teachers and principals.

Debra O'Neal, East Carolina University, USA

Marjorie Ringler, East Carolina University, USA



Thursday, 10:00 am–10:45 am
Convention Center, C140

Addressing the Content in Content-Based Instruction

Content Area: Teacher Education

Content-Based Instruction is the prevalent method of teaching ESL. However, ESL teachers may have little academic preparation with the subject in which they are engaging, resulting in unsuccessful outcomes for students. Innovative methods for courses that combine TESOL and content-area preservice teachers have a positive effect on those who participate.

Margo DelliCarpini, Lehman College–CUNY, USA

Orlando Alonso, Lehman College–CUNY, USA



Thursday, 10:00 am–10:45 am
Convention Center, D227

Benefits of a Content Lecture Course in an IEP Curriculum

Content Area: Intensive English Programs

Presenters from a large public research university make the case for including a content-based lecture course at an intermediate level of an IEP curriculum. Based on two years of experience teaching such a course, presenters describe the development, implementation, and outcomes for both the students and the program.

Elizabeth Webster, Michigan State University, USA

Leah Holck-Addis, Michigan State University, USA



Thursday, 10:00 am–10:45 am
Convention Center, C142

Both Sides of the Podium: Teacher Training in Afghanistan

Content Area: Teacher Education

The Higher Education Project in Afghanistan organizes teacher training activities for university teachers. How is the teacher training program structured and what kind of impact did it make in the lives of its participants? What did both a trainer and participant discover from their side of the podium?

Eve Smith, English Language Specialist Program, USA

Abdul Habib Khalid, Kabul Education University, Afghanistan



Thursday, 10:00 am–10:45 am
Convention Center, D163

Clickers for Motivation, Engagement and Critical Thinking

Content Area: Technology in Education

Clickers, or classroom response systems, are becoming common in university classrooms. Clickers have the potential to increase student motivation and engagement while helping teachers develop and assess receptive and critical thinking skills. Come learn practical ways to get started with clickers and to incorporate them effectively into your ESL classes.

William Little, Georgetown University, USA

Jennifer Lubkiin, Georgetown University, USA

Andrew Screen, Georgetown University, USA

Nancy Overman, Georgetown University, USA

Mandy Kama, Georgetown University, USA



Thursday, 10:00 am–10:45 am
Convention Center, A304

Communication in the Fast Lane

How can teachers prepare their students for the rigor of state mandated testing? Learn how to accelerate your students' skills in reading, writing, speaking and listening. Presenters share resources that students will find engaging and relevant. Participants leave with ideas that work with all ages and contents.

Mary Ann Endress, Katy Independent School District, USA

Eileen Kress, Katy Independent School District, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 10:00 am–10:45 am
Convention Center, D225

Designing and Facilitating Innovative ESOL Courses Online

Content Area: Technology in Education

As technology and language learning become more integrated, many ESOL professionals are concerned about the quality of interaction in online classes. The presenters demonstrate how they transformed their grammar courses into a hybrid/blended format, and they address the effects these changes have had on student engagement and learning.

Lindsey Rothschild, Holyoke Community College, USA

Eileen Kelley, Holyoke Community College, USA



Thursday, 10:00 am–10:45 am
Convention Center, D168

Developing Intercultural Communicative Competence: A Curriculum for TESOL MA Students

Content Area: Intercultural Communication

This presentation differentiates between communicative and intercultural communicative competence and describes an intercultural communication course to illustrate the means by which teacher educators and course developers can create curricula to meet the needs of TESOL teachers to help them prepare themselves and their students for a range of intercultural interactions.

Lynn Goldstein, The Monterey Institute of International Studies, USA



Thursday, 10:00 am–10:45 am
Convention Center, D174

Don't Think for Them. Think With Them Through Cognitive Coaching

Content Area: Adult Education

Mainstream teachers often struggle to successfully educate linguistically diverse students due to the lack of effective professional development. Cognitive coaching is one form of professional development that can assist teachers in becoming self-directed practitioners able to reflect on their practice and adjust it to the needs of linguistically diverse students.

Alla Gonzalez Del Castillo, University of Missouri–St. Louis, USA

Kim Song, University of Missouri–St. Louis, USA



Thursday, 10:00 am–10:45 am
Convention Center, D226

Effects of Self-Monitoring and Correction on ESL Learners' Oral Performance

Content Area: Speech, Pronunciation, and Listening

The research investigates the effect of ESL learners' self-monitoring strategy on their oral presentation performance throughout three consecutive studies. The session includes discussions of effective practice in oral skills pedagogy to promote self-monitoring skill development and strategic tips to link prepared speeches with communicative speaking activities.

Nicholas Velde, Northern Arizona University, USA

Yuan Zhuang, Northern Arizona University, USA

Okim Kang, Northern Arizona University, USA



Thursday, 10:00 am–10:45 am
Convention Center, D162

Engaging Learners Through Team Field Work Projects

Content Area: Integrated Skills

Team fieldwork projects to explore local resources engage learners in real-world communication and allow them to discover both culture and content. These projects provide rich opportunities to practice all language skills and encourage independent learning. This presentation explains how to develop projects with examples from a university-level intensive English program.

Carol L. Romett, Georgetown University, USA



Thursday, 10:00 am–10:45 am
Convention Center, Ballroom A4

Grab 'Em and Hold 'Em: Making Subject Matter Come Alive!

Content Area: Methodology

This session, chock full of tips on how to grab and hold your students' attention, is guaranteed to help you become a more engaging and dynamic ESL teacher. From introducing a subject to developing its concepts, dull and boring is O-U-T; engaging and compelling is I-N.

Mary Gordon Spence, Texas Intensive English Language Program, USA



Thursday, 10:00 am–10:45 am
Convention Center, D222

Harmonizing Nontraditional Assessments With a Traditional Culture

Content Area: Assessment and Testing

English language assessment in Albania is undergoing tremendous changes and faces many questions. How can students break cultural barriers that mitigate against peer and self-assessment? What paths can be found to harmonize assessment with everyday teaching? The presenters share answers to these questions and give practical examples.

Laureta Vavla, Alexander Xhuvani University, Albania

Vilma Tafani, Alexander Xhuvani University, Albania



Thursday, 10:00 am–10:45 am
Convention Center, Ballroom C4

Incorporating Language Objectives Into the Common Core State Standards

Content Area: K–12

The Common Core State Standards (CCSS) are increasing grade-level expectations for ELLs in a wide range of subjects, not limited to English language arts. This presentation gives examples of specific language development objectives, grades K–5, and demonstrates how to augment the CCSS for English language learners.

Linda New Levine, ESL/EFL Consultant, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Thursday, 10:00 am–10:45 am
Convention Center, A301

It's Alive! Blending Technology With Academic Materials for Engaged Learning

Content Area: Computer-Assisted Language Learning

Digital natives dominate today's classroom, thus reshaping the way teachers construct and deliver content-based course material. Teachers must use innovative strategies based on an integrated skills approach to encourage students to connect to academic discourse. By incorporating Web 2.0 tools, teachers can promote meaningful learning, providing context for academic material.

Katie McClintic, University of Kansas, USA
Summer Marvin, University of Kansas, USA



Thursday, 10:00 am–10:45 am
Convention Center, C156

Mobile English: Harmonizing Traditional Language Practice and New Technology Devices

Content Area: Technology in Education

Mobile Learning is the latest trend in education, rapidly revolutionizing traditional teaching methods. The presenters share with the audience how smartphones and tablets can make regular classroom language practice more fun, engaging and dynamic through a variety of meaningful activities and language tasks suitable for different levels and ages.

Vinicius Lemos, Casa Thomas Jefferson, Brazil
Lilian Marchesoni, Casa Thomas Jefferson, Brazil



Thursday, 10:00 am–10:45 am
Convention Center, C143

Moving Beyond the Self: Building ITAs' Language for Community

Content Area: Curriculum, Materials Development

ITAs focus on building oral proficiency in their fields, but good teachers and engaged graduate students must be able to speak across a variety of topics. This demonstration, based on implications from the ACTFL OPI, showcases activities that help ITAs build language for their university communities.

Pamela Pollock, Harvard University, USA



Thursday, 10:00 am–10:45 am
Convention Center, D161

Multiliteracies in Maine: Visual Literacy, Theater, and English Language Learners

Content Area: K–12

In a rapidly changing, increasingly multicultural environment, we need to find new ways to help struggling ESL learners succeed. Building on the theory and pedagogy of multiliteracies as a foundation, how can we weave ideas from drama and visual literacy activities into the fabric of ESL curriculum?

Alec Lapidus, University of Southern Maine, USA
Marzieh Kaveh, University of Southern Maine, USA
Aimee Sharrow, University of Southern Maine, USA



Thursday, 10:00 am–10:45 am
Convention Center, A310

Phonology in L2 Reading: Harmonizing "Expert" Voices in Classroom Research

Content Area: Reading, Literacy

Is spending time explicitly teaching ELLs to recognize L2 phonemes really a means of more rapidly improving their L2 reading comprehension? Yes, says a TESOL Quarterly article and our own classroom research. Our presentation shares the startling findings and the dissonant voices of researchers, teachers, and students harmonized.

Kurk Gayle, Texas Christian University, USA
Kindra Santamaria, Texas Christian University, USA



Thursday, 10:00 am–10:45 am
Convention Center, C145

Successful Techniques for ESL/EFL Classroom Debate: Keeping the Peace

Content Area: Integrated Skills

Attendees are guided through debate techniques used by the presenter in different countries while teaching EFL debate in large classrooms. Techniques encourage individual speech opportunities, class participation, research, critical thinking, and task-based as well as communicative language learning approaches. Attendees work through the steps; the session ends in a debate.

Elizabeth Hepford, Temple University, USA



Thursday, 10:00 am–10:45 am
Convention Center, D164

The Speaking-Writing Connection: Forging New Relationships

Content Area: Second Language Writing

A quick glance at ESL course and book titles favors the linking of speaking with listening and writing with reading. Are these the only connections between modalities? The inclusion of specific speaking-writing tasks in ESL curriculum can enhance language learning in both ESL and EFL classrooms.

Jacqueline Foster, Vancouver Island University, Canada



Thursday, 10:00 am–10:45 am
Convention Center, C154

The TESOL Professional Standards for P–12 Teachers

Content Area: Standards

This session discusses how the TESOL Standards for P-12 Teacher Education Programs are used for NCATE accreditation. Presenters also share a new book that provides applications of the standards to teacher preparation programs both in the USA and internationally, and for professional development in schools, districts, states, and beyond.

Diane Staehr Fenner, TESOL International Association, USA
Cathy Day, Eastern Michigan University, USA
Connie Thibeault, Fairfax County Public Schools, USA
Sara Waring, edCount, USA
Anita Bright, Fairfax County Public Schools, USA
Eleni Pappamihel, University of North Carolina Wilmington, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 10:00 am–10:45 am
Convention Center, C147

Using CopyLeft Materials in a Challenging ESP Environment

Content Area: English for Specific Purposes

How can challenges be overcome such as few contact hours, demanding outcomes, no ready materials, and a varied learner population in the ESP module of a technical training program applying home automation to recreational vehicles? CopyLeft materials, task-based, communicative methodology, and electronic word lists are demonstrated as positive classroom solutions.

Melanie Rockenhaus, Scuola Normale Superiore, Italy



Thursday, 10:00 am–10:45 am
Convention Center, D172

Using Socratic Questions to Encourage Autonomous Learning

Content Area: Methodology

It's all about knowing which questions to ask and how to ask them. Which ones will help students reflect on their learning? Which questions will make our students more autonomous? How can we integrate them into our classroom routines? Discover how to maximize the effects of questions in your classes.

Rebecca Wilner, Center for English Language Immersion, Panama



Thursday, 10:00 am–10:45 am
Convention Center, D173

Using Web-Based Error Correction Tools in L2 Writing

Content Area: Computer-Assisted Language Learning

Written corrective feedback has been a highly controversial topic in second language (L2) writing instruction since Truscott's seminal paper on error correction. However, issues are still raised as to whether it works. This presentation reports on the use of web-based error correction tools in L2 writing.

Kadir Karakaya, Iowa State University, USA



Thursday, 10:00 am–11:45 am
Convention Center, C150

A Case for Online Language Teacher Education

The International Research Foundation for English Language Education—commissioned a study of online professional development offerings. This presentation highlights initial findings of the literature review, information from a survey of websites, and the analyses of case reports submitted by eighteen organizations that offer online professional development opportunities for teachers.

Denise Murray, Macquarie University, USA

MaryAnn Christison, University of Utah, USA

Kathi Bailey, Monterey Institute of International Studies, USA



Thursday, 10:00 am–11:45 am
Convention Center, A308

Conceptualizations of Language: Examining “Academic Language”

Tim Boals, Wisconsin Center for Educational Research, USA

Jim Cummins, University of Toronto, Canada

Guadalupe Valdés, Stanford University, USA

Aída Walqui, WestEd, USA



Thursday, 10:00 am–11:45 am
Convention Center, D221

Creating and Choosing the Best Materials for Speaking and Pronunciation

This panel discusses a framework for deciding how to incorporate speaking/pronunciation topics into teaching/learning materials. The proposed framework helps materials writers and teachers in designing or choosing effective materials. Which aspects of pronunciation are important for comprehensibility? Which can be taught and learned, and through which strategies?

Stephen Jones, Community College of Philadelphia, USA

Marsha Chan, Mission College, USA

Linda Grant, Independent Consultant/Writer, USA

Tamara Jones, The British School of Brussels, Belgium



Thursday, 10:00 am–11:45 am
Convention Center, D175

Current Trends in the Assessment of English Language Learners

Content Area: Assessment and Testing

In this colloquium, participants share their expertise as test developers to highlight important trends in English language learner assessment under the Common Core State Standards initiative. Topics discussed are academic language, ELL considerations and misconceptions within ELA formative assessment, linguistic accommodations, and transadaptation of content-based assessments for ELLs.

Roger Frantz, Pearson Assessment & Information, USA

Luis Perea, Pearson Assessment & Information, USA

Laura Starr, Pearson Assessment & Information, USA

Alejandro Berumen, Pearson Assessment & Information, USA



Thursday, 10:00 am–11:45 am
Convention Center, D171

Designing Interactive and Integrative Lessons With Online Resources

Content Area: Integrated Skills

In a time dominated by technology and the Internet, why not capitalize on the learner's interest in such resources by bringing them into the EFL classroom? This workshop presents guidelines to prepare interactive and integrative student-centered lessons with the aid of websites and other online tools.

Carmen Castillo Henríquez, Centro de Capacitación en Idiomas ITCA-FEPADE, El Salvador



Thursday, 10:00 am–11:45 am
Convention Center, A302

Developing Strategic Planning Skills for Language Program Managers

Content Area: Program Administration

Both novice and experienced administrators benefit from exploring a framework for successful strategic planning and applying it to their personal situations. Participants learn and practice techniques for defining a program's environment and capabilities, choosing a strategic direction, writing program goals, and gaining institutional support.

Bruce Rindler, Boston University, USA
Joe McVeigh, Independent Consultant, USA



Thursday, 10:00 am–11:45 am
Convention Center, D167

Engaging Digital Natives: Bringing the Classroom Home With Google Apps

Content Area: Elementary School/ Primary Education

When ESOL learners don't have the academic support they need in the home, an effective strategy is to leverage online tools they are already familiar with. This session guides participants in how to utilize universally accessible online tools to create a virtual classroom in the home.

Rachel Root, Fairport Central School District, USA



Thursday, 10:00 am–11:45 am
Convention Center, C155

English Language Teaching in China: State of the Art

Content Area: English as a Foreign Language

Six experts in language education contribute to this information-sharing and innovation-driven colloquium on the latest in ELT in China with regard to teacher education, teaching innovation, curriculum development, resource allocation, and digital learning. Hot topics and critical issues are raised and debated in a highly engaging presenter-audience interaction.

Jun Liu, Georgia State University, USA
Qiang Wang, Beijing Normal University, China
Shaoqian Luo, Beijing Normal University, China
Zhihong Huang, Guangdong Academy of Education, China
Alice Murray, Director of RELO for China and Mongolia, China
Peiya Gu, Suzhou University, China



Thursday, 10:00 am–11:45 am
Convention Center, C144

ESL Instruction: Developing Your Skills to Become a Master Conductor

Content Area: Speech, Pronunciation, and Listening

As ESL teachers, you have much in common with musical conductors. The students in your "orchestra" follow your lead to harmonize in speaking and pronunciation. Come learn how to apply techniques such as support, breathing, phrasing, vocalization, enunciation, articulation, rhythm, embouchure, tone, pitch, clarity, interpretation, and communication.

Beth Crumpler, English Language Services, USA



Thursday, 10:00 am–11:45 am
Convention Center, D166

From Chaplin to "The Artist:" Silent Films in ESL Classrooms

Content Area: High School/Secondary Education

There has been a resurgence of interest in silent movies as a genre. But few of us realize these films are an excellent teaching resource! This session presents attendees with the process of how to use a variety of these films in a spectrum of contexts, from beginning to advanced.

Richard Sasso, Hinsdale South High School, USA



Thursday, 10:00 am–11:45 am
Convention Center, C148

Implementing Case Studies in Language Teacher Education and Professional Development

Content Area: Teacher Education

Case studies are a valuable approach to teacher education and continuing professional development. In this workshop, the case method is presented, along with a framework for the development and implementation of case studies. Sample case studies are provided and demonstrated. Participants write a case study.

Ken Kelch, Alliant International University, USA
Miralynn Malupa-Kim, Defense Language Institute English Language Center, USA



Thursday, 10:00 am–11:45 am
Convention Center, D224

Meeting the Challenges of Elementary ESL and EFL Instruction

Elementary ESL and EFL educators share a common desire to help students gain proficiency in English at a young age. This session explores current challenges educators of young learners face, such as student motivation, L1/L2 use, equitable educational opportunities, and English as a lingua franca and NNS teachers' roles.

Lucilla Lopriore, Roma Tre University, Italy
Domingos Di Lello, Casa Thomas Jefferson, Brazil
Theresa Laquerre, Acton Public Schools, USA
Debbie Zacarian, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 10:00 am–11:45 am
Convention Center, D170

Multilinguals Navigating Advanced English Literacies in Higher Education

Content Area: Second Language Writing

This panel explores aspects of advanced academic literacies, ways of engaging with academic texts, and activities in higher education. Presenters share findings from studies that showcase how multilingual graduate students and scholars participate in and navigate advanced literacy texts and contexts, and particularly writing, in English.

Sedef Uzuner Smith, Lamar University, USA

Gloria Park, Indiana University of Pennsylvania, USA

Christine Pearson Casanave, Temple University Japan Campus, Japan

Lisa Seloni, Illinois State University, USA

Mary Jane Curry, University of Rochester, USA



Thursday, 10:00 am–11:45 am
Convention Center, A305

Project-Based Learning Made Easy

Content Area: Adult Education

This interactive workshop provides participants with a unique and innovative approach to collaborative project-based learning in the adult ESL classroom. Presenters demonstrate how to manage team and group dynamics while promoting community and incorporating standards and skills in a fun and productive way.

Rob Jenkins, Santa Ana College, USA

Staci Johnson, Santa Ana College, USA



Thursday, 10:00 am–11:45 am
Convention Center, D165

Sharing Our Practices: College Writing Pedagogy for U.S.-Educated Multilinguals

Content Area: Writing, Composition

College ESL/EAP scholarship typically overlooks the rich language/literacy experiences and special pedagogical needs of U.S.-educated multilingual student writers. Drawing on 22 detailed teacher narratives, presenters discuss 1) teacher-tested strategies for working with U.S.-educated multilinguals and 2) the reflective processes teachers use to arrive at these strategies.

Kay Losey, Grand Valley State University, USA

Mark Roberge, San Francisco State University, USA

Margi Wald, University of California, Berkeley, USA



Thursday, 10:00 am–11:45 am
Convention Center, C149

National and State Initiatives in Adult ESL

U.S. Department of Education provides an update on national program performance and federal initiatives to improve adult ESOL student outcomes. State panelists describe one key state level adult ESOL initiative, issue, or product of value and benefit to other states. The session provides additional information and detail.

Sue Barauski, Adult Learning Resource Center, USA

Nancy Faux, Virginia Adult Learning Resource Center, USA



Thursday, 10:00 am–11:45 am
Convention Center, D220

Preparing Adult Educators for 21st Century Educational Demands

In recent years, there has been an increasing push for innovative professional development for adult educators. In this panel, adult education professionals and teacher educators team up to discuss key issues informing teacher preparation to better prepare adult students to succeed in English proficiency/literacy, postsecondary education, and the workforce.

Milcah A. Ochieng, Madison College, USA

Nikki Ashcraft, University of Missouri, USA

Joy Kreeft Peyton, Center for Applied Linguistics, USA

Gabriel Diaz Maggioli, The New School University, USA

Gertrude Tinker Sachs, Georgia State University, USA

Kathleen M. Bailey, Monterey Institute of International Studies, USA

Dawn Saint, Northeast Alabama Community College, USA



Thursday, 10:00 am–11:45 am
Convention Center, C146

Teaching Basic English Intonation by Non-native English Speaking Teachers

Content Area: Speaking, Pronunciation, Phonology, Listening

In this workshop, four NNESTs present an innovative, grammar and rhythm-based method specifically designed for language teachers to identify and teach English prosodic, intonation patterns effectively. A straightforward, haptic-integrated (using movement and touch) classroom-tested system for teaching conversational intonation will be demonstrated.

Moses Lam, Trinity Western University, Canada

Yuyue Zeng, Trinity Western University, Canada

JaeHwa Hong, Trinity Western University, Canada

Noriyuki Takatsu, Trinity Western University, Canada

Richmond Donker, Trinity Western University, Canada



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Thursday, 10:00 am–11:45 am
Convention Center, A309

Teaching The “Business” in Business English

Content Area: English for Specific Purposes

Business English has traditionally been taught using a textbook that focuses on communication needed in business settings. However, the communication activities are often stale and expected. A collaborative approach involving company teams and projects promotes business communication in a more natural approach.

Ruth Harrold, University of North Florida, USA



Thursday, 10:00 am–11:45 am
Convention Center, D223

Voices From the Periphery of TESOL: Non-Western Perspectives

ELT communities of practice across the globe are underrepresented in the global TESOL community and at TESOL's annual convention. This presentation seeks to provide windows into the realities of EFL teaching in Madagascar, India, Haiti, Oman, and Egypt, and provide non-Western perspectives on English language teaching.

Comfort Davis Mingot, MATE-TESOL HAITI, USA

Earlene Gentry, Fulbright Commission (retired), USA

Iris Selina Devadason, The United Theological College, India

Laura Jacob, Mt. San Antonio College, USA

Eva Fanjanirina Andrianarivo, English Teaching Program, Madagascar



Thursday, 10:00 am–12:45 pm
Convention Center, Ballroom A2

Academic Session: Gaming and Language Learning

Content Area: Computer-Assisted Language Learning

Gaming for language learning is a rapidly developing field in CALL. These panelists, all involved in the development of an online, virtual reality, language-learning game for the U.S. Department of State, discuss aspects of language learning and gaming with ideas for how to use it now and in the future.

Dawn Bikowski, Ohio University, USA

Elizabeth Hanson-Smith, California State University, Sacramento, USA

Deborah Healey, University of Oregon, USA

Jeff Kuhn, Ohio University, USA

Rick Rosenberg, U.S. Department of State, USA

Jacqueline Gardy, U.S. Department of State, USA



Thursday, 10:00 am–12:45 pm
Convention Center, Ballroom A3

Harmonizing EFL Practices: Neuroscientific Research

Content Area: Other

Why is the bilingual brain a better brain? What factors affect the coding of two languages in the brain? How does stress impact teaching and learning? This academic session presents current findings from brain research that can inform and orient theory and practice in second language acquisition.

Janet Zadina, Tulane University School of Medicine, USA

Arturo Hernandez, University of Houston, USA

Nina Kraus, Northwestern University, USA



Thursday, 10:00 am–12:45 pm
Convention Center, Ballroom C2

Issues, Principles and Practice in the Improvement of Productive Skills

Content Area: Speaking, Pronunciation, Phonology, Listening

This academic session considers issues, principles and practice in improving speaking, pronunciation and writing at High Education level. It offers practical solutions to common challenges and demonstrates a wide range of classroom activities for the effective teaching of these skills.

Miguel Fernandez, Chicago State University, USA

Jennifer Forth, University of Kansas, USA

Abby Franchitti, Kansas State University, USA

Peggy Allen Heidish, Carnegie Mellon University, USA

Heather Robertson, University of Southern California, USA



Thursday, 10:00 am–12:45 pm
Convention Center, Ballroom C3

Promoting the Academic and Linguistic Success of Long-Term ELs

Content Area: High School/Secondary Education

This academic session focuses on long-term English learners (LTELs). Experts address the following topics: identification of LTELs; best instructional practices for their academic success and language development; legal and policy issues affecting LTELs, including DREAM Act eligibility; community and family engagement; and maximizing the bilingual assets of LTELs.

David Freeman, The University of Texas at Brownsville, USA

Yvonne Freeman, University of Texas at Brownsville, USA

Mary Soto, California State University, Chico, USA

Roger Rosenthal, Migrant Legal Action Program, USA

Beatriz Arias, Center for Applied Linguistics, USA

J. Andrés Ramírez, Rhode Island College, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection

11:00 am


 Thursday, 11:00 am–11:45 am
 Convention Center, C145

Brain Science, Cocktail Parties, Music, and Listening Skill Development

Content Area: Speech, Pronunciation, and Listening

Participants experience a brain-friendly listening activity that captures attention, stimulates the senses, and facilitates discovery. Participants also see how listening skill development can be placed in the context of experiments in which learners discover the “cocktail party effect” and draw parallels between listening to music and listening to everyday conversations.

Chris Stillwell, University of California, Irvine, USA


 Thursday, 11:00 am–11:45 am
 Convention Center, D164

Bridging the Disciplinary Divide in Teaching Composition to Multilingual Students

Content Area: Second Language Writing

Are ESL students better served in a mainstream or ESL first-year writing course? To share best practices in teaching composition, the presenters compare findings from studies examining university writing programs: mainstream and ESL. Course goals and assignments, instructors' perceptions of student needs, and students' satisfaction with course option are analyzed.

Elena Lawrick, Reading Area Community College, USA
Linda Henriksen, Kansas State University, USA


 Thursday, 11:00 am–11:45 am
 Convention Center, Ballroom C4

Common Core State Standards in the Response to Intervention Classroom

Content Area: K–12

The Common Core State Standards (CCSS) increase the rigor of the content classroom for students K–12. All students, including ELLs, are required to learn to these higher standards. Presenters offer practical strategies for schools utilizing the Response through Intervention organizational system to meet CCSS demands in diverse, multicultural classrooms.

Linda New Levine, ESL/EFL Consultant, USA
Mary Lou McCloskey, Educator Teacher Development and Curriculum Design, USA


 Thursday, 11:00 am–11:45 am
 Convention Center, C141

Creating Cultural Awareness Using “New Ways in Teaching Culture”

Content Area: Teacher Education

Can the articles and activities in “New Ways in Teaching Culture” (edited by Alvino E. Fantini, published by TESOL) influence teachers' cultural awareness? This session describes how one school put the activities to the test and makes suggestions based on the results for your school or classroom.

Heather-Lee Baron, Edinboro University of Pennsylvania, USA
Bethany Scullin, Edinboro University of Pennsylvania, USA


 Thursday, 11:00 am–11:45 am
 Convention Center, D172

Different Uses of an Automated Essay Scoring System

Content Area: Second Language Writing

This session presents a study that investigates different uses of an automated essay scoring (AES) system in three college ESL classrooms and compares AES feedback to instructor feedback. The results suggest important pedagogical implications by providing ESL writing instructors with insights regarding the use of AES systems in their classrooms.

Semire Dikli, Georgia Gwinnett College, USA
Susan Bleyle, Georgia Gwinnett College, USA


 Thursday, 11:00 am–11:45 am
 Convention Center, D222

English, Teens, and Virtual Identity in Algeria: Parents' Panic

Content Area: Sociolinguistics, Culture

Some scholars equate acquiring a new language with acquiring a new identity while others question whether the Internet is shaping or uncovering new identities. This presentation shows how Algerian teens display and enact new virtual identities that conflict with their actual social identities on Facebook using English in public posts.

Hayat Messekher, Ecole Normale Supérieure de Bouzareah, Algeria


 Thursday, 11:00 am–11:45 am
 Convention Center, A304

Enliven Classroom Instruction and Engage Students With Video

In this interactive workshop participants experience how online video is incorporated into lessons as the basis of both receptive and productive skills practice activities and as a springboard to theme-based integrated-skills student video projects. Attendees receive a Web site address where sample materials can be viewed and downloaded.

Kristi Reyes, MiraCosta College, USA



Thursday, 11:00 am–11:45 am
Convention Center, D225

Harmonious Transitions for University Success

Content Area: Higher Education

Degree-seeking English language learners often complete their English studies still uncertain of university expectations and resources. This session highlights the evolution of an intensive English program class designed to empower international students for university success. Participants will be provided with course development materials and relevant activities.

Cara Wenig Mori, University of Miami, USA

Julia Cayuso, University of Miami, USA

Michelle Alvarez, University of Miami, USA

Matthew Kaeiser, University of Miami, USA

Kimberly McGrath Moreira, University of Miami, USA



Thursday, 11:00 am–11:45 am
Convention Center, D168

Impact of a Program of Action Research in Australian TEFL

Content Area: Teacher Education

This presentation reports on the outcomes of a study of the impact on participants, their colleagues, their colleges, and the international English language teaching sector of a national program of action research first implemented in 2010 by the peak Australian EFL representative body.

Katherine Brandon, English Australia, Australia

Anne Burns, University of New South Wales, Australia



Thursday, 11:00 am–11:45 am
Convention Center, D173

Improving Oral Skills Through Collaborative Tasks in a Virtual World

Content Area: English as a Foreign Language

This study examines the potential of virtual worlds, Second Life (SL) in particular, to improve speaking skills during a one-semester language exchange project between Taiwanese and Korean EFL students. The presenters share possible tasks and places in SL where these tasks can be implemented to foster oral communications.

Jayoung Song, University of Texas at Austin, USA

Li-Tang Yu, University of Texas at Austin, USA

Paul Resta, University of Texas at Austin, USA



Thursday, 11:00 am–11:45 am
Convention Center, A303

Integrating Refugee Youth Into Our Communities

Content Area: Refugee Concerns

What factors influence the successful settlement and integration of newcomer refugee youth into their host communities? Based on interviews with 12 refugees who arrived in Canada as adolescents, we make recommendations for addressing their needs and facilitating the successful integration of youth into their new communities.

Marian Rossiter, University of Alberta, Canada

Sarvenaz Hatami, University of Alberta, Canada



Thursday, 11:00 am–11:45 am
Convention Center, D163

Interactivities: Effective Learning Through Affective Methods

Content Area: Intensive English Programs

Stephen Krashen hypothesized that anxiety, self-doubt, and mere boredom interfere with the process of acquiring a second language. In this session, teachers learn how to easily and inexpensively create interactivities that promote language acquisition while lowering the affective filter through a positive class culture and student bonding.

Emma Batten-Bowman, The Language Company-Berkeley, USA



Thursday, 11:00 am–11:45 am
Convention Center, Ballroom A4

Motivation and the Vision of Knowing a Second Language

Content Area: Methodology

This talk describes motivation in terms of the learners' vision of mastering a second language. Besides its theoretical novelty, this approach has considerable practical implications, as it suggests that a highly effective way of motivating learners is to create in them an attractive vision of their ideal language selves.

Zoltán Dörnyei, University of Nottingham, United Kingdom
(Great Britain)



Thursday, 11:00 am–11:45 am
Convention Center, Ballroom C1

Multiple Englishes in Multiple Contexts: Intercultural Communication in TESOL

Content Area: Discourse, Pragmatics

Within the global TESOL community, contexts of English use vary enormously. Rather than transmitters of an elite linguistic code and associated culture, we are the vanguard of a movement to harmonize TESOL instruction with these new expectations. This presentation explores this theme using examples from the workplace and academia.

Lucy Pickering, Texas A&M-Commerce, USA



Thursday, 11:00 am–11:45 am
Convention Center, C142

Powerful Picture Books: Visual Literacy Skills Help Enhance Content Comprehension

Content Area: Content-Based Language Instruction

Participants learn how to choose well-crafted, content accurate picture books that parallel mainstream content curriculum topics to deliver instruction and build academic vocabulary and concept understanding for middle-high school English learners. Presenter demonstrates picture/text interaction through the dual coding of information, supporting the comprehension of the content. Resource list provided.

Judith B. O'Loughlin, Language Matters Education Consultants, LLC, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 11:00 am–11:45 am
Convention Center, C140

Preparing for Intercultural Exchange: An International Experience for Japanese Teachers

Content Area: Intercultural Communication

The Japanese government provides opportunities for professional development through international exchange experiences for Japanese teachers. This presentation describes a professional development program that prepares Japanese teachers of English for a 2-year period abroad teaching Japanese and promoting intercultural understanding at schools, and examines the program's lasting impact on teacher self-efficacy.

Richmond Stroupe, Soka University, Japan
Kelly Kimura, Soka University, Japan
Mitsuko Suzuki, Soka University, Japan



Thursday, 11:00 am–11:45 am
Convention Center, D174

Starting Off Right: Effective Adult ESL Orientation and Intake Practices

Content Area: Adult Education

Adult ESL students often find it difficult to return to the classroom to study English. Their initial contact plays a crucial role in their success. We need to welcome them while we also inform and assess them. Join this discussion on the components of effective adult ESL orientations and registrations.

Edith Cowper, Wake Technical Community College, USA



Thursday, 11:00 am–11:45 am
Convention Center, A301

Students Are the Center: 21st Century Listening/Speaking Activities

Content Area: Project-, Task-Based Teaching and Learning

Want to Incorporate 21st century skills – critical thinking, collaboration, communication and creativity – into fun and meaningful listening/speaking activities? Learn how two student-centered activities, a student-led discussion and student panel discussion, provide authentic and engaging opportunities for student production, participation, and problem solving in intermediate-advanced level L/S classes.

Christopher Fathman, San Jose State University, USA
Danielle Pelletier, San Jose State University, USA



Thursday, 11:00 am–11:45 am
Convention Center, D161

Task-Based Language Assessment: Components, Development, and Implementation

Content Area: Second Language Acquisition

The presenters illustrate the basic components, development, and implementation of task-based language assessment (TBLA). They address basic questions about TBLA, including, How are learners tested in a TBLA context? How do we assess learning in a TBLA framework? And what are the main components of TBLA?

Ali Shehadeh, UAE University, UAE
Mohammed Mouhanna, UAE University, UAE



Thursday, 11:00 am–11:45 am
Convention Center, C154

Teaching Conversation: Developing Interactional Skills in Japanese University Students

Content Area: Speech, Pronunciation, and Listening

This presentation outlines the background, implementation, and results of a course designed to develop the conversational abilities of Japanese university EFL students. The presentation discusses conversational skills such as backchanneling, small-word use, and turn construction, and how students can develop these skills to become more naturalistic communicators.

John Campbell-Larsen, Momoyama Gakuin University, Japan



Thursday, 11:00 am–11:45 am
Convention Center, A310

TESL/TEFL and Supporting Linguistic Diversity in Higher Education

Content Area: Social Responsibility

TESOL position statements and other research recognize the need to support linguistic diversity in today's context of global English. TESOL, however, leaves it up to individual ESL/EFL professionals to find ways to support linguistic diversity. This presentation offers ways ESL/EFL professionals can support linguistic diversity in higher education.

Marcellino Berardo, University of Kansas, USA
Tracy Hirata-Edds, University of Kansas, USA



Thursday, 11:00 am–11:45 am
Convention Center, C147

Training ESP Practitioners Online: From T-Mail to TESOL Community Discussions!

Content Area: English for Specific Purposes

How can the training of ESP practitioners be done locally and globally at low cost? In this session, participants are shown (and learn to create and utilize for themselves) various, online methods that have been used to meet the professional development needs of ESP-ers in different contexts worldwide.

Kevin Knight, Kanda University of International Studies, Japan



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Thursday, 11:00 am–11:45 am
Convention Center, C143

Using TOEFL iBT Speaking for ITA Screening: Promise and Perils

Content Area: International Teaching Assistants

This session reviews the evidence for and against, and discusses current practice, in using the TOEFL iBT Speaking test for ITA screening. Participants learn what TOEFL-related ITA policies are best supported by research and experience, and gain some practical recommendations for ITA assessment practice.

Timothy Farnsworth, Hunter College–CUNY, USA
Elvis Wagner, Temple University, USA



Thursday, 11:00 am–11:45 am
Convention Center, D227

Vocabulary Strategies Beyond the Academic Word List

Content Area: Vocabulary, Lexicon

Building a strong academic vocabulary is a key to success in writing, but what happens when an ELL needs to find and use new words under a deadline? Learn simple techniques students can use with free online dictionaries, thesauruses and corpora to make accurate vocabulary decisions on the fly.

A. C. Kemp, MIT, USA

12:00 pm



Thursday, 12:00 pm–12:45 pm
Convention Center, D225

A Whole School Approach to Integrating K–12 English Language Learners

We explore a whole school approach to successfully integrating ELLs into our schools. Techniques include: an ELL-friendly orientation process, interpreting educational culture for students, creating a multicultural school, and using transparent assessments. This session is based on material from The ACE Certificate in K–12 ELL Integration.

Dianne Tyers, Advance Consulting for Education, Inc., Canada



Thursday, 12:00 pm–12:45 pm
Convention Center, D226

Are Your EAP Students Ready for College Classes?

Today's students deserve EAP classes that fully prepare them for what happens in and out of university classrooms. Come see how the 6th edition of *Interactions/Mosaic* uses modern content, an enhanced emphasis on vocabulary, and online homework to address everything from reading college texts to talking with professors.

John Brezinsky, Cambridge University Press, USA



Thursday, 12:00 pm–12:45 pm
Convention Center, D167

Best Practices in Teaching Beginning and Intermediate ESL Writing Classes

What should happen in an ESL writing class? What does the teacher do? What should learners be doing? In this presentation, we talk about best practices in the use of model writings, the role of grammar, the need for vocabulary instruction, and different types of classroom writing activities.

Keith Folse, University of Central Florida, USA



Thursday, 12:00 pm–12:45 pm
Convention Center, A301

Beyond Simple Digitization: The Case for a Tablet-Based Language Program

Can tablet computers actually work in the language classroom? As more schools adopt tablets for their classrooms, language programs are being digitized to operate on these devices. SMARTree English, a comprehensive tablet-based language program, was designed specifically for a tablet's technology. Learn and discuss its implementation, challenges, and rewards.

Ian Bosiak, e-future Ltd., Korea, Republic of



Thursday, 12:00 pm–12:45 pm
Convention Center, C147

CASAS: Assess – Learn – Achieve

This session showcases the resources CASAS offers—many at no cost—which help agencies implement quality ELL programs with standardized accountability. The CASAS framework assists ELL programs in measuring, instructing, and tracking youth and adult learner progress from beginning levels through transition to postsecondary and the workforce.

Jane Egue, CASAS, USA

Lori Howard, CASAS, USA

Linda Taylor, CASAS, USA



Thursday, 12:00 pm–12:45 pm
Convention Center, D168

Grammar Choices That Matter in Academic Writing

Academic and professional writers make countless choices in every sentence to create meaning, establish rapport, and ensure text cohesion. The author of a new textbook, *'Grammar Choices'*, demonstrates authentic, corpus-informed activities that help graduate students take control of their writing in three areas: verb tenses, hedging, and the noun phrase.

Nigel Caplan, University of Delaware, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 12:00 pm–12:45 pm
Convention Center, D227

Help ELLs for a Successful Assessment

This presentation provides educators with a resource to assess ELLs so they may become familiar with the format and formality of a assessment. It also provides teachers with a way to create data to help evaluate students in the same way they will be assessed.

Eric Beck, Continental Press, USA



Thursday, 12:00 pm–12:45 pm
Convention Center, D174

Moving Grammar Instruction Online: The Approach of the Next Generation

Looking for engaging materials to augment your teaching and increase learner gains? Presenters walk you through the next generation of grammar teaching and learning tools. Learn how to use online videos and other digital support materials to reinforce your course content, and give you more time for classroom production.

Christina Cavage, Savannah College of Art and Design, USA
Jennifer Lebedev, Independent Contractor, USA



Thursday, 12:00 pm–12:45 pm
Convention Center, D172

Something BIG Is Coming to Primary!

Big English is a new primary ELT program that offers a balanced development of language, CLIL, and 21st century skills, while culture connections challenge students to learn more about the world around them. An emphasis on Assessment for Learning encourages self-efficacy while new online components enhance students' digital literacy.

Mario Herrera, Pearson ELT, USA



Thursday, 12:00 pm–12:45 pm
Convention Center, D170

Teaching Skills in an Integrated Course

Topic-based integrated courses are great for student motivation and for real-life language use. But how do you keep the skills—reading, writing, speaking, listening, pronunciation, grammar, and vocabulary—from getting lost? This workshop introduces techniques to ensure that individual skills get taught, practiced, and then integrated into whole language use.

Dorothy Zemach, Macmillan Education, USA



Thursday, 12:00 pm–12:45 pm
Convention Center, D173

The Complete Listening Speaking Course Student Centered, Teacher Guided

This text-workbook emphasizes students' active roles teaching each other, with instructor guidance. Approximately 4 hours of recorded exercises accompany engaging topics throughout. Features include Pronunciation Practice, Minimal Pairs, Intonation Patterns, and more, using everyday casual/educated American English, for intermediate-advanced levels, high school-university. Downloadable sample chapters free for all JAG publications.

David Christiansen, JAG Publications, USA



Thursday, 12:00 pm–12:45 pm
Convention Center, D175

The Questions...and Answers to Your Students' IELTS Needs

More ESL students are asking about the IELTS English proficiency test, and how to prepare and improve their scores to apply to U.S. universities. This presentation assists teachers by providing an overview of IELTS, test taker tips, preparation materials, free teacher resources, and sample syllabus and classroom activities.

Guy Edwards, IELTS USA, USA
Geoffrey Crewes, IELTS Australia, Australia
Katie Shibata, IELTS USA, USA



Thursday, 12:00 pm–12:45 pm
Convention Center, C146

TOEFL® Resources for Teachers and Learners

ETS (Educational Testing Service) has many resources to help students prepare to take the TOEFL® test and study internationally. Find out what's new and what can help you in your classroom. The session includes a sample teaching activity from the Propell® Workshop for the TOEFL iBT® Test.

Michael Knab, ETS, USA



Thursday, 12:00 pm–12:45 pm
Convention Center, D171

Using News for You in the Classroom

News for You, published by New Readers Press, is America's only weekly news source for adult learners, available in both print and online. Participants learn how to incorporate News for You in the classroom, provide instruction in alphabetic, fluency, vocabulary development, reading comprehension skills and strategies, writing, and graphic literacy.

Ann Beeson, New Readers Press, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop

12:30 pm

Thursday, 12:30 pm–1:45 pm
Convention Center, Poster Session Area**Prompting First Thoughts for Free-Writing Warm-Ups for ELLs**

Sample pages of First Thoughts are displayed, both blank and with real student writing and more samples are provided. The presenters discuss the many uses of the book of open inspirations/prompts for journal writing with ELLs and native speakers, young/older, high beginners to advanced.

Andy Burrows, Pro Lingua Associates, USA

Janet Morey, Literacy Council of Greater St. Louis, USA

Gail Schafers, Fontbonne University, USA

1:00 pm

Thursday, 1:00 pm–1:45 pm
Convention Center, Ballroom A3**Best Practices for ELT Excellence**

2013 TESOL Teacher of the Year presents: Heritage, language, and culture are opportunities for transformation in our profession through reflective teaching and advocacy. As challenges continue to converge within school and beyond the schoolhouse door, we can work to piece together opportunities to create a balanced and harmonious learning community.

Anne Marie Foerster Luu, Montgomery County Public Schools, USA

Thursday, 1:00 pm–1:45 pm
Convention Center, Ballroom C1**Binational Collaboration Broadens Professional Horizons for Mexican Teachers of English**

Content Area: Program Administration

In the last decade, binational collaboration between educators in Mexico and the United States has opened new horizons for public school teachers of English and educational authorities in the State of Mexico. Pedagogical challenges are being overcome through in-service, continuing education with U.S. Embassy support of professional development opportunities.

Higinio Ordoñez, State of Mexico Ministry of Education, Mexico

Guillermo Reyes, State of Mexico Ministry of Education, Mexico

Jose Manuel Villafuerte, U.S. Embassy Office of English Language Programs, Mexico

Thursday, 1:00 pm–1:45 pm
Convention Center, A302**Boal's Theatre of the Oppressed: Bringing Cultures Into Harmony**

Content Area: Intercultural Communication

Participants are introduced to Boal's performance methods, which use theatre as a forum to explore culture. In this method, students are not just audience; they are actors, playwrights, and critics as well. Students can safely explore their native and new cultures, and decide what parts of each to embrace.

Thomas Gault, Southern Illinois University, Carbondale, USA

Thursday, 1:00 pm–1:45 pm
Convention Center, D170**Broadcasts and Podcasts Deliver Oral Skills and Multicultural Understanding**

Content Area: Social Responsibility

International students often feel isolated from campus life. The presenter demonstrates how a carefully scaffolded series of lessons that builds oral skills and showcases their music, culture, and language through student radio broadcasts helps them feel more integrated into, and better understood by, the campus community.

Heidi A. Beck, Seattle University, USA

Thursday, 1:00 pm–1:45 pm
Convention Center, C144**Captioning: A Help or Hindrance for Boosting Listening Comprehension?**

Content Area: Speech, Pronunciation, and Listening

Audio-visual listening materials often provide captioning, but does captioning help or hinder ESL students' improvement of listening comprehension? How can captioning be reconciled with sound teaching pedagogy? The discussion leaders present research findings, suggest instructional implications, and elicit participants' pedagogical experiences and ideas. Teaching tips and bibliography are provided.

Jeanette Clement, Duquesne University, USA

Cynthia Lennox, Duquesne University, USA

Thursday, 1:00 pm–1:45 pm
Convention Center, A308**Connecting Online Discussion to L2 Writing: Language-Related and Content-Related Episodes**

Content Area: Computer-Assisted Language Learning

During communicative and meaning-focused tasks, ESL learners often shift attention to linguistic problems, thereby potentiating a move beyond the current linguistic state. This session reports on the role of language-related and content-related episodes in synchronous computer-mediated discussion on L2 academic writing development, as experienced by 11 ESL students.

Jeong-bin Hannah Park, University of Texas at Austin, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 1:00 pm–1:45 pm
Convention Center, D168

Considerations for Designing Virtual Fieldwork in an MA TESOL Program

Content Area: Technology in Education

Institutions of teacher education seek to provide extensive and well-supervised early field experiences even before student teaching, yet these can be difficult to enact. Presenters share how technology served as a tool in constructing a variety of “virtual” field experiences in a TESOL program, and affordances and constraints are discussed.

Christine Rosalia, Hunter College–CUNY, USA
Laura Baecher, Hunter College–CUNY, USA



Thursday, 1:00 pm–1:45 pm
Convention Center, C156

Considering Language, Heritage, and Culture in Assessment

Content Area: Assessment and Testing

Developers of large-scale placement tests must create assessments that are equally valid for all candidates regardless of their cultural, linguistic, ethnic, or religious heritage. This presentation describes a fairness and bias review system that helps ensure test content is accessible and relevant to all test takers.

Mark Chapman, Cambridge Michigan Language Assessments, USA
Fabiana MacMillan, Cambridge Michigan Language Assessments, USA



Thursday, 1:00 pm–1:45 pm
Convention Center, Ballroom A4

Constraints and Opportunities in U.S. Language Minority Teacher Education

Content Area: Teacher Education

In this interactive presentation, the presenter discusses how the professional preparation of language minority teachers can be understood by analyzing their daily practices and their professional identities. In doing so, the presenter highlights some of the salient dilemmas experienced by language minority teachers and provides discussion questions for the audience.

Manka Varghese, University of Washington, USA



Thursday, 1:00 pm–1:45 pm
Convention Center, D226

Creating a Harmonious and Dynamic Listening and Speaking Tutor Program

Content Area: Intensive English Programs

A dynamic listening/speaking tutoring program effectively helps students improve a variety of English language skills while supporting the work of teachers in the classroom. In this presentation, participants learn ways to create and implement a successful tutoring program to enhance language learning and language production in a learner-friendly environment.

Amanda Wallace, Brigham Young University Hawaii, USA
Brent Laing, Brigham Young University Hawaii, USA
Roberto S. Leon, Brigham Young University Hawaii, USA
Molly Harris, Brigham Young University Hawaii, USA
Kate Pearson, Brigham Young University Hawaii, USA



Thursday, 1:00 pm–1:45 pm
Convention Center, D164

Developing Better English Writers Through ESL Writing Centers

Content Area: Second Language Writing

The writing needs of ELLs and the objectives of a university writing center often do not coincide. Research was conducted to understand international student experiences at a campus writing center. Presenters demonstrate how a separate international student writing center may be the best way to bridge the gap.

Marisa Lee, Brigham Young University, USA
Norman Evans, Brigham Young University, USA
Rachel Wood, Educational Testing Service, USA
Teresa Martin, Brigham Young University, USA



Thursday, 1:00 pm–1:45 pm
Convention Center, D175

Emerging Dyads: L2 Interactions in a Tutoring Environment

Content Area: Discourse, Pragmatics

In L2 tutoring, the relationship between tutor and student is dynamic, as demonstrated by the evolution of question-answer sequences from tutor-initiated to student-initiated and student acquisition of metalinguistic vocabulary. How can this information be used to inform future tutor training?

Dephanie Jao, University of Pennsylvania, USA
Rachel Chaffin, University of Pennsylvania, USA



Thursday, 1:00 pm–1:45 pm
Convention Center, D161

Exploring Genre and Grammar Relations in (Written) Output Practice

Content Area: Applied Linguistics

This presentation brings examples of teaching activities which explore how language choices are interconnected with the characteristics of different genres. The teaching materials presented have been designed to help learners, in this case prospective EFL teachers, to understand reasons behind language choices by manipulating them in “genre transformation” activities.

Eliane Augusto-Navarro, Universidade Federal de Sao Carlos–UFSCar, Brazil



Thursday, 1:00 pm–1:45 pm
Convention Center, D163

Feeding International Students With the Language They Need

Content Area: Content-Based Language Instruction

Students come to IEPs with religious, environmental, and ethical values that inform their diet. Lessons about food should therefore give students the language they need to control and explain their food choices. In this session, we look critically at food-themed materials from several textbooks and discuss supplementary activities.

David Royal, University of South Florida, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Thursday, 1:00 pm–1:45 pm
Convention Center, C150

Free ESL Resources on ProLiteracyEdNet.org

Are you looking for new ideas for teaching reading, writing, listening, speaking, life skills, or citizenship preparation? Maybe you're looking for budget-friendly ways to meet your professional development requirements. This hands-on participatory workshop explores the extensive collection of FREE online resources available from ProLiteracy through EdNet (<http://www.proliteracyednet.org/>).

Todd Evans, ProLiteracy, USA



Thursday, 1:00 pm–1:45 pm
Convention Center, C146

Grammar and Writing: It's Easier Than You Think

Are you looking for ways to integrate writing into your grammar course? Come hear how a very large corpus and a solid foundation in grammar can make the job easier. This session outlines concrete suggestions for integrating grammar and writing and practical examples for putting it all into practice.

Randi Reppen, Cambridge University Press, USA
John Brezinsky, Cambridge University Press, USA



Thursday, 1:00 pm–1:45 pm
Convention Center, D223

Historical Parallels Between Preenocide Rwanda and Arizona's Anti-immigrant Wave

Content Area: Sociopolitical Concerns

In this session, the presenter reports that current phenomena regarding Arizona's immigrants actually resemble those of pregenocide Rwanda. He offers several parallels between these two eras and invites participants to consider discussion of the parallels as a means of advocating for language minority students.

Eric Dwyer, Florida International University, USA



Thursday, 1:00 pm–1:45 pm
Convention Center, A304

Learning English From the Occupy Movement: Public Space Pedagogy

Content Area: Adult Education

This presentation demonstrates how ESL instructors can use photographs of the Occupy Movement's signs to show students how meanings are constructed through lexical and grammatical choices. In making the language of these signs clear and accessible, teachers can connect their classrooms to texts of the outside world in powerful ways.

Christian W. Chun, University of Southern California, USA



Thursday, 1:00 pm–1:45 pm
Convention Center, C141

Preservice Teachers: TESOL vs. Non-TESOL

Content Area: Teacher Education

The session investigates the demographic composition, cross-cultural awareness, and attitudes toward ELLs among preservice TESOL teachers upon entering their program. Using questionnaires and interviews with TESOL majors as well as non-TESOL majors, a comparison is made to see if there are differences between the two populations.

Hongli Fan, SUNY at Cortland, USA



Thursday, 1:00 pm–1:45 pm
Convention Center, C145

Pronunciation Journals: An Efficient Process of Implementing Pronunciation Instruction

Content Area: Intensive English Programs

To foster communicatively competent learners, teachers cannot ignore pronunciation. However, addressing individual errors for each student is almost impossible in limited classroom time. The presenter shows how she successfully created and implemented pronunciation journals. Participants view diagnostic and practice materials and learn effective methods for applying them in speaking courses.

Lauren Waters, West Georgia Technical College, USA



Thursday, 1:00 pm–1:45 pm
Convention Center, C143

Real Teachers? — Visible Ethnic Minority Native English Speaking Teachers

Content Area: Intercultural Communication

Within the international English language education business, the native English speaker status is often associated with a particular racial profile. This presentation explores how native English speaker teacher of colour further problematise the dominate status, with implications on the criteria used to measure the worth of all English language teachers.

Eljee Javier, The University of Manchester, United Kingdom (Great Britain)



Thursday, 1:00 pm–1:45 pm
Convention Center, C148

Sharing Our Stories in Pictures and Words, Discovering Common Ground

Content Area: Literature, Arts, Media

Witness powerful art and writing of immigrant and refugee students engaged in a dynamic collage-based approach to literacy learning that utilizes hand-painted papers to construct story. Partnering with rural NH students, two disparate classroom communities reconstruct and share family immigration stories, arriving at important realizations about immigration now and then.

Beth Olshansky, University of New Hampshire, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 1:00 pm–1:45 pm
Convention Center, A303

Spelling Development in English and Spanish: Research to Practice

Content Area: Elementary School/ Primary Education

Extensive research has shown that spelling skills in English develop along a predictable, well-defined continuum that focuses first on representing salient sounds, then on patterns within words, and finally on morphological features. This presentation describes research demonstrating a similar developmental pattern in Spanish, along with implications for classroom instruction.

Karen Ford, University of Virginia, USA

Marcia Invernizzi, University of Virginia, USA



Thursday, 1:00 pm–1:45 pm
Convention Center, D173

Strategies for Effective Live Online Teaching and Learning

Content Area: Computer-Assisted Language Learning

Live online classes pose unique challenges to teachers who are not used to this new environment. Therefore, a new set of skills and techniques needs to be developed. We examine these challenges and the strategies we can use in order to succeed in the live online learning environment.

Cecilia Cicolini, NETWORK English Language Teaching, Argentina



Thursday, 1:00 pm–1:45 pm
Convention Center, D162

Teaching Intercultural Competence in University Intensive English Classes in Lebanon

Content Area: Intercultural Communication

Can Intercultural Communicative Competence enhance language learning, challenge stereotypes, and foster positive attitudes towards the English language and culture in a volatile context dominated by religious and political intolerance? In this session, participants learn specific strategies to develop learners' intercultural competence and improve language learning and teaching outcomes.

Laure Salem, The University of Balamand, Lebanon



Thursday, 1:00 pm–1:45 pm
Convention Center, A309

University Writing Centers and Multilingual Writers: Assessing Needs, Providing Support

Content Area: Writing, Composition

When faculty advise students to take their papers to the writing center, what kind of help do NNSs receive? Identifying the experiences and preferences of a diverse multilingual college population and improving peer tutor training can help writing centers—and instructors—more closely align support with student needs.

Sylvia Whitman, Marymount University, USA

Elliot Uhl, Marymount University, USA

Cyndi Trang, Marymount University, USA



Thursday, 1:00 pm–1:45 pm
Convention Center, D171

Using the EPOSTL for Dialogic Reflection in EFL Teacher Education

Content Area: Teacher Education

This session draws on a growing European trend to link EFL teacher preparation to the EPOSTL, a reflection tool. It provides EFL/ESL practitioners with practical opportunities to bridge the gap between theory and practice through reflection on a core set of methodological descriptors. EPOSTL=European Portfolio for Student Teachers of Languages

Holli Schaubert, University of Geneva, Switzerland



Thursday, 1:00 pm–2:15 pm
Convention Center, D160

Amigos de Cuba: Experiences of American and Cuban TESOLers

This session brings together TESOLers from Cuba who have nurtured a TESOL affiliate in Cuba and other TESOLers with an interest in English-language instruction in Cuba. The history of English-language education in Cuba and an update on the current status of such instruction along with networking opportunities is discussed.

Robert Griffin, Oklahoma City University, USA

Christine Cobb, Research Analyst, USA

Tony Irizar, GELI, Cuba

Adita Irizar, GELI, Cuba

John Schmidt, Texas International Education Consortium, USA

Shelley Wong, George Mason University, USA



Thursday, 1:00 pm–2:45 pm
Convention Center, C147

Acculturating Instructors in the Global Writing Classroom: a Training Perspective

Content Area: Intercultural Communication

Hands-on intercultural competence training for instructors in academic writing and writing tutors is demonstrated. The workshop modules sensitize participants to the needs of a culturally diverse classroom and engage them in specific activities which can be applied directly to writing pedagogy in diverse globally-oriented classrooms.

Maria Zlateva, Boston University, USA

Maria Jicheva, International Education of Students, London, United Kingdom (Great Britain)



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Thursday, 1:00 pm–2:45 pm
Convention Center, D167

Camp Pecesitos: Successful Transitions for Secondary ELLs

Content Area: High School/Secondary Education

The transition from middle school to high school is a critical period for ELLs. This session demonstrates how secondary schools can implement successful transition programs for ELLs that promote academic achievement and foster personal growth. The presenters use their school's program, Camp Pecesitos, as a model.

Vanessa Hinojosa, Lake Travis ISD, USA

Maria Martinez, Lake Travis ISD, USA



Thursday, 1:00 pm–2:45 pm
Convention Center, C155

Grammar Drills Make a Comeback: Accuracy Plus Fluency

Content Area: English as a Foreign Language

A newfound value for accuracy means that grammar drilling is finding its way into the 21st century classroom. The presenters demonstrate how the ideal outcome of postcommunicative classes—namely a balance of fluency and accuracy—can be met through the inclusion of mechanical practice in EFL lessons.

Raúl Cervantes Desouches, INTERLINGUA, Mexico

Benjamín Maza-Millán, INTERLINGUA, Mexico

Arturo de la Vega, INTERLINGUA, Mexico

Eric Landry, INTERLINGUA, Mexico



Thursday, 1:00 pm–2:45 pm
Convention Center, C154

Practical Activities for Learning Vocabulary

Content Area: Vocabulary, Lexicon

The presenter demonstrates practical activities for increasing student vocabulary knowledge, including vocabulary notebooks, written practice activities, word walls, and online activities. In addition, teachers examine the pros and cons of different ways of drawing learners' attention to new vocabulary as well as explaining a given vocabulary item.

Keith Folse, University of Central Florida, USA



Thursday, 1:00 pm–2:45 pm
Convention Center, D165

Re-examining Writing Assessment Rubrics in the Classroom

Content Area: Writing, Composition

Writing assessment rubrics are important tools for ensuring fairness and consistency and for promoting student learning. To facilitate the productive uses of rubrics, this colloquium features five writing experts who re-examine whether, why, and how rubrics can and should be used for writing assessment in the classroom context.

Paul Kei Matsuda, Arizona State University, USA

Lia Plakans, The University of Iowa, USA

Deborah Crusan, Wright State University, USA

Jill Jeffery, University of New Mexico, USA

Miyuki Sasaki, Nagoya Gakuin University, Japan



Thursday, 1:00 pm–2:45 pm
Convention Center, A310

Research in Action: Classroom Projects Based on Qualitative Research Methods.

Content Area: Project-, Task-Based Teaching and Learning

This colloquium presents ESL classroom projects from university settings around the world in which students learn and then apply key facets of qualitative research methods. In completing these projects, students investigate aspects of their local communities and gain insight into local cultures, heritages, and language use.

Paul McPherron, City University of New York, USA

Amy Alice Chastain, Shantou University, China

Kyle McIntosh, Purdue University, USA

Patrick T. Randolph, Western Michigan University, USA

David Williams, Shantou University, China



Thursday, 1:00 pm–2:45 pm
Convention Center, D227

Retaining Sustainability and Relevance in Teacher Research: Beyond Action Research

Content Area: Teacher Education

Teacher-research courses in teacher-preparation programs are often limited to teaching action research. Teacher research, however, is more than action research. This workshop explores the diversity within teacher research and aims to provide teachers and teacher educators with theory-based rationale and practice-based strategies to make teacher research sustainable, attractive, and relevant.

Rashi Jain, University of Maryland College Park, USA



Thursday, 1:00 pm–2:45 pm
Convention Center, D174

Spanning Global Communities, Inspiring Local Minds

Content Area: Bilingual Education

The presentation presents a longitudinal study carried out in one urban Spanish bilingual school in Canada. The research contextualizes inquiry-based learning within a bilingual education model and provides a foundation for best practices that fosters literacy acquisition and balances it with intercultural understanding.

Rahat Naqvi, University of Calgary, Canada

Elaine Schmidt, Global Learning Calgary Board of Education, Canada

Marlene Krickhan, Calgary Board of Education, Canada



Thursday, 1:00 pm–2:45 pm
Convention Center, C142

Teaching 'Othello' and Other Shakespearean Texts to High School ELLs

Content Area: Literature, Arts, Media

The presenter provides a methodology for teaching 'Othello' and other challenging Shakespearean texts at the high school level to ELLs with even only intermediate English proficiency. The session covers reading, writing, and research activities that teach a wide range of linguistic, academic, and cultural skills and information.

Gevik Anbarchian, Illinois TESOL and Bilingual Education, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 1:00 pm–2:45 pm
Convention Center, D172

The Future of ELL Assessment: LAS Links Online

Content Area: Assessment and Testing

Workshop on online English language assessment tools (live demonstration).

Enrique Pilleux, CTB/McGraw-Hill, USA



Thursday, 1:00 pm–2:45 pm
Convention Center, A305

The Story-Telling Classroom: A Workshop for Beginning-Level ESL Teachers

Content Area: Curriculum, Materials Development

Turn your classroom into a rich literacy environment through learner stories! This practical workshop walks participants through Gail Weinstein's Learners' Lives as Curriculum framework and balanced literacy instruction guidelines. Participants design their own story-based literacy lesson appropriate for use with beginning-level ESL learners.

Maricel Santos, San Francisco State University, USA

Laurel Pollard, Educational Consultant, USA



Thursday, 1:00 pm–2:45 pm
Convention Center, C149

U.S. Department of Education: Supporting English Language Learning From Cradle

Representatives from the U. S. Department of Education discuss federally-funded, theory-based initiatives that support English Language Learners. Emphasis is placed upon encouraging greater awareness and use of the Department's resources for improving outcomes for youngchildren, youth and adult.

Debra Suarez, US Department of Education, USA



Thursday, 1:00 pm–2:45 pm
Convention Center, D224

Voice and Identity in Pre-University Second Language Writers

The development of voice and identity are some of the most crucial yet challenging elements for developing multilingual writers. In this colloquium, experts on voice and identity discuss approaches for helping students develop an awareness of these concepts as well as improve their use in pre- and university-level writing.

Suresh Canagarajah, Pennsylvania State University, USA

Diane Belcher, Georgia State University, USA

Jim Rogers, Utah State University, USA

Silva Pessoa, Carnegie Mellon University in Qatar, Qatar



Thursday, 1:00 pm–2:45 pm
Convention Center, D166

Why and How of Using Digital Media in Elementary Ed

This session focuses on infusing effective uses of video and digital media in the primary grades. During this session, teachers learn how to enhance instruction and how to motivate and reach all learners through the use of technology.

Kenneth Chi, Fu Jen Catholic University, USA

Christel Broady, Georgetown College, USA

Jason R. Levine, ColloLearn, USA

Johanna E. Katchen, National Tsing Hua University, USA



Thursday, 1:00 pm–2:45 pm
Convention Center, A301

Write Them Right: Creating Excellent Goals, Objectives, and Outcomes

Content Area: Intensive English Programs

This workshop helps you create specific and measurable learning objectives and significant assessment tasks that align with your curricular goals and expected learner outcomes through a series of hands-on, engaging activities. We help you sharpen your teaching focus and align classroom activities with assessment, making your job so much easier.

Donna Shaw, University of Oregon, USA

Jane Averill, Willamette University, USA

Melinda Sayavedra, LinnBenton Community College, USA

Tina Withrow-Robinson, LinnBenton Community College, USA



Thursday, 1:00 pm–3:45 pm
Convention Center, D221

Communities Engaged in the Resettlement Process

Content Area: Refugee Concerns

A panel of practitioners, experts, and advocates actively engaged in refugee resettlement discusses the importance of building welcoming communities, the types of support services available for refugees and how different community actors can work cooperatively to help refugees integrate into their neighborhoods.

Caitriona Lyons, Texas Health and Human Services Commissions, USA

Rachel Steinhardt, Welcoming America, USA

Amy Snyder, Catholic Charities of Fort Worth, USA

Ellen Payne, Center for Survivors of Torture, USA

Pam Welch, Refugee Services of Texas, Amarillo, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Thursday, 1:00 pm–3:45 pm
Convention Center, Ballroom C2

Developments in ESP Pedagogy Around the Globe

Content Area: English for Specific Purposes

ESP is a dynamically developing branch of language education. In recent years, genre- and corpus-based approaches have been influential. How are new pedagogical approaches being implemented to meet the specific objectives of ESP programs? This academic session attempts to capture these developments in a variety of EFL contexts.

Yinghui Chen, Asia University, Taiwan

Jigang Cai, Fudan University, China

Jeremy Sykes, National Taiwan University of Science and Technology, Taiwan

Emerald Ku, Asia University, Taiwan

Feyza Doyran, Bahcesehir University, Turkey

Shahid Abrar-ul-Hassan, Sultan Qaboos University, Oman



Thursday, 1:00 pm–3:45 pm
Convention Center, D220

Leadership in Language Program Administration

Content Area: Leadership

The educational leadership literature is vast and provides many models and theories. But how do they apply to the contexts that language program administrators work in? Drawing on experience and literature, ELT administrators explore approaches to and theoretical underpinnings of leadership and discuss leadership practices in their various contexts.

Amy Fenning, University of Central Arkansas, USA

Kyungsook Yeum, Sookmyung Womens University, Korea, Republic of

Tarana Patel, LearnEd Inc., India

Erin Butler, University of California, Riverside, Extension, USA



Thursday, 1:00 pm–3:45 pm
Convention Center, Ballroom C3

Practicalities of Teaching Academic Reading and Writing

Content Area: Second Language Writing

Established experts present a realistic groundwork for teaching academic reading and writing. These authorities address discourse-based grammar for teaching reading and writing, academic reading and writing expectations of university students, a pedagogical model for genre and grammar in academic writing, and research findings on grammar to teach for academic writing.

Marianne Celce-Murcia, University of California, Los Angeles, USA

Neil J. Anderson, Brigham Young University, USA

Anne Burns, Macquarie University, Australia

Eli Hinkel, Seattle University, USA



Thursday, 1:00 pm–3:45 pm
Convention Center, D225

Questioning, Listening, Responding: Useful Strategies from the ACTFL OPI

Content Area: Higher Education

The questioning techniques employed in the ACTFL's OPI provide a useful framework for teachers to learn to question, listen and respond purposefully, efficiently and effectively. We explore how ACTFL OPI elicitation strategies can inform classroom practice, resulting in increased improvement in students' oral proficiency.

Virginia Maurer, Harvard University, USA



Thursday, 1:00 pm–3:45 pm
Convention Center, D222

Recent Research Regarding ITAs: The Dynamics of Interaction

Content Area: International Teaching Assistants

Two decades of ITA research firmly established the need for ITAs' communicative competence. Recent research focuses on their undergraduate interlocutors as well. Presenters discuss ITA-undergraduate interaction, communicatively significant aspects of discourse intonation, and a framework of spoken language interaction. Implications for programs, practitioners and researchers will be considered.

Greta Gorsuch, Texas Tech University, USA

Okim Kang, Northern Arizona University, USA

Lucy Pickering, Texas A&M-Commerce, USA

Shelley Staples, Northern Arizona University, USA

2:00 pm



Thursday, 2:00 pm–2:45 pm
Convention Center, D223

Are Cultural Immersion Experiences Effective in Bridging Cultural Gaps?

Content Area: Intercultural Communication

Presenters provide research on the effectiveness of an intercultural immersion experience designed to teach preservice teachers about Somali-American culture, diversity, and unconscious bias. Participants depart with the project format and data that answered whether this short-duration immersion experience impacted the learners' awareness of diversity, prejudice, and understandings of Somali-American culture.

Kate Mastruserio Reynolds, University of Wisconsin-Eau Claire, USA

Aram deKoven, University of Wisconsin-Eau Claire, USA

Kate Nolin-Smith, University of Wisconsin-Eau Claire, USA

Madeline Bires, University of Wisconsin-Eau Claire, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 2:00 pm–2:45 pm
Convention Center, D168

Blogs as an Innovation in Second Language Teacher Preparation

Content Area: Teacher Education

Equipped with the belief that technology can transform teaching and learning environments, teacher educators can employ blogs to support L2 teacher education. This session reports the results of a study that evaluates the effectiveness of ELT blogs in preparing prospective L2 teachers for their profession and improving their technological skills.

Hayriye Ulas Taraf, Konya Necmettin Erbakan University, Turkey, Turkey



Thursday, 2:00 pm–2:45 pm
Convention Center, C140

Classroom Observation: Does it Provide an Accurate Representation of Teaching?

Content Area: Teacher Education

As educational accountability increases, there seems to be a corresponding rise in both formative and summative classroom observations. However, is an observed lesson an accurate representation of a teacher's regular pedagogy? This session uses lesson transcripts to identify commonalities and differences between observed and nonobserved lessons, and discusses the implications.

Amanda Howard, British University in Dubai, UAE



Thursday, 2:00 pm–2:45 pm
Convention Center, A308

Conceptualizing Academic Language in Dual-Language Programs

Content Area: Bilingual Education

This presentation discusses how dual-language teachers defined academic language in the context of a dual-language program. Through interviews and classroom observations, the study examined teachers' conceptualizations and practices related to teaching academic language in Spanish and in English.

Ester de Jong, University of Florida, USA



Thursday, 2:00 pm–2:45 pm
Convention Center, A308

Criteria Language Teachers Use When Selecting CALL Technologies

Content Area: Computer-Assisted Language Learning

In this session I present the results of a qualitative study that explored the criteria that expert technology-using language teachers consider when selecting CALL technologies and activities for use in their classrooms. Each teacher was observed teaching for one week and was interviewed three times.

Ben McMurry, Brigham Young University, USA



Thursday, 2:00 pm–2:45 pm
Convention Center, A302

Engaging or Offending? Adapting ESL Materials for Muslim Students

Content Area: Intercultural Communication

Non-Muslim, Western ESL teachers often struggle when trying not to offend their Muslim students, regardless of where they're teaching. Because religious and cultural values collide in a language classroom, it's important to be aware of possible problems. This session provides successful ways to adapt materials for Muslim students.

Kendra Staley, Universidad del Norte, Barranquilla, Colombia



Thursday, 2:00 pm–2:45 pm
Convention Center, D163

Everybody Learns Academic Speaking: Three-Step Activities With a Twist

Content Area: Intensive English Programs

From initiating conversation to expressing polite disagreement, the dynamics of these academic speaking and listening activities encourage every student to participate with vigor. A three-step pattern focuses attention on the target form, with a twist at the end for additional applications. Your students will develop crucial skills for university classes.

Jonathan Noble, University of Arizona, USA



Thursday, 2:00 pm–2:45 pm
Convention Center, D171

Harmonizing Traditional and Digital Media in EFL Practice

Content Area: English as a Foreign Language

Presenters share results of classroom projects which harmonize traditional provisions (board, paper slips, realia, etc.) and digital resources (computer and mobile devices) to enhance learning. Various projects are displayed, showing the contribution of each media. Participants leave with a repertoire of practical ideas.

Carolina Bastos, Casa Thomas Jefferson, Brazil

Erika Oya, Casa Thomas Jefferson, Brazil



Thursday, 2:00 pm–2:45 pm
Convention Center, C148

Managing Multiple Roles in Language Program Administration

This session is for practicing and prospective language program administrators (LPAs) and focuses on the multiple roles LPAs must play, such as strategic planner, negotiator, decision maker, innovator, and advocate. The presenters offer practical tools and suggestions.

MaryAnn Christison, University of Utah, USA

Fredricka L. Stoller, Northern Arizona University, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Thursday, 2:00 pm–2:45 pm
Convention Center, C141

Measuring Teaching Effectiveness Through the Sheltered Instruction Observation Protocol

Content Area: Content-Based Language Instruction

This session examines overall and component-based reliability of the SIOP in evaluating effectiveness of integrative language and content teaching in mainstream classes with ELLs. It also examines if the instrument's reliability yields consistency across different classrooms and the challenges the instrument poses for raters.

Nihat Polat, Duquesne University, USA



Thursday, 2:00 pm–2:45 pm
Convention Center, D161

Negotiating Authority and Leadership Among Native and Nonnative TESOL Graduates

Content Area: Nonnative English Speakers in TESOL

Collaborative learning has become an important component of higher education. However, it poses a great challenge to nonnative speakers while working with native speakers (NSs) during group discussions. This study explores how nonnative TESOL graduates negotiate authority and leadership with native English speakers in collaborative talks.

Ruilan Zhao, The Ohio State University, USA



Thursday, 2:00 pm–2:45 pm
Convention Center, D164

Patterns in Dissertations on L2 Writing: 1950–2010

Content Area: Writing, Composition

This presentation provides a decade-by-decade examination of doctoral dissertations in the area of second language writing studies in order to discern and represent the personal and professional dynamics among second language writing studies professionals. Results are contextualized within the history of and developments in the field.

Tony Silva, Purdue University, USA



Thursday, 2:00 pm–2:45 pm
Convention Center, D162

Purposeful Project-Based Learning in a Rural India College Campus

Content Area: Project-, Task-Based Teaching and Learning

This presentation illustrates the process and products of a project-based learning course offered in a rural Indian college campus. Throughout the development of the first student club on campus, advanced level EFL students promoted environmental awareness through school wide presentations, campus clean up efforts, and social media campaigns.

Sarah DeMola, Nootan Education Trust, India

Tarana Patel, LearnEd, India

Margaret Steingraeber, Nootan Education Trust, India



Thursday, 2:00 pm–2:45 pm
Convention Center, C150

Recharge Your Career With COABE's New "Graduate Studies" Portal

Join us to explore the new Adult Education Degree and Credentialing Programs Portal, developed by COABE in partnership with TESOL International Association. Containing 400+ unique listings, this Portal is an interactive, one-stop online resource connecting you to higher education degree programs in adult education that meet your professional learning needs.

Jackie Taylor, Commission on Adult Basic Education, USA



Thursday, 2:00 pm–2:45 pm
Convention Center, D170

Service Learning and Teaching ESL: A Harmony of Ideals

Content Area: Social Responsibility

Community based learning and service learning provide meaningful, authentic language learning experiences. Reading, writing, and reflecting on service learning will lead to transformative learning. This presentation focuses on theories of experiential learning and provides practical ideas for using service learning in teaching ESL.

Nuray Grove, University of Richmond, USA



Thursday, 2:00 pm–2:45 pm
Convention Center, D175

Study on Motivation for Cross-Cultural Communication Among University Students

Content Area: Second Language Acquisition

International students at U.S. universities may isolate themselves from native speakers and reduce exposure to the target language. The current study surveys both international and U.S. domestic students to illuminate psychological factors for each group which may facilitate or inhibit cross-cultural communication and second language acquisition.

Saesun Kim, University of Minnesota, Morris, USA

Catherine Smith, Independent Researcher, USA



Thursday, 2:00 pm–2:45 pm
Convention Center, C145

Teacher Development: An Ongoing Process

Not everything a teacher needs to know can be provided at the preservice level, and the knowledge base of teaching is constantly changing. This presentation launches TESOL's new 15-book series, English Language Teacher Development that offers practical approaches to teaching skills that are based on cutting edge research.

Thomas S.C. Farrell, Brock University, Canada



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 2:00 pm–2:45 pm
Convention Center, A304

TESOL EFL Guidelines

As English expands around the world as the language of commerce, travel, and communication, the need for preparing teachers for p-12 classrooms has also expanded. This session proposes TESOL Guidelines for the creation of teacher professional standards that can be adapted for specific national contexts.

Natalie Kuhlman, USA
Bozana Knezevic, University of Rijeka, Croatia



Thursday, 2:00 pm–2:45 pm
Convention Center, C143

The Importance of Topic and Relationship in Intercultural Communication Research

Content Area: Sociolinguistics, Culture

The presentation reports on an empirical study on communication-style differences between Americans and Asians. It discusses especially the importance of conversational topics and interlocutors' relationships in intercultural communication studies. When the two factors are closely examined in research, some established beliefs about communication style differences between cultures may prove inaccurate.

Dilin Liu, University of Alabama, USA



Thursday, 2:00 pm–2:45 pm
Convention Center, C156

Theatrical Approach to Language Learning

Content Area: Integrated Skills

This session demonstrates how a theatrical pedagogy can dramatically and effectively improve the English learning experience of ELLs. It explains the theoretical foundation and shows the step-by-step process. In addition, the session provides guidelines and support materials so the audience can try it in their own classrooms.

Peter Chan, Brigham Young University, USA
Mindy Young, Meridian School, USA
John Oirya, Brigham Young University, USA



Thursday, 2:00 pm–2:45 pm
Convention Center, C146

U.S. Department of State Office of English Language Programs

Learn how the U.S. Department of State is working with a variety of global partners to promote and further English language teaching and learning around the world. New initiatives with partners such as TESOL, the British Council, Intel, and other high-tech/educational providers are changing the face of English teaching.

Marti Estell, U.S. Department of State, USA



Thursday, 2:00 pm–3:00 pm
Convention Center, Arena

Our Heritage: The TESOL Journey in Developing Great Teachers

Content Area: Other

English language teaching requires professional skills, content knowledge, and language proficiency—excelling at teaching requires much more. In this talk, the presenter describes the attributes that students and teachers identify as the distinguishing characteristics of great English teachers and analyzes how TESOL International has advanced this journey in professional teacher development.

Suzanne Panferov, University of Arizona, USA



Thursday, 2:00 pm–3:45 pm
Convention Center, D226

Leveraging ELL Director Influence on the Instructional Leadership Team

Content Area: Program Administration

What is the status of the ELL director on your district's administrative team? Many ELL leaders report feeling marginalized and dis-empowered. Professional development helps! Explore strategies strengthening the leadership position of the ELL director in the Pre-K-12 system through a collaboration between Massachusetts and the National Institute for School Leadership.

Janet Strauss, National Institute for School Leadership, USA
Bonnie Baer-Simahk, Fitchburg Public Schools & NISL, USA



Thursday, 2:00 pm–3:45 pm
Convention Center, D173

Supporting Skilled Immigrants—An ESL Practitioner's Toolkit

Content Area: Adult Education

This workshop presents resources in the form of a toolkit for supporting skilled and professional immigrants from ESL classes through workforce integration in their specialty fields. ESL classroom strategies; successful, innovative program models; and case studies are presented.

Marilyn J. Rymniak, Literacy Assistance Center, USA
Paul Feltman, WES/Global Talent Bridge, USA
Katherine Gebremedhin, WES/Global Talent Bridge, USA



Thursday, 2:00 pm–4:45 pm
Convention Center, C144

How to Get Published in ESOL and Applied Linguistics Serials

TESOL Quarterly coeditors Diane Belcher and Alan Hirvela and a panel of working journal editor outline the process of submitting a paper and answer audience questions. Topics include the review process, writing an article from a thesis project, and the particular areas of interest for each journal represented.

Diane Belcher, Georgia State University, USA
Alan Hirvela, The Ohio State University, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop

3:00 pm

Thursday, 3:00 pm–3:45 pm
Expo Hall Floor**A Lesson Learned: A Journey as an International Doctoral Student**

What is your journey as an international graduate student? Have you experienced any conflict between you and your committee chair? How would you and/or your chair handle it? This discussion provides graduate students with an avenue to share their understanding of the conflict and the solutions to this significant issue.

Hoi Yuen Chan, USA

Thursday, 3:00 pm–3:45 pm
Convention Center, D163**A Professional Reading Group for EAP Instructors***Content Area: Intensive English Programs*

The presenters describe why and how they initiated a professional reading group for EAP instructors in a university English Language Institute. They also discuss how the participants, leaders, and program have benefitted, and what they have learned about what works in ongoing professional development for experienced teachers.

Joanne Millard, York University, Canada

Beata Piechocinski, York University, Canada

Thursday, 3:00 pm–3:45 pm
Expo Hall Floor**Academic Job-Talk Preparation for PhD Candidates on the Job Market**

This discussion focuses on how to prepare for an academic job talk, a critical component in the higher-education hiring process. Topics include selecting a theme, creating effective PowerPoint, and preparing an oral presentation. The discussion would be useful for PhD candidates in TESOL, pursuing a college level teaching career.

Chatwara Suwannamai Duran, University of Houston, USA

Thursday, 3:00 pm–3:45 pm
Convention Center, D170**Advising Resident Multilingual Students: Insights for College Preparation and Success***Content Area: Higher Education*

This session explores issues and challenges related to advising resident multilingual writers in secondary and postsecondary contexts, illustrating the important role that TESOL/composition specialists can play in helping these students navigate the college advising process. Presenters share their research findings and propose strategies for more equitable and effective advising.

Shawna Shapiro, Middlebury College, USA

Tanita Saenkhum, University of Tennessee, USA

Thursday, 3:00 pm–3:45 pm
Convention Center, D172**Borrow and Learn: Students' English Literacy Practices on Twitter***Content Area: Sociolinguistics, Culture*

Using social semiotic theory and discourse analysis method, this presentation examines how Indonesian college students use English in social media. Findings demonstrate that Twitter affords opportunities for second language learners to engage in new kinds of hypertextual practices and raise critical questions on learning in the digital age.

Dian Marissa, University of Maryland, College Park, USA

Thursday, 3:00 pm–3:45 pm
Convention Center, C150**Changing the Conversation About Teaching & Learning**

National Center for Literacy Education leaders will discuss the research and resources they are providing free to educators collaborating within and across schools to improve teaching and learning. As a stakeholder of NCLE, TESOL contributes to the tools and expertise offered through the Literacy in Learning Exchange website.

Kailonnie Dunsmore, National Center for Literacy Education, USA

Thursday, 3:00 pm–3:45 pm
Convention Center, C143**Constructing the Self: EFL Teacher Narratives***Content Area: Personal Development*

Eight long term teachers of EFL, currently teaching in South Korea and Japan, were interviewed about their experiences of living in other countries, learning languages and teaching English. An analysis of their views on the challenges of adapting to different cultures, and on teaching EFL, will be presented.

Maria Pinto, Universidad Tecnológica de la Mixteca, Mexico

Thursday, 3:00 pm–3:45 pm
Convention Center, C156**Creating Effective and Attractive Materials for Your English Language Classes***Content Area: Materials Writers*

What can English language teachers do when the textbook does not fit their students, or they lack a textbook altogether? This session explores several possible formats for materials development by EFL teachers. Using a step-by-step process, teachers can create materials that are both pedagogically sound and visually attractive.

Alan Seaman, Wheaton College, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 3:00 pm–3:45 pm
Convention Center, A304

Dealing With No Internet Connectivity in the EFL Classroom

EFL teachers trying to fully incorporate the use of computers in their classrooms usually have to endure adversities when it comes to having a class get wired to the Internet. This presentation seeks to explore software that can be used offline as a viable solution to connectivity hitches.

Ricardo Ramirez, UADER (Universidad Autónoma de Entre Ríos), USA



Thursday, 3:00 pm–3:45 pm
Convention Center, D162

Developing an Extended IEP Orientation Course.

Content Area: Content-Based Language Instruction

The presenters teach a three-week intensive IEP orientation course to help new ESL students better adjust to life at a US university and in the wider community. The course covers topics such as health and safety, homesickness, academic norms, legal matters, and cross-cultural issues.

Julie O'Sullivan, Poughkeepsie Day School, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, C146

Easy English: Online Distance Learning for Adult ESL Learners

Easy English, an online distance learning program developed from the best selling Stand Out series, is designed to accelerate student learning. Easy English develops learners' grammar, vocabulary, listening, reading, and writing through interactive online activities including videos, games, and automatically graded practice exercises.

Rob Jenkins, Santa Ana College, USA

Staci Johnson, National Geographic Learning, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, A310

Effective Language Teaching Conceptual Mismatch in the Middle-East

Content Area: Applied Linguistics

EAP students in Oman frequently express disenchantment with their studies and learning outcomes. We report on research exploring both students' and teachers' conceptualizations of effective EAP education, highlighting areas of conceptual match and mismatch of good classroom practice, and propose a roadmap for successful EAP education in the Arab world.

Yogesh Sinha, Sohar University, Oman

Thomas Roche, Sohar University, Oman

Manisha Sinha, Sohar University, Oman



Thursday, 3:00 pm–3:45 pm
Convention Center, A301

Effective Peer Review: Harmonizing Cultural and Linguistic Understanding

Content Area: Writing, Composition

While effective peer review can enhance students' understanding of the writing process, linguistic and cultural differences present challenges for both teachers and students in an Intensive English Program. In this interactive session, the facilitator discusses strategies to engage and motivate the students and share rubrics, student commentary and work.

Mary Newbegin, Lehigh University, USA



Thursday, 3:00 pm–3:45 pm
Expo Hall Floor

ELLs and the New Generation of Common Core Assessments

With a \$186 million grant from the US Department of Education, PARCC is developing an assessment system aligned to the Common Core State Standards to be fully implemented in 2014. This round table discusses the impact of the CCSS and PARCC on ELLs and their educators.

Gladys Scott, William Paterson University, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, A305

Empowering and Engaging Language Learners With Listening Circles

Content Area: Integrated Skills

Would you like to foster learner autonomy in your students while improving their listening, writing, and speaking skills? This workshop teaches you how by giving you the steps necessary for implementing listening circles in your own teaching context. Materials, resources, and assessment are discussed and shared during the presentation.

Celina Costa, George Brown College, Canada



Thursday, 3:00 pm–3:45 pm
Convention Center, D174

English-Medium Instruction at a Chinese University: Rhetoric and Reality

Content Area: Language Policy and Planning

Drawing on Bernard Spolsky's theorizing of language management, the presenters report a qualitative study conducted to critically analyze language ideology, management, and practices revolving around an undergraduate English-medium program at a major university in mainland China.

Jun Lei, Nanyang Technological University, Singapore

Guangwei Hu, Nanyang Technological University, Singapore



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Thursday, 3:00 pm–3:45 pm
Convention Center, C154

'Hmm. Let's Think.' Promoting Language Exploration in ESOL Classroom Talk

Content Area: Discourse, Pragmatics

This presentation illustrates how one expert teacher systematically promotes language exploration in naturally occurring ESOL classroom talk. Participants are invited to consider (a) the pedagogical implications of these findings in relation to their teaching contexts, and (b) action research projects to examine their own methods for promoting language exploration.

Drew Fagan, Teachers College, Columbia University, USA



Thursday, 3:00 pm–3:45 pm
Expo Hall Floor

How Does the Use of First Language and First Culture

The answer to this question includes a comprehensive review of a person's first language and first culture. Often this is ignored in English instruction. By utilizing the first language and culture to link and to enhance English language instruction the person has an enriched experience of language and culture.

Julie Alemany, Fischler School of Education WPB-SEC, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, D223

Internationally Educated Nurses: Developing Their Pragmatic Competence for Workplace Success

Content Area: Intercultural Communication

This presentation describes the initial phases of a project which aims to enhance the oral language proficiency and pragmatic competence of internationally educated nurses in order to facilitate their professional integration. Presenters analyze interview, survey, and classroom observation data, and discuss applications of our findings to other/future bridging programs.

Antonella Valeo, York University, Canada

Julie Kerekes, University of Toronto, Canada

Lillie Lum, York University, Canada

Pat Bradley, York University, Canada



Thursday, 3:00 pm–3:45 pm
Convention Center, A309

Investigating the Cognitive Validity of an L2 Reading Test

Content Area: Assessment and Testing

This study investigates the cognitive validity of the IELTS reading test by using an eye-tracker and stimulated-recall interview. The cognitive processes that test-takers actually adopt during reading is described. Various types of evidence for cognitive validity (e.g., gaze plots, verbal reports) is further discussed.

Hyojung Lim, Michigan State University, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, C145

Language Teaching Insights From Other Fields

Effective teachers draw from their experience in other fields to inform their teaching practices. This session explores how crossing borders and discovering insights from fields as distant as positive psychology, public speaking, bartending, and marketing can reinvigorate teaching, foster creativity, and alleviate burnout.

Chris Stillwell, University of California, Irvine, USA

Marc Helgesen, Miyagi Gakuin Women's University, Japan

Andrew Boon, Toyo Gakuen University, Japan

John Schmidt, Texas Intensive English Program, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, C155

Literature-Based, Thematic Units for Teens Focus on Big Questions

Content Area: Curriculum, Materials Development

Integrated thematic units provide robust language learning for learners across modes. Organized around important questions in the lives of teens, themes employ challenging, multi-genre contemporary literature. Participants experience four dynamic activities based on a prose and a poetry selection from the theme, "Challenges."

Mary Lou McCloskey, Educo Teacher Development & Curriculum Design, USA

Gabriela Klekova, University of Western Bohemia, Czech Republic

Lydia Stack, San Francisco United, USA

Janet Orr, Teal Services, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, C140

Longitudinal Effects of a Site-Based ESL Teacher Certification Program

Content Area: Teacher Education

The presenters describe a mixed-methods study that explored the longitudinal effects and overall impact on a county school system 10 years after having introduced a site-based ESL teacher certification program. Findings suggest that the program's long-lasting effects resulted from its professional learning communities, cyclical reflective activities, and action research projects.

Susan Spezzini, University of Alabama at Birmingham, USA

Julia Austin, University of Alabama at Birmingham, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 3:00 pm–3:45 pm
Convention Center, D167

Making Science Instruction Accessible to English Language Learners

Content Area: Content-Based Language Instruction

Do your English language learners struggle in their science classrooms? This session offers examples of context-specific strategies using the 5Es model of teaching science to ELLs (engage, explore, explain, elaborate, and evaluate) and making teaching concepts in science comprehensible, relevant, and meaningful to English language learners.

Marietta Bradinova, Prince William County Schools, USA
Amy Anderton, Prince William County Schools, USA
Dawn Buskey, Prince William County Schools, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, C142

Movement and Storyboards Facilitate Literacy for Somali and Iraqi Youth

Content Area: Other

What literacy strategies are effective with newcomer refugee children? How do we promote storytelling by students from Somalia and Iraq who are culturally and linguistically isolated? The presenter shares strategies such as student choreography and storyboards that effectively promote communication and build literacy skills in middle school ELLs.

Brynna Hurwitz, Lewis and Clark College, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, D224

Out and About: Fostering Communication With Task-Based Speaking Activities

Content Area: Higher Education

University students frequently struggle to balance the rigors of academic study and crucial oral communication skills which would help them achieve success in their academic programs. The presenter demonstrates classroom techniques which foster student interaction with academic and social communities and help them reflect on their language learning and progress.

Kimberley Sumner, University of Southern California, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, D175

Preferred Vocabulary Self-Collection Strategies of EAP Reading Students

Content Area: Vocabulary, Lexicon

EAP students require a large vocabulary to comprehend academic texts, so they need effective strategies for learning and reviewing words on their own. But which strategies do students use the most? This presentation reports the results of a classroom-based research project where students identify their preferred vocabulary self-collection techniques.

Randall Rebman, Northern Arizona University, USA



Thursday, 3:00 pm–3:45 pm
Expo Hall Floor

Promoting Successful Values, Behaviors, and Skills in IEPs

What and how are values, behaviors, and skills promoted by your program to help students succeed in academic English language programs and prepare them well for further U.S. college or university study? Explore and expand the way we think about all aspects of our programs, from admissions to graduation.

Elisabeth Mitchell, University of Washington, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, D165

Rhetorical Appeals in Argumentative Essays: The United States and China

Content Area: English as a Foreign Language

The present study compares argumentative essays by ESL students in the United States and EFL students in mainland China. The results indicate similarities in the organizational patterns and differences in the use of rhetorical appeals, which is reflected in the instructional materials commonly used in both countries.

Yingliang Liu, Wuhan University of Technology, China
Evelyn Doman, University of Macau, Macau



Thursday, 3:00 pm–3:45 pm
Convention Center, D171

Sharing Commonalities, Celebrating Differences: Literature's Role in the EFL Curriculum

Content Area: Literature, Arts, Media

The use of native literature in translation on chosen themes, especially in comparison with English works of a similar nature, provides a fertile source not only for enhancing students' linguistic, cognitive and communicative skills, but also their knowledge regarding various types of discourse, as well as their intercultural competence.

Rapin Subaneg, Ramkhamhaeng University, Thailand



Thursday, 3:00 pm–3:45 pm
Convention Center, A303

Strategies Are Not Enough. Perceptions Matter Too!

Content Area: Personal Development

Teachers rightfully want and demand more strategies to work with their students. However, the strategies implemented are moot if teachers are perceiving their students from a deficit model. Participants learn what the deficit model is and ways to defend themselves from it.

James Cohen, Northern Illinois University, USA
Mayra Daniel, Northern Illinois University, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Thursday, 3:00 pm–3:45 pm
Expo Hall Floor

Strategies to Address Bullying in the English Language Classroom

EFL/ESL classrooms are commonly formed by a widely diverse population. When students come from different backgrounds, cultural shock might lead some to become bullies. What's the role of the language professional in these cases? Come share ideas on how to deal with bullying in our language classrooms and programs.

Rogelio Emmanuel Reyes Maldonado, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, D161

Student Perceptions of How TESOL Professionals Educate NNEST Students

Content Area: Nonnative English Speakers in TESOL

This presentation reports on a survey of students and former students in MA TESOL programs regarding their perceptions of how TESOL professionals educate nonnative-speaking English teachers (NNESTs). Mismatches between MA students' perceptions of how NNESTs are treated and those of their instructors are discussed.

Scott Phillabaum, San Jose State University, USA

Stefan Frazier, San Jose State University, USA



Thursday, 3:00 pm–3:45 pm
Expo Hall Floor

Supporting ESL Graduate Students

With the growing number of non-native speakers pursuing graduate degrees in English around the world, the need for comprehensive, sustained, and effective support for them has become visible and urgent. What kinds of instruction, help, and advocacy do ESL graduate students need, and how can universities best provide them?

Nigel Caplan, University of Delaware, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, A302

Teacher Professional Learning Communities as Training Options

Schools and individual teachers have taken initiative to organize professional learning communities. What are their goals and outcomes? What is the impact? The GPI Committee presents a summary of a series of interviews with teachers networked in the learning communities. Participants are encouraged to share their experience.

Ana Garcia de Paredes, ELS Language Centers, Panama

Julio Prin, CVA Del Centro, USA

Rajni Badlani, University of Cambridge, India

Ofra Inbar-Lourie, Tel Aviv University, Israel

Visnja Pavicic Takac, Faculty of Humanities and Social Sciences, Croatia

Ganga Gautam, Tribhuvan University, Nepal

Lucilla Lopriore, Roma Tre University, Italy



Thursday, 3:00 pm–3:45 pm
Convention Center, Ballroom A4

Towards Resourceful Speakers

Content Area: Applied Linguistics

This presentation explores some of the possible implications for language teaching of recent shifts in how we think about bi- and multilingualism. Drawing on recent studies of translanguaging, polylingualism, and metrolingualism, the presenter explores what it means to become a resourceful language user.

Alastair Pennycook, University of Technology Sydney, Australia



Thursday, 3:00 pm–3:45 pm
Convention Center, D166

Using Keyword Captions to Develop Listening Comprehension Skills

Content Area: Computer-Assisted Language Learning

This session focuses on using keyword captioned video to develop listening skills. The presenter discusses the advantages of keyword versus full-script captions; how to select keywords; how the selection should vary according learner proficiency; and what percentage of a script should be included in keyword captions.

Kevin Rooney, Qatar University, Qatar



Thursday, 3:00 pm–3:45 pm
Convention Center, C147

Variational Pragmatics: Differences in Perceptions of a Public Apology

Content Area: Intercultural Communication

Cross-cultural comparative studies of apology speech acts reveal that different perceptions related to different cultural values often cause misunderstanding and pragmatic failure in communication. This study examines how native and nonnative English speaking graduate students appraise a public apology and suggests how awareness of variational pragmatics might facilitate intercultural communication.

Si-chun Song, Texas A&M University, USA

Zohreh R. Eslami, Texas A&M University, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, C141

What Preservice Teachers Think They Know About Teaching ELLs

Content Area: Teacher Education

In this qualitative study, preservice teachers completed surveys at the beginning or at the end of their education program. The researchers share the findings and compare the beliefs and attitudes across the two groups.

Sharon Hixon, Dalton State College, USA

Clare Hite, Consultant, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 3:00 pm–3:45 pm
Convention Center, C149

What's WIDA Up to Now?

A review of the latest development and research from WIDA, including an overview of the latest resource guide, Spanish academic language standards and assessment, using data about ELL performance, findings about growth in language proficiency, development of an online ELP assessment, and more.

Tim Boals, WIDA, USA
Jess Markow, WIDA, USA



Thursday, 3:00 pm–3:45 pm
Convention Center, D164

Writing in High School and College: Institutional and Social Inequalities

Content Area: Second Language Writing

This presentation shares findings from a year and a half study of Latina/o students transitioning from high school to a community college or a university. It focuses on how students' preparation for advanced college writing is hindered by hierarchies in and between institutions as well as in broader society.

Todd Ruecker, University of New Mexico, USA



Thursday, 3:00 pm–4:15 pm
Convention Center, D160

Teen Voices, Black ESOL Students Share Their Stories

This session focuses on research conducted on the lives of Black ESOL students in the US. Attendees hear the personal stories of undocumented Haitian teenagers in Massachusetts. Attendees then receive data telling the story of Black ESOL students across the US, who they are and where they live.

Ayanna Cooper, Independent Educational Consultant, USA
Carla Bruzzese, Arlington Public Schools, USA



Thursday, 3:00 pm–4:45 pm
Convention Center, D227

Building Professional Community Through the Practice of Peer Observation

Content Area: Personal Development

Creating a peer observation program offers teachers an opportunity to improve their practice. This session explores a program where teachers observe skilled practitioners and facilitate a focused observation of their class. Participants develop the skills to be a nonevaluative observer and implement this program in their context.

Susan Beddes, Oregon State University, USA
Kathleen Mitchell, Oregon State University, USA
Eric Noack, Oregon State University, USA
Beth Russell, Oregon State University, USA
Andrea Hopkins, Oregon State University, USA



Thursday, 3:00 pm–4:45 pm
Convention Center, Ballroom C4

Cracking the Grade-Level Expectation (GLE) Code: K-5 Mathematics

Content Area: Standards

How do you find the content and language objectives embedded in your mathematics GLEs in order to determine what needs to be taught? Teachers will be able to extract the academic language from any GLE and determine the meaningful activities that integrate core concepts with language practice.

Nahed Chapman, St. Louis Public Schools, USA
Susan Hanan, St. Louis Public Schools, USA
Nadina Robinson, St. Louis Public Schools, USA



Thursday, 3:00 pm–4:45 pm
Convention Center, D168

Critical Pedagogy in Practice: Six Settings

Content Area: Higher Education

ESL/EFL educators often request concrete examples of how the principles of critical pedagogy can be enacted in classrooms. This colloquium provides such examples in six different settings, ranging from EAP classrooms in the United States and Canada to teacher education classes in Mexico and practicum experiences in Cuba.

Stephanie Vandrick, University of San Francisco, USA
Sarah Benesch, College of Staten Island–CUNY, USA
Brian Morgan, York University, Canada
Christian W. Chun, University of Southern California, USA
Sreemali Herath, University of Toronto, Canada
Mario E. Lopez-Gopar, Universidad Autonoma Benito Juarez de Oaxaca, Mexico



Thursday, 3:00 pm–4:45 pm
Convention Center, C148

Language Standards and Second Language Acquisition: Theoretical and Methodological Issues

Guadalupe Valdés, Stanford University, USA
Kenji Hakuta, Stanford University, USA
Amanda Kibler, University of Virginia, USA
Diane Larsen-Freeman, University of Michigan, USA
Elana Shohamy, Tel Aviv University, Israel
Aida Walqui, WestEd, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop

4:00 pm


 Thursday, 4:00 pm–4:45 pm
 Convention Center, C143

AAVE, Patois, SAE?: Harmonizing Language Choice and Ethnic Identity Options

Content Area: World Englishes

This presentation addresses the role of language ideology and choice in the identity construction and negotiation processes of 1st generation and generation 1.5 Anglophone Caribbean students. It further explores the dominant discourses that they have encountered regarding language choice, race, and ethnicity in K-12 settings across Florida.

Kisha Bryan, Florida State College at Jacksonville, USA


 Thursday, 4:00 pm–4:45 pm
 Convention Center, D222

Academic Literacy and Language Development for ELs in Content Classrooms

This session introduces new professional development materials from the Center for Applied Linguistics to support grade 4-12, content-area teachers in helping ELs achieve the academic rigor of national standards. Workbook and accompanying authentic classroom video emphasize meaningful academic discourse, and describe specialized teaching strategies to support ELs in academic literacy.

Lisa Tabaku, Center for Applied Linguistics, USA


 Thursday, 4:00 pm–4:45 pm
 Convention Center, D223

Arming Vocational School Students With Specific Language Skills to Succeed

Content Area: Vocational, Workplace, Business English

Vocational school students must conquer two worlds: academic and professional. What are their English language needs from perspectives of various stakeholders? What are their actual needs? This presentation discusses discipline-specific needs of vocational school students in Indonesia and offers suggestions for making them more competitive in the global economy.

Irene Budi Prastiwi, San Jose State University, USA


 Thursday, 4:00 pm–4:45 pm
 Convention Center, C150

Becoming a U.S. Citizen: The Naturalization Process

During this presentation, a U.S. Citizenship and Immigration Services Officer walk participants through the basic process of becoming a United States citizen. Participants are encouraged to ask questions and will be resources.

Jesus Ramirez, U.S. Citizenship and Immigration Services, USA


 Thursday, 4:00 pm–4:45 pm
 Convention Center, C142

Best Practices in the Era of Common Core State Standards

Content Area: Integrated Skills

Given the sophisticated language required by the Common Core State Standards (CCSS), there is urgent need for new ways for ELLs to apprentice into demanding disciplinary practices. Presenters describe the shifts required to meet the CCSS, demonstrate “close reading” of informational text, and model ways to construct effective arguments.

Lydia Stack, ESL/EFL Teacher Educator, USA

Mary Lou McCloskey, Educo Atlanta, USA


 Thursday, 4:00 pm–4:45 pm
 Convention Center, C140

Collaborating to Create Capacity-Building Professional Development for Teachers of ELLs

Content Area: Personal Development

Participants learn about the results of district-based professional development that prepared a cadre of PD coaches to improve content-area teachers' ability to teach ELLs. This university-school district PD was codeveloped and co-implemented based on the literacy collaborative framework. Participants leave with guidelines for implementing this PD model.

Michaela Colombo, University of Massachusetts Lowell, USA

Heidi Perez, Lawrence Public Schools, USA

Qing Zhao, University of Massachusetts Lowell, USA


 Thursday, 4:00 pm–4:45 pm
 Convention Center, A309

Curriculum Rehabilitation: Transforming Academic Content for ESP Purposes

Content Area: English for Specific Purposes

ESP is a continually growing concentration in the field of ESL. As more specialized focus is needed in a variety of disciplines, ESP instructors are challenged to find or develop specialized materials that will meet both student and program needs. This presentation addresses key considerations in developing ESP materials.

Zebo Abduvakhobova, Ohio Northern University, USA

Umar Sulayman, Ohio Northern University, USA

Sauna McMillan, Ohio Northern University, USA


 Thursday, 4:00 pm–4:45 pm
 Convention Center, C146

Customize Your Course Content in Minutes

Your courses evolve over time. Shouldn't your course materials? Cambridge University Press, through the McGraw-Hill Create platform, allows you to customize your own high-quality, full-color textbooks in print and e-book format. The presenter demonstrates this new digital print-on-demand system and how to create your own materials in minutes.

Pierre Montagano, Cambridge University Press, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 4:00 pm–4:45 pm
Convention Center, Ballroom C3

Demonstrate Your English Proficiency With the TOEFL® ITP Test

The number of ELLs seeking opportunities in short and long-term programs in higher education continues to grow. Come hear how the TOEFL® ITP Assessment Series offers colleges and universities, English language learning programs and organizations the opportunity to administer a convenient, low-cost and reliable assessment of English-language skills.

Teresa Axe, ETS, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, Ballroom A3

Dictation for All

Pro Lingua's dictation books continue to be extremely popular. We now have three texts for high school through university level, plus Basic Dictations, our new photocopyable teacher resource for beginning-level newcomers. In addition, for fun and games, we have Dictation Riddles. The participants explore various dictation techniques. Raffle.

Ray Clark, Pro Lingua Associates, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, Ballroom A4

Do You Have to Know Arabic to Teach in Qatar?

Content Area: Teacher Education

Does it help for teachers to know students' first languages? Using examples from reading and writing research and classrooms, this talk addresses what teachers need (and don't need) to know about native languages and language in general in order to promote student use of effective learning strategies.

Dudley Reynolds, Carnegie Mellon University, Qatar



Thursday, 4:00 pm–4:45 pm
Convention Center, D171

Effective EFL Teaching to Blind Learners

Content Area: Learning Disabilities, Special Needs

Teaching EFL communicatively and effectively to blind nonnative learners is not an easy job, particularly when done by a visually impaired teacher. The presenter highlights a successful EFL teaching experience to blind learners by a blind teacher, explaining what the teacher did before, during, and after his successful teaching venture.

Raafat Gabriel, American University in Cairo, Egypt



Thursday, 4:00 pm–4:45 pm
Convention Center, C147

EFL Teachers' Identity (Re)Construction as Teachers of Intercultural Competence

Content Area: Nonnative English Speakers in TESOL

This longitudinal/narrative inquiry explores, a) the language socialization processes of two EFL teachers who used to work in Turkey before coming to the U.S. for graduate study; and, b) their identity negotiation as teachers of intercultural competence.

Deniz Ortactepe, Bilkent University, Turkey



Thursday, 4:00 pm–4:45 pm
Convention Center, D172

Engaging Students in Peer Response Through Google Docs

Content Area: Writing, Composition

This presentation demonstrates how to use Google Docs, a free online tool, to facilitate peer response activity in L2 writing classes. Attendees leave with informed understanding of peer response as an activity and the basics of incorporating Google Docs into their own teaching.

Qi Zhang, University of South Florida, USA

Eric Hughes, University of South Florida, USA

Kristen McGreger, University of South Florida, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, D166

English Through Film Adaptation Across Cultures

Content Area: Intercultural Communication

This presentation demonstrates how to use a special kind of film adaptation—Hollywood remakes of films from other countries—to develop students' critical thinking skills and promote cultural awareness. The approach is illustrated through comparing and contrasting 'Shall We Dance?' (Japan, 1996) and 'Shall We Dance?' (USA, 2004).

Huan Zhou, York University English Language Institute, Canada



Thursday, 4:00 pm–4:45 pm
Convention Center, Ballroom C2

English Usage in a Learner's Dictionary

A good dictionary must provide more than definitions. An ideal learner's dictionary must provide ESL/EFL students and teachers with comprehensive guidance on English usage. What is usage? The way English words and phrases are actually used. Join us on a tour of a dictionary that goes way beyond definitions.

Peter Sokolowski, Merriam-Webster, Inc., USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Thursday, 4:00 pm–4:45 pm
Convention Center, A301

Entering the Comic Zone: Creating Student-Published Idiomatic Comic Books

Content Area: Reading, Literacy

Enter the graphic literacy zone by integrating dialogue writing with an online comic-creating website as a tool to develop a student-published idiomatic comic book. A multi-skill, interactive extension activity for idioms or content vocabulary, participants leave this presentation equipped with the print resources and tools to publish a comic book.

Carla Miller, Drexel University, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, D161

Honoring Our Linguistic and Cultural Heritage: Major Global Program Initiatives

Content Area: Curriculum, Materials Development

This presentation illuminates some of the major program initiatives across the globe, in regards to honoring and preserving the rich Indigenous knowledge, culture, and linguistic heritage for the coming generations. The presentation brings some examples of curricular reforms and culturally appropriate education practices that help preserving rich linguistic heritage.

Navin Singh, Northern Arizona University, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, C155

Language Learner Histories in Teaching and Research

Content Area: Methodology

Language learning histories provide rich data from all aspects of the pedagogical process, from curriculum design to methodology and materials design, as well as classroom-based research. Using stories from and about learners places them where they should rightfully be—at the center of the teaching learning process.

David Nunan, Anaheim University, USA

Sarah Mercer, University of Graz, Austria



Thursday, 4:00 pm–4:45 pm
Convention Center, D226

Mentoring Toolkit: Bringing Harmony to the Mentoring Relationship

Content Area: Personal Development

Mentoring leads to quality teaching, teacher retention, and collaboration. It also results in positive outcomes. However, what tools are necessary for an effective mentoring program? Presenters provide a mentoring toolkit to help participants design and implement a mentoring program. Participants brainstorm ways to utilize the tools.

Julie Doty, University of North Texas, USA

Karen Liroy, University of North Texas, USA

Lisa Hollinger, University of North Texas, USA

Kelly Healey, Pawtucket Public Schools, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, A302

Motivational Challenges for Gulf Arab Students Studying Medicine in English

Content Area: English as a Foreign Language

This interview-based presentation describes motivational challenges faced by Gulf-based Arab students studying medicine in English, such as family and cultural expectations, educational background, different learning demands, and affective threats to self-esteem. Their experiences are related to recent motivational paradigms such as the motivational self-system and person-in-context relational views.

Diane Malcolm, Arabian Gulf University, Bahrain



Thursday, 4:00 pm–4:45 pm
Convention Center, D167

Note-Taking Strategies for Common Core Success

Content Area: High School/Secondary Education

This session focuses on practical strategies for teaching adolescent English language learners the skills of academic listening and note-taking that they need to be successful in meeting Common Core Standards for Informational Texts. It centers on a 9-step approach to successful note-taking to support academic reading and writing.

Judah Lakin, KIPP King Collegiate, USA

Nancy Cloud, Rhode Island College, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, D163

Preparing Students for Short Answer Writing Tasks at the University

Content Area: Curriculum, Materials Development

Studies show that short answer writing is one of the most common tasks university professors expect of students. The presenters addresses the inclusion of this skill in an IEP curriculum, including procedures, challenges, and positive outcomes. Sample materials and rubrics will be provided.

Maureen Templeman, INTO University of South Florida, USA

Christy Naghitorabi, INTO University of South Florida, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, Ballroom C1

Reflections on Teaching: An Elegant and Powerful Profession

Content Area: K–12

Learning English has broadened opportunities and enriched lives for so many in our classrooms. In this session participants reflect on their personal roles in striving to harmonize language, heritage, and culture in this elegant and powerful profession we call teaching.

Marge Tye Zuba, Consultant, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 4:00 pm–4:45 pm
Convention Center, C141

Reinventing the ESOL Practicum to Enhance Academic Success for ELLs

Content Area: Content-Based Language Instruction

This session describes the development and implementation of a teaching practicum where ESL and secondary-level mathematics teachers are observed and supported by a TESOL and mathematics education professor in their use of collaboratively-developed lessons and curricular material that makes use of two-way CBI and is aligned with Common Core Standards.

Margo DelliCarpini, Lehman College–CUNY, USA
Orlando Alonso, Lehman College–CUNY, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, D164

Saudi Females and Mixed Gender U.S. Classrooms: Furthering Intercultural Understanding

Content Area: Intensive English Programs

Shifting demographics in IEPs have resulted in a rapid increase in male and female students from Saudi Arabia. The presenter shares the results of research on Saudi females and their attitudes towards mixed gender and mixed cultural classrooms and how these findings can advance intercultural learning.

Jeanne Malcolm, University of North Carolina at Charlotte, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, A310

Stand, Smoke, Spit, Swear: Stereotyping and (Mis) Understanding Korean College Students

Content Area: Higher Education

As undergraduate enrollment of students from mainland China increases, stereotyping and misinterpretation of east Asian international students may limit institutional ability to meet the unique academic and acculturation needs of distinct populations, especially South Koreans. Domestic students can also benefit from cross-cultural programs designed to facilitate interaction and collaboration.

Stacy Bell McQuaide, Oxford College of Emory University, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, C145

Strategies for Developing Independent Student Pronunciation Learning

Content Area: Speech, Pronunciation, and Listening

Are you looking for ways to help your students improve pronunciation skills outside the classroom? In this session, the presenters provide specific strategies and activities that can motivate and enable learners to make independent progress with both segmental and supra-segmental features of English.

Char Heitman, University of Oregon, USA
Patricia Pashby, University of Oregon, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, C156

Supporting More Successful Second Language Learning Through Learner Training

Content Area: English as a Foreign Language

What experiences can teachers offer to help language learners develop more positive learning characteristics? In response to a graduate-level method's class designed to help participants develop student-centered instruction, this session presents four approaches to foster motivation, decrease anxiety, understand the language learning process, and develop effective language learning strategies.

Elaine Horwitz, University of Texas at Austin, USA
Lama Nassif, University of Texas at Austin, USA
Duygu Uslu Ok, University of Texas at Austin, USA
Claire Meadows Parrish, University of Texas at Austin, USA
Tung-Wei Kao, University of Texas at Austin, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, D225

Supportive Communities for U.S.-Educated Multilingual Student College Success

Content Area: Community College

How can community and four-year college instructors and administrators best support the many incoming immigrant U.S. high school graduates with both developmental and ESL needs? This session discusses students' needs and practical classroom approaches within a course cluster community that has enabled the students to thrive.

Debbie Lamb Ousey, Penn State University, USA
Christine F. Brown, Penn State University, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, D221

Taking English Language Learning Beyond the Classroom

Technology-sophisticated students, accustomed to accessing information anytime, anywhere, are forcing a re-evaluation of classroom-only curriculum delivery. Traditional distance learning has relied upon asynchronous delivery techniques and technologies. DynEd is moving beyond the classroom with a blended-learning model that reinforces solo study with live 1:1 or small group sessions.

Alfonso Lara, DynEd International, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Thursday, 4:00 pm–4:45 pm
Convention Center, C154

Teaching Expressions for Academic Discussion: Corpus-Based Materials That Work

Content Area: Discourse, Pragmatics

This session reports on the results of teaching expressions for academic discourse by using materials developed from the free on-line Michigan Corpus of Spoken Academic English. Results show that after 4 hours of instruction learners improved the quantity and quality of their agreements, disagreements, and clarifications in an oral-production task.

Kathleen Bardovi-Harlig, Indiana University, USA
Heidi Vellenga, The Pennsylvania State University, USA
Sabrina Mossman, Indiana University, USA
Roosevelt Faulkner, Indiana University, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, D220

Teaching Nonverbal Communication as Culture to ESL Students

Content Area: Intercultural Communication

ESL students are often unaware of nonverbal behavior and assumptions in the United States regarding personal space, gestures and touching behavior. They learn these cultural norms most effectively by active and engaging activities that bring their attention to differences between their cultural norms and those used in the U.S.

Joanna Labov, Drexel University, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, A304

Text Rich Classrooms While on the Move

Not all teachers have a classroom they can call their own. This presentation will present a variety of solutions for creating portable media to ensure a text rich environment in your classroom even when you change rooms every class.

Rus Kiser, ELS Language Services–OKC, USA
Jesse Sauer, ELS Language Services–OKC, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, A305

The Efferent-Aesthetic Distinction and Second Language Reading

Content Area: Literature, Arts, Media

This presentation draws upon the ideas of reader-response theorists to identify an important but often overlooked distinction in ESL reading instruction. Participants learn about teaching techniques and lesson plan structures for these two broad genres of reading, as well as ways to avoid common mistakes by reading teachers.

Alan Seaman, Wheaton College Graduate School, USA
Cheri Pierson, Wheaton College Graduate School, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, D224

Tracing Teacher Learning in an Online TESOL Certificate Program

Content Area: Teacher Education

This presentation traces the experiences of four teacher candidates as they participated in an online TESOL Certificate Program. It explores the quality and character of the dialogic interactions that occur in asynchronous online learning environments and illustrates the qualitative shifts that occur as teachers develop greater levels of professional expertise.

Karen E. Johnson, The Pennsylvania State University, USA
Deryn Verity, The Pennsylvania State University, USA
Rebecca Zoshak, The Pennsylvania State University, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, D170

Tracing Text to Context: Language Socialization in Nonnative English Composition

Content Area: Writing, Composition

This presentation reports on an academic discourse socialization study that examines academic writing development within the context of one university-level nonnative English (NNE) freshman composition course. Findings have practical applications to L2 writing instruction.

LeeAnne Godfrey, University of Minnesota, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, A303

Understanding Textbook Royalties

Content Area: Materials Writers

Both published and aspiring ELT materials writers need to understand how textbook writers are compensated. Find out what questions to ask both prior to signing a publishing contract and after the royalty statement arrives. Unravel the mysteries of royalty statements and share information with other professionals.

Dorothy Zemach, USA
Jennifer Bixby, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, D174

Universal Design for Learning: Using Lego WeDos for Teaching Science

Content Area: Technology in Education

In this session, participants experience first-hand the use of Lego WeDo robots to teach simple machines. With Universal Design for Learning as the guiding principle, we demonstrate a process whereby acquisition of language and science concepts are facilitated for English language learners and for students with special needs.

Kate Baird, Indiana University Purdue University Columbus, USA
Aija Pocock, Indiana University Purdue University Columbus, USA
Allison Howland, Indiana University Purdue University Columbus, USA
Stephanie Coy, Bartholomew Consolidated School Corporation, USA
Caroline Arbuckle, Indiana University Purdue University Columbus, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 4:00 pm–4:45 pm
Convention Center, D165

Using Corpora in Effectively Treating Lexico-grammatical Errors in ESL Writing

Content Area: Grammar

This presentation reports on a semester-long study regarding the use of corpora in helping ESL students in writing classes to effectively learn appropriate lexico-grammar usages and successfully correct their language errors. Besides the methodology and key findings of the study, pedagogical implications are also discussed in detail.

Dilin Liu, University of Alabama, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, D162

Using Integrated Task-Based Projects to Scaffold Learning Across All Skills

Content Area: Project-, Task-Based Teaching and Learning

This presentation demonstrates two task-based projects which foreground meaning over form and address all four language skills. Both projects have successfully and repeatedly been implemented with advanced language learners; adaptations for use with other learners are outlined. Participants receive structured task-packets that break each project into manageable sub-tasks.

Heather Weger, Georgetown University, USA

Sigrun Biesenbach-Lucas, Georgetown University, USA



Thursday, 4:00 pm–4:45 pm
Convention Center, D173

Video in Any Lesson and at Every Level

Content Area: Video and Digital Media

Nothing perks up a lesson like a well-chosen video clip. However, finding appropriate video clips and adapting them for class use can be cumbersome. In this presentation, the speaker offers user-friendly, fresh, practical ideas for incorporating video into grammar, pronunciation, conversation, reading, and writing lessons.

Tamara Jones, British School of Brussels, Belgium



Thursday, 4:00 pm–5:45 pm
Convention Center, C149

Hot Topics in Enrollment, Visas, SEVP, and Advocacy for IEP's

This session will update U.S. IEPs on trends in enrollment, visa issuance, SEVP policy, and advocacy efforts. Through interactive discussion, IEP teachers and administrators gain insight on how they can assist with the latest advocacy efforts.

Mark S. Algren, The University of Kansas, USA

Jim Bame, Utah State University, USA

Maureen E. Burke, University of Iowa, USA

Caralyn Bushey, University of Maryland, USA

Patricia Juza, Baruch College–CUNY, USA

Ken Krall, Boston Academy of English, USA

Mathelda Molina, ELS Language Centers, USA

5:00 pm



Thursday, 5:00 pm–5:45 pm
Convention Center, Ballroom C2

Bolstering Academic Vocabulary for English Language Learners

Academic vocabulary is one of the major areas of challenge for ELLs in content classes. This interactive session focuses on practical, effective strategies for teaching and reinforcing academic vocabulary in K–12 settings.

Deanna Nisbet, Regent University School of Education, USA

Evie Tindall, Regent University School of Education, USA



Thursday, 5:00 pm–5:45 pm
Convention Center, C144

Critical Moments of Engagement

We know that interest and motivation lead to better learning, but what are the sparks that ignite these keys to success in the classroom? Participants in this session discuss factors and features of materials that help create critical moments of engagement, when students are optimally primed to learn.

Jaimie Scanlon, Macmillan Education, USA



Thursday, 5:00 pm–5:45 pm
Convention Center, C142

Curricularizing Reading Fluency

The presentation focuses specifically on ways that teachers can curricularize reading fluency by building readers' comprehension skills and reading rate. Participants have the opportunity to consider how these elements can be integrated into their philosophy of teaching L2 reading.

Neil J. Anderson, Brigham Young University, USA



Thursday, 5:00 pm–5:45 pm
Convention Center, C141

Evolutions in EAP Writing: Academic Writing for Graduate Students

As research on academic writing continues to evolve in exciting directions and to influence EAP writing instruction, the need for newer materials has grown. In response, the "Academic Writing for Graduate Students" textbook has been revised to better support students and instructors. Come learn more about the third edition.

Christine Feak, University of Michigan, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Thursday, 5:00 pm–5:45 pm
Convention Center, C150

Learning the Music of Spoken English

In this demonstration, participants learn how students can progress from vocalizing phonemes to pronouncing words to speaking expressively phrase by phrase. Try materials and activities that engage visual, auditory, and kinesthetic modalities to capture the hidden prosodic elements: stress, intonation, and rhythm—and enable learners to attain the music of English.

Marsha Chan, Sunburst Media and Mission College, USA



Thursday, 5:00 pm–5:45 pm
Convention Center, Ballroom C4

Literacy as Translingual Practice: Between Communities and Classrooms

What is translingualism? Distinguished scholar A. Suresh Canagarajah explains what this means in today's world of increasing contact between and shuttling across languages and communities, how it is in tune with the new literacies and communicative practices flowing into writing classrooms, and why it demands new pedagogies and policies.

Suresh Canagarajah, Pennsylvania State University, USA



Thursday, 5:00 pm–5:45 pm
Convention Center, A310

Preparing Chinese Students for American University: Workshops to Foster Readiness.

Content Area: Higher Education

University applications from Chinese students have increased exponentially over the past few years. There is a recognized need for linguistic and cultural preparation. How can we help students better prepare for academic and social success? The presenter shares a model for short workshops, designed as part of a pre-college tour.

Hilary Tomczik, UCSB Extension, USA



Thursday, 5:00 pm–5:45 pm
Convention Center, Ballroom A3

Reading for Meaning-Fluently

Learn how to develop fluency, support vocabulary, and promote comprehension by combining the powerful, research-based strategies of teacher modeling, repeated reading, and progress monitoring. Accelerate the reading achievement of Title I, special education, ELL, and mainstream students using these research-proven strategies.

Sandra Strong, Read Naturally, Inc., USA



Thursday, 5:00 pm–5:45 pm
Convention Center, C145

Researching, Designing and Evaluating Online ELT Materials for the Workplace

The British Council is one of the world's largest English language training providers in the world. To reach very large audiences the speaker has been actively involved in the process of researching and commissioning new on-line English language learning materials for industry. Examples discussed includes English for oil/gas, hospitality/catering.

Tony Jones, British Council, United Kingdom (Great Britain)



Thursday, 5:00 pm–5:45 pm
Convention Center, C147

Student and Teacher Reflections and Success: The MyEnglishLab Way

Want your students to continue learning outside of the classroom, but reluctant to join the digital movement? This session walks you through the Blended Learning approach. You'll hear from both teachers and students on their success with MyEnglishLab. Understand the advantages and keys to integrating this model into your program.

Christina Cavage, Savannah College of Art and Design, USA



Thursday, 5:00 pm–5:45 pm
Convention Center, C146

U.S. Department of State English Language Fellow Program

Learn how you can participate in the English Language Fellow Program, a 10-month fellowship for TESOL professionals helping U.S. embassies worldwide promote English language learning. Teach English language skills, train English teachers, provide ESP instruction, and develop materials/curricula. Applicants must have a master's degree with a focus in TESOL.

Matthew Carey, Georgetown University, USA

Erin Kelley, Georgetown University, USA



Thursday, 5:00 pm–5:45 pm
Convention Center, Ballroom C3

Using Data to Meet Student Needs

The purpose of assessment and the data that result is to determine which students are on track to master grade-level standards and which are not. This session focuses on the data points most critical for understanding and meeting the needs of English language learners.

Carol Johnson, Renaissance Learning, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Thursday, 5:00 pm–5:45 pm
Convention Center, C140

What Critical Thinking, Context, and TBL Look Like in Practice

It is generally accepted in today's EAP classroom that critical thinking skills need to be developed, language should be learned in context, and tasked-based learning is ideal. This practical workshop analyzes classroom materials in order to evaluate how effectively they put these current best practices into action.

Nicole Graham, English Central, USA



Thursday, 5:00 pm–5:45 pm
Convention Center, C148

What's the Story Morning Glory? Discover the News

'Discover the News' is the new book that gets students involved in analyzing, researching, and reporting the news. Students negotiate and coconstruct their own learning experience, choosing newspaper articles to read and analyze, then choosing what to research and write for their own story and ultimate glory.

David Harrington, Language Solutions, USA

Andrew Boon, Toyo Gakuen University, Japan



Thursday, 5:00 pm–5:45 pm
Convention Center, C143

You Asked, CaMLA Listened: The Revised English Placement Test

The English Placement Test produced by Cambridge Michigan Language Assessments has long been a favored tool to place ES/FL students into appropriately-leveled classes. At the request of users, the EPT has been renewed and revised. Presenters describe the revision process and introduce the new format of this popular, effective assessment.

Mark Chapman, CaMLA (Cambridge Michigan Language Assessments), USA

Fabiana MacMillan, CaMLA (Cambridge Michigan Language Assessments), USA

7:00 pm



Thursday, 7:00 pm–7:30 pm
Convention Center, Ballroom C2

Peacebuilding Skills for Teachers and Learners

Alison Milofsy, USA

R. Michael Medley, USA

Gabriel Diaz Maggioli, USA

7:30 pm



Thursday, 7:30 pm–8:15 pm
Convention Center, Ballroom C4

Appreciating Heritage: Ways of Maximizing Language Learning



Thursday, 7:30 pm–8:15 pm
Convention Center, Ballroom C2

Local Initiatives and Global Understandings



Thursday, 7:30 pm–8:15 pm
Convention Center, Ballroom C3

USIP Programs and Materials for Language Teachers

8:15 pm



Thursday, 8:15 pm–9:00 pm
Convention Center, Ballroom C4

Sharing Our Wealth of Knowledge and Experience



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop

ONLINE PROGRAMS in

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FRIDAY, 22 MARCH 2013

For the location of a ticketed session, please check your ticket.

7:30 am



Friday, 7:30 am–7:50 am
Convention Center, A308

Interactive Whiteboard in English as a Foreign Language

Content Area: English as a Foreign Language

The presenter describes and analyzes the uses of Interactive WhiteBoards in English as a foreign language classrooms in Jordan and tries to answer the following questions: how can an Interactive WhiteBoard be used in a learning environment?, how can Interactive WhiteBoards promote student engagement?

Basmah Al-Saleem, The World Islamic Sciences and Education University, Jordan



Friday, 7:30 am–7:50 am
Convention Center, A305

Fun Relaxation Techniques for Teachers and Students

Content Area: High School/Secondary Education

Are your students sometimes stressed? Are you? Come and experience easy, fun relaxation techniques you can use every day. You'll enjoy the conference more and practice activities that will reduce your students' affective filter and help them learn more English, more easily. All ages.

Laurel Pollard, Educational Consultant, USA



Friday, 7:30 am–7:50 am
Convention Center, A309

Harmonizing Language and Culture Through Conversation Partners

Content Area: Second Language Acquisition

ESL students benefit greatly from the opportunity to practice one-on-one with native English speakers. Language partner programs create a win-win situation for both the ESL student and the native speaker. This session presents guidelines and tips for establishing an effective language partner program.

Lily Sorenson, Georgetown University, USA
Nancy Overman, Georgetown University, USA



Friday, 7:30 am–7:50 am
Convention Center, C147

Integrating Cultures in ESL/EFL Classes: The Case of Three Countries

Content Area: Sociolinguistics, Culture

This presentation presents a study on the issue of integrating culture in ESL/EFL classes in Ivory Coast, Saudi Arabia, and Indonesia. The presenters address three main concerns: first, what cultures are currently incorporated to the ESL teaching, second, how they are taught and where local cultures are positioned.

Indah Puspawati, Universitas Muhammadiyah Yogyakarta, USA
Massiata Bamba, CNPTE Secondary Education, USA
Abdullah Alshakhi, King AbdulAziz University, USA



Friday, 7:30 am–7:50 am
Convention Center, D171

Listening Logs: So Much More Than Just Listening Practice

Content Area: Integrated Skills

The integration of skills in language teaching is highly desired as it provides a more authentic approach to language learning. This session demonstrates how teachers can integrate technology using listening logs while providing students with practice in all skill areas, including grammar and vocabulary, to improve students' English proficiency.

Luz Rodriguez, Boston University, USA



Friday, 7:30 am–7:50 am
Convention Center, C144

My Speaking Voice, Enhanced

Content Area: Speech, Pronunciation, and Listening

When nonnative speakers learn simple, yet powerful, rhetorical techniques for speaking eloquently in formal presentations, their confidence soars. This team activity encourages students to design a persuasive infomercial, or presidential or marketing campaign using as many rhetorical techniques as possible. Students compete to win a prize.

Lisa Leopold, Monterey Institute of International Studies, USA



Friday, 7:30 am–7:50 am
Convention Center, C155

Once Upon a Paper: Using e-Folios to Foster Student Engagement

Content Area: Technology in Education

Much has been said about using portfolios to promote learner autonomy and engage them in seeking their own language development. The challenge lies in engaging students in the experience. Our presentation shows a successful way of working with EFL students, bringing together concepts of media interaction and language learning.

Roberta Ferraz, ABA, Brazil
Thays Ladosky, ABA, Brazil



Friday, 7:30 am–7:50 am
Convention Center, D162

The Art of Mhmm: Teaching Students to Actively Listen

Content Area: Intensive English Programs

Listener behavior is not the same worldwide. Knowing what is expected of them can help international students participate more comfortably in conversations with native speakers. In this session, the presenter share a lesson plan complete with consciousness raising instruction and interactive, fun activities you can use in class immediately.

Tamara Jones, British School of Brussels, Belgium



Friday, 7:30 am–7:50 am
Convention Center, D172

Using Authentic Blogs in Academic ESL/EFL Writing Classrooms

Content Area: Other

Blogs are gaining increasing popularity in academic ESL/EFL writing classrooms. How can ESL/EFL instructors most effectively integrate authentic blogs into such classrooms for authentic, purposeful communicative input and authentic, purposeful communicative ELL output? How can instructors then help ELLs transfer blog-writing skills to academic writing?

Mary Staub, Hunter College, USA



Friday, 7:30 am–8:15 am
Convention Center, D174

(Auto)biographies in the 21st Century: Digital Storytelling and Multilingual Learners

Content Area: Elementary School/ Primary Education

By mixing traditional and digital literacies in the same teaching unit, students can develop their authorial voices and improve their ability to communicate and create texts through a variety of means. This presentation describes a multimodal (auto)biographies project in one elementary ESL classroom, and shares student examples from each step.

Christine Patti, University of Tennessee, USA

Natalia Ward, University of Tennessee, USA

Amber Warren, Indiana University, USA



Friday, 7:30 am–8:15 am
Convention Center, C154

“Repeat After Me”: Reconceptualizing Repetition in Language Teaching and Learning

Content Area: Applied Linguistics

What does “repeat after me” signify in a postbehaviorist world? This session first proposes an innovative role for repetition from the perspective of complexity theory—not as exact replication, but as iteration that generates variation. It then interrogates an actual language learning experience from this view, finally revisiting audiolingualism.

Diane Larsen-Freeman, University of Michigan, USA

Sandra Silberstein, University of Washington, USA



Friday, 7:30 am–8:15 am
Convention Center, D225

Action Research: A Performance-Based Project to Promote Active Learning

Content Area: Higher Education

This presentation shares action research findings on how a performance-based project can foster active learning in Japanese university students. This innovative project design includes technology-enhanced assignments to develop student confidence and active participation as they acquire skills necessary to give formal presentations on cultural traditions for community television.

Lora Yasen, Tokyo International University of America, USA

Marianne Stipe, Tokyo International University of America, USA



Friday, 7:30 am–8:15 am
See registration for unsold tickets

Advancing Academic Language Proficiency Beyond Intermediate Levels

Deborah Short, Center for Applied Linguistics, USA



Friday, 7:30 am–8:15 am
Convention Center, D160

Beliefs and Practices of English Teachers in Thailand

Content Area: Teacher Education

Preparing for the ASEAN Community, English learning is in the spotlight. This presentation discusses the situation of English education in Thailand with the findings about how English teachers' beliefs about language learning may affect their practices. It also explored effects of age, teaching experiences, and English proficiency on teachers' beliefs.

Jutarat Vibulphol, Chulalongkorn University, Thailand



Friday, 7:30 am–8:15 am
See registration for unsold tickets

Building Survival Language in the First 100 Words

Leslie Barratt, USA



Friday, 7:30 am–8:15 am
Convention Center, D227

Combining Peer- and Self-Assessment to Enhance Oral Discussions

Content Area: Intensive English Programs

CBI requires critical thinking and current studies show that this is impossible without active class participation. The presenter shows how to enhance oral participation by combining peer and self-assessment techniques. Participants will leave the session with a broader view on the potential of peer- and self-assessment.

Nelli Cirineo, USF, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 7:30 am–8:15 am
Convention Center, A301

Discerning Teacher Supervision and Evaluation to Promote Teacher Growth

Content Area: Program Administration

Faculty supervision and evaluation are two essential but separate functions that program administrators must carry out to promote teacher growth and effectiveness. This session describes and discusses a supervision/evaluation model that an IEP uses to enhance teacher performance. Participants learn about effective classroom coaching techniques and practices.

Elsie Paredes, Virginia Tech Language & Culture Institute, USA
Liz Bowles, Virginia Tech Language and Culture Institute, USA
Linda Sanford, Virginia Tech Language and Culture Institute, USA



Friday, 7:30 am–8:15 am
Convention Center, C142

Easy Collaborative Learning Activities for a Student-Centered Classroom

Content Area: High School/Secondary Education

Do you want to integrate collaborative learning activities in your ESL classes but feel it takes too much preparation or is too complicated? The presenter demonstrates simple student-centered activities you can use in your classes to promote an atmosphere of achievement and shares tips to make collaborative learning effective.

Serena Chu, Laney College, USA



Friday, 7:30 am–8:15 am
See registration for unsold tickets

Empowering Teachers of ELLs: A Professional Development Model

Sandra Mercuri, University of Texas at Brownsville, USA



Friday, 7:30 am–8:15 am
Convention Center, D170

English Teacher-Training: Lessons From Malaysia

Content Area: Language Policy and Planning

What happens when a Southeast Asian government decides to upgrade the quality of English language instruction in government primary schools? This country-wide 3-year project is now in its third year. Mentors placed in clusters of Malaysian schools do professional development of English teachers. This session discusses successes and failures.

Lynda Heidi Primo, Washington International Academy, USA



Friday, 7:30 am–8:15 am
Convention Center, C140

Enhancing Employability Through Soft Skills Training in Preservice Teacher Education

Content Area: Teacher Education

Preservice ELT training courses tend to focus on the so-called hard skills such as classroom management. But what about the soft skills such as willingness to learn and dependability, which are likely to be important to prospective employers? This session looks at ways to redress the skills balance.

David Catterick, Briercrest College, Canada



Friday, 7:30 am–8:15 am
Convention Center, D167

Enhancing International Teaching Assistants' Intercultural and Multimodal Communications

Content Area: Intercultural Communication

Based on a theoretically and empirically-driven instructional model for developing intercultural competence, the presenters share activities and resources for a one-day ITA orientation program that enhances ITAs' intercultural and multimodal communications. They also share additional online resources and activities that can be used in academic courses for international students.

Shilpa Parnami, The University of Texas at Austin, USA
Eunjeong Choi, The University of Texas at Austin, USA
Veronica G. Sardegna, The University of Texas at Austin, USA



Friday, 7:30 am–8:15 am
Convention Center, D163

ESL Writing in a Flipped Classroom

Content Area: Writing, Composition

The flipped classroom model provides more one-on-one instruction than the traditional instructional model. Video or other online tools introduce the topic, and the instructional setting is used to explore the topic. The session describes the basic flipped classroom model along with possible adaptations for EAP writing classes.

John Graney, Santa Fe College, USA



Friday, 7:30 am–8:15 am
See registration for unsold tickets

Haptic-Integrated (Using Movement and Touch) Pronunciation Teaching

Bill Acton, Trinity Western University, Canada



Friday, 7:30 am–8:15 am
Convention Center, D223

Harmonizing Language, Heritage, and Culture in Healthcare

Content Area: English for Specific Purposes

As human societies become increasingly heterogeneous ethnically, few professions other than healthcare have a more pressing need for harmonizing language, heritage, and culture. This discussion group examines developments aimed at helping healthcare providers from diverse ethnic backgrounds overcome the sociolinguistic barriers they face in delivering effective and safe medical care.

Najma Janjua, Kagawa Prefectural University of Health Sciences, Japan
Margaret van Naerssen, Immaculata University, USA
Mei-Ling Tsai, National Cheng Kung University, Taiwan



Friday, 7:30 am–8:15 am
Convention Center, D226

Harmony and Discord: Negotiating Commonalities of IEPs and Writing Programs

Content Area: Higher Education

Research has focused on how discourse communities can shape theory/practice. This session focus on multiple discourse communities—IEP and first-year writing—which both fall under the greater discourse community: academic writing. How is this idea useful for considering international students' transitions from IEP to first-year writing and beyond?

Kimberly McGrath Moreira, University of Miami, USA
April Mann, The University of Miami, USA



Friday, 7:30 am–8:15 am
Convention Center, C143

Harmony, Cacophony, or Silence: Language Teacher Collaboration in Hong Kong

Content Area: Nonnative English Speakers in TESOL

The presenters report on a study of native and nonnative English teacher collaboration found in Hong Kong primary and secondary classrooms. They discuss the factors that foster and inhibit collaboration, the impact collaboration has on students' motivation and the teachers' professional development, and the implications this has for teacher education.

Mary Shepard Wong, Azusa Pacific University, USA
Icy Lee, Chinese University Hong Kong, Hong Kong
Xue Song (Andy) Gao, The University of Hong Kong, Hong Kong



Friday, 7:30 am–8:15 am
Convention Center, A310

IEPs as Cultural Educators on University Campuses

Content Area: Intercultural Communication

Increased numbers of international students are studying at American universities, making cross-cultural communication a shared challenge. IEPs are uniquely qualified to educate the wider university community about students' cultural backgrounds. Presenters discuss one IEP's educational outreach initiative, developed through research and collaboration, and provide suggestions for developing similar campus initiatives.

Kathryn Hille, Ohio University, USA
Erica Coffelt, Ohio University, USA



Friday, 7:30 am–8:15 am
Convention Center, A302

LIEPs: Lessons From the Research and Profiles of Promising Programs

Content Area: K-12

The presenters provide practical information for educators on selecting, designing, implementing, and evaluating Language Instruction Educational Programs (LIEP) from the USDE study LIEPs: Lessons from the Research and Profiles of Promising Programs. The study includes a review of foundational literature, case studies, and a field guide.

Sara Waring, edCount, LLC, USA
Molly Faulkner-Bond, edCount, LLC, USA



Friday, 7:30 am–8:15 am
See registration for unsold tickets

Methods of Teaching English Through Drama

Gary Carlin, Southern New Hampshire University, USA



Friday, 7:30 am–8:15 am
Convention Center, D173

Mobile Technology for the 21st Century

Content Area: Computer-Assisted Language Learning

You can integrate mobile technology into your language learning classroom! Come learn how to use the latest mobile tools and discover lessons that will integrate easily into your classroom. Bring your mobile device charged and ready to use in this fun and interactive session.

Susan Gaer, Santa Ana College, USA



Friday, 7:30 am–8:15 am
See registration for unsold tickets

Negotiating Identities in the English Language Classroom

Bonny Norton, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 7:30 am–8:15 am
Convention Center, D164

NNES Doctoral Students' Interaction With Literacy Brokers in Academic Publishing

Content Area: Second Language Writing

This presentation reports on the findings of a study examining the challenges and decisions faced by NNES social science and science doctoral students in the United States in interacting with "academic literacy brokers" (Lillis & Curry, 2010) for English-medium academic publishing. This presentation offers suggestions to language and disciplinary professionals.

Sunyoung Song, The Ohio State University, USA



Friday, 7:30 am–8:15 am
Convention Center, C156

Professional Development in EFL Contexts: Perceptions and Practice

Content Area: High School/Secondary Education

Professional Development (PD), although vital in the process of a teacher's career, is often pursued differently by language teachers in different EFL/ESL contexts. The session reports on the language teachers' and administrators' perceptions about PD and how they implement or manage PD activities together with their favorable conditions and challenges.

Vien Truong, Hue University, Viet Nam



Friday, 7:30 am–8:15 am
Convention Center, Ballroom C3

Reexamining NNEST Identity in TESOL: Embodiment, Spatiality and Temporality

Content Area: Nonnative English Speakers in TESOL

NNEST identity is an intriguing phenomenon because of composite factors comprising speakers' accent, physical features, skin color, cultural patterns of behavior, English proficiency, professional experiences/competencies, among other things, which are related to their TESOL professional practice. I present findings and discuss issues surrounding NNEST identity and implications for research/practice.

Lawrence Jun Zhang, University of Auckland, New Zealand

Donglan Zhang, University of Auckland, New Zealand



Friday, 7:30 am–8:15 am
See registration for unsold tickets

Role of Primary Languages in ESL Programs

Yvonne Freeman, USA

David Freeman, USA



Friday, 7:30 am–8:15 am
See registration for unsold tickets

Separating Difference from Disability: EL/SEL Diverse Learners

Catherine Collier, USA



Friday, 7:30 am–8:15 am
Convention Center, D161

Student Complaints About Faculty: Where to Start, Where to Go

Content Area: Program Administration

Student complaints about faculty can create uncomfortable situations for students, instructors, and administrators. What are the first steps that should be taken when a student brings up a complaint? What kind of follow-up is necessary? How do you create a system for handling complaints that works in everyone's best interests?

Sandra Issa, University of Kansas, USA

Mary McGuinness, University of Kansas, USA



Friday, 7:30 am–8:15 am
Convention Center, C141

Teacher Collaboration and Two-way CBI to Build Success for ELLS

Content Area: Content-Based Language Instruction

This session describes coursework designed to develop skills in two-way CBI and teacher collaboration between ESL and mainstream, secondary-level math and science teachers. Presenters share the course structure, topics, assignments, results to date, and they offer suggestions for implementation of similar coursework in other teacher education programs.

Margo DelliCarpini, Lehman College–CUNY, USA

Orlando Alonso, Lehman College–CUNY, USA



Friday, 7:30 am–8:15 am
See registration for unsold tickets

Teaching Content and Learning Strategies in ESL

Anna Uhl Chamot, USA



Friday, 7:30 am–8:15 am
Convention Center, C145

Training Effects on the Perception and Production of Learner English

Content Area: Second Language Acquisition

This study investigated the effects of perceptual training on L2 learners' perception and production of English palatals and onset clusters. Results demonstrate that training improves perception and production, but not equally. Findings better our understanding of the relationship between perception and production and the effectiveness of training for improving accuracy.

Amanda Huensch, University of Illinois at Urbana-Champaign, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Friday, 7:30 am–8:15 am
Convention Center, A304

Transnational Pedagogy: Training Global English Teachers for Global Realities

Content Area: Intercultural Communication

Drawing on current poststructuralist theories in the social sciences, this workshop reports on a test application of transnational pedagogy to a preservice language teacher education course. Transnational pedagogy, inspired by the work of Karen Risager, promotes language classrooms that provide intercultural training that is appropriate for today's global world.

Bryan Meadows, Fairleigh Dickinson University, USA



Friday, 7:30 am–8:15 am
Convention Center, D168

Uniting Areas of Expertise to Develop an Elementary-Level Vocabulary Intervention

Content Area: Elementary School/ Primary Education

We discuss the process and benefits of bringing together a team of three ESOL teachers, two 4th grade teachers, two Kindergarten teachers, and one special educator to collaborate in developing and providing feedback on a cross-aged peer tutoring intervention. This intervention aimed to enhance literacy and vocabulary among English learners.

Shannon Daniel, Peabody College of Education at Vanderbilt, USA

Melinda Martin-Beltrán, University of Maryland, USA

Maria Crassas, University of Maryland, USA

Amanda Stefanski, University of Maryland, USA

Rebecca Silverman, University of Maryland, USA

Megan Peercy, University of Maryland, USA

Anna Meyer, University of Maryland, USA



Friday, 7:30 am–8:15 am
Convention Center, D175

Using Corpus Analysis to Develop English for Specific Purpose Materials

Content Area: Curriculum, Materials Development

Creating a content-specific corpus for ESP courses can help instructors examine the language content-experts use within a field to generate pertinent teaching materials. During this session, the presenters demonstrate how to create a custom corpus and then translate the resulting information into a powerful teaching tool.

Keith Anderson, Academy of Art University, USA

Anne Connors, Academy of Art University, USA



Friday, 7:30 am–8:15 am
Convention Center, A303

Visual Design Best Practices for Handouts

Content Area: Materials Writers

Many teachers create handouts and spend lots of time on the content, but ignore the visual elements. Teachers should be concerned about these elements because research has shown that visual design effects both comprehension and motivation. This presentation offer best practices for improving visual design to aid student learning.

Cameron Romney, Momoyama Gakuin University, Japan



Friday, 7:30 am–8:15 am
Convention Center, D165

Writing for Common Core Standards

Content Area: K–12

Common Core Standards are calling for opinion or argumentative writing from K–12th grade. This is calling for students to be able to read or do research to express their views in writing. Two creative ways to engage students in the activity are demonstrated.

Elva Mellor, Chula Vista School District, USA

Maria Ramirez, University of Nevada, Las Vegas, USA

8:30 am



Friday, 8:30 am–9:30 am
Convention Center, Arena

Subconsciously Held Bias: Exposing the Myth of Racial Colorblindness

Content Area: Methodology

Many well-meaning educators describe themselves as being “colorblind,” meaning they don’t see racial differences between students. However, humans have biases and many of these biases are subconsciously imbedded in the mental tools used for interpreting our environments. This reality can in turn lead to educators’ unknowingly perpetuating cycles of oppression.

Aram deKoven, University of Wisconsin-Eau Claire, USA

9:45 am



Friday, 9:45 am–11:00 am
Convention Center, C143

Publishing in TESOL Journal

If you are thinking about suitable types of articles for TESOL Journal (TJ), or the manuscript preparation, submission, and review process, then join the TJ editor to get information and ask questions you have about getting published in TJ.

Margo DelliCarpini, Lehman College–CUNY, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection

10:00 am



Friday, 10:00 am–10:20 am
Convention Center, D166

Using Video to Enhance L2 Speakers' Conversation Skills

Content Area: Intercultural Communication

Why do L2 speakers find it hard to participate in conversations with multiple L1 speakers? How can video be used to help improve their turn-taking skills? This presentation addresses turn-taking issues derived from videotaped conversations of four-member groups of native and nonnative speakers and offers activities to enhance turn-taking skills.

Lilia Savova, Indiana University of Pennsylvania, USA



Friday, 10:00 am–10:45 am
Convention Center, Ballroom C3

Accelerate Elementary ELLs' Language and Literacy Gains With Summer Learning

Content Area: Elementary School/ Primary Education

How can schools combat elementary ELLs' summer language and literacy loss? In this session, participants learn about an innovative 7-week summer program at an elementary school in urban Kansas City which has produced remarkable results. Presenters share achievement data and resources on funding sources, curriculum, and other programming considerations.

Kent Yocum, North Kansas City Schools, USA
Laura Lukens, North Kansas City Schools, USA



Friday, 10:00 am–10:45 am
Convention Center, Ballroom C1

Awakening the English Learner: Innovation in a Competitive Education System

In South Korea, students study English from a young age, yet often find it difficult to communicate proficiently. This presentation looks at one of Fulbright Korea's grant programs and other unique English programs that have engaged learners and encouraged creativity in a society where test scores are the top priority.

Vincent Flores, Fulbright Commission, Korea, Republic of



Friday, 10:00 am–10:45 am
Convention Center, D172

Creating a Talk Show: Project-Based Learning to Maximize Language Learning

Content Area: Curriculum, Materials Development

Project-based learning provides opportunities for students to practice problem-solving, critical thinking, and cooperative learning. How can teachers create an engaging project-based learning activity which also incorporates language learning and intercultural communication? The presenters model a talk show project with secondary students and explain how to adapt it for other classrooms.

Sarah Anderson Cherian, University of Delaware, USA
Andrea Razafimahazo, Ministry of Education, Madagascar



Friday, 10:00 am–10:45 am
Convention Center, Ballroom A4

Creating Curriculum for the Best Language Course Ever Taught

Content Area: Curriculum, Materials Development

In L2 teaching, a curriculum is often seen as something vague and abstract. However, the curriculum practically always determines whether instruction, the content, or the activities result in effective teaching. This presentation focuses on several strategic techniques for creating a curriculum for a language program, course, or class.

Eli Hinkel, Seattle University, USA



Friday, 10:00 am–10:45 am
Convention Center, C142

Effective Social Studies Instruction: Promoting Content Learning and Academic Language

Content Area: Middle School/Preparatory Education

This session demonstrates the process of utilizing instructional practices associated with improved outcomes in social studies for English language learners in middle school. A lesson framework based on promising research is used to provide participants with strategies for strengthening vocabulary, academic language proficiency, and comprehension.

Colleen Reutebuch, The University of Texas at Austin, USA
Vanessa Cortez, The University of Texas at Austin, USA



Friday, 10:00 am–10:45 am
Convention Center, A301

ESL Student Advising: A Holistic Method for Success and Retention

Content Area: Intensive English Programs

ESL students must deal with unique issues that can affect their persistence and academic success within the U.S. university system. This presentation explores how educators can help improve student performance and retention and offers tips on how to develop processes to increase student long-term academic success.

Greg Friedman, INTO Oregon State University, USA
Celeste King, Oregon State University, USA



Friday, 10:00 am–10:45 am
Convention Center, D164

Factors Influencing Chinese ESL Students' Social, Cultural, and Academic Transitions

Content Area: Intensive English Programs

The Chinese student population is growing significantly in U.S. higher education and ESL programs. However, little research has been conducted regarding their social, cultural, and academic transition into the U.S. This presentation provides research findings focusing on 8 Chinese students' transitional experiences during their first year in an ESL program.

Akiko Ota, Michigan State University, USA



Friday, 10:00 am–10:45 am
Convention Center, A309

Gaining Language and Cultural Knowledge Through Community Engagement: StoryWalk®

Content Area: Methodology

This session presents StoryWalk®, a community engagement activity that combines reading and physical fitness. The session also discusses the perceptions of college students on the value of StoryWalk® for their language development and cultural competence.

Solange Lopes-Murphy, Indiana State University, USA



Friday, 10:00 am–10:45 am
Convention Center, D161

General EAP Writing Instruction and Transfer of Learning

Content Area: Curriculum, Materials Development

With general EAP writing instruction, learning is expected to transfer across a range of tasks and disciplines. This presentation describes a case study that examined this issue and found that a range of learning outcomes did transfer from a general EAP writing course to various tasks in courses across disciplines.

Mark Andrew James, Arizona State University, USA



Friday, 10:00 am–10:45 am
Convention Center, C156

Impact of Different Environments on Foreign Language Motivation

Content Area: Sociolinguistics, Culture

Presenters report on a longitudinal, comparative study that investigates changes in attitudinal and motivational dispositions of first-year EFL students studying in two different university environments over two semesters. Quantitative data (N=175) and qualitative data (N=20) help to describe the dynamic changes in intercultural interaction and L2 motivation.

Scott Aubrey, Ritsumeikan Asia Pacific University, Japan

Andrew Nowlan, Kwansei Gakuin University, Japan



Friday, 10:00 am–10:45 am
Convention Center, C150

Including ELLs With Disabilities in Accountability Assessments

This presentation shares lessons learned from a federally-funded project to improve the inclusion of ELLs with disabilities in accountability assessments. Presenters share three project outcomes: results of educator focus groups conducted in five states, principles and guidelines for inclusive assessment, and a pilot online training module.

Laurene Christensen, National Center on Educational Outcomes, USA

Linda Goldstone, National Center on Educational Outcomes, USA



Friday, 10:00 am–10:45 am
Convention Center, C148

Interchange 4th Edition: Tried and Tested. Better Than Ever.

Interchange Fourth Edition is a complete solutions package, offering tremendous flexibility by adapting to any class size, teaching situation, or learning style. Come learn about the wide range of new and updated print and digital components that provide you with comprehensive resources to meet your teaching needs.

Hugo Loyola, Cambridge University Press, USA



Friday, 10:00 am–10:45 am
Convention Center, Ballroom A3

Keys to Reading Critically for College Success

Today's college students need to be able to read a lot of material on a topic, analyze it, and then demonstrate an understanding of it. Which strategies will help students to read and analyze academic content? Is there a connection between reading critically and good writing skills? Samples provided.

Kelly Sippell, University of Michigan Press, USA

Robyn Brinks Lockwood, Stanford University, USA



Friday, 10:00 am–10:45 am
Convention Center, D163

Opening Eyes and Minds With Local Community Based Research Projects

Content Area: Integrated Skills

This dynamic presentation looks at successful projects that get ESL students to examine their local communities through human behavior, conversation analysis, body language, and academic policy changes. The presenter demonstrates, in detail, the steps of these projects and supplies a sample lesson plan complete with student examples of written work.

Patrick T. Randolph, Southern Illinois University Carbondale, USA



Friday, 10:00 am–10:45 am
Convention Center, D171

Part-Time EFL Students' Self-Regulated Learning Through Automated Writing Evaluation

Content Area: Computer-Assisted Language Learning

This study explores Taiwanese college students' autonomous use of an automated writing evaluation program, Criterion, as formative assessment in improving English writing, with particular reference to the perceptions and the changes in drafts after use by part-time students, who work in the daytime and attend classes in the evenings.

Bin-Bin Yu, Lunghwa University of Science and Technology, Taiwan



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 10:00 am–10:45 am
Convention Center, C140

Preservice EFL Teacher Beliefs in a Mexican Indigenous School

Content Area: Teacher Education

Presenters discuss a case study that explores and investigates how preservice teachers' beliefs encourage changes in cognition during the process of teacher education. The research takes place in an indigenous English language school. Findings suggest that, going under different teaching experiences, participants changed their perspective toward language teaching.

Veronica Lezama de Jesus, Benemérita Universidad Autónoma de Puebla, Mexico

Celso Perez Carranza, Benemérita Universidad Autónoma de Puebla, Mexico

Rebeca Elena Tapia Carlin, Benemérita Universidad Autónoma de Puebla, Mexico



Friday, 10:00 am–10:45 am
Convention Center, C141

Redesigning a Master's in TEFL Program to Meet European Standards

Content Area: Adult Education

Theoretical master's programs in TEFL programs are often problematic for young teachers. In redesigning a master's program, a balanced approach of practical and theoretical was used to meet the standards of the Common European Framework of Reference for Languages (CEFR) while enhancing the teachers' ability to enter the workforce.

Shpresa Delija, Foreign Language Faculty, Albania

Ekaterina Gjergo Strati, Aleksander Moisiu University, Albania



Friday, 10:00 am–10:45 am
Convention Center, C145

Student Teachers Empowering Themselves and Others Through Pronunciation Tutoring

Content Area: Speaking, Pronunciation, Phonology, Listening

This session reports on the actual and perceived effectiveness of pronunciation tutoring lessons given to international students by student teachers. The presenters discuss what made a seven-week tutoring program so highly effective and empowering for both tutees and tutors, and argue for incorporating this practice in other MATESL programs.

Veronica Sardegna, The University of Texas at Austin, USA

Kathleen Smith, The University of Texas at Austin, USA



Friday, 10:00 am–10:45 am
Convention Center, D175

The ACTFL Proficiency Guidelines 2012

Content Area: Assessment and Testing

The ACTFL Proficiency Guidelines have recently undergone the revision of all four skills. This presentation is an introduction to the 2012 Guidelines, highlighting new features including the addition of a major level above Superior for speaking and writing and online multimedia exemplars of all skills at all major levels.

Elvira Swender, American Council on the Teaching of Foreign Languages, USA



Friday, 10:00 am–10:45 am
Convention Center, C144

Tips for Writing TESOL International Convention Session Proposals

If you've never presented at a TESOL International convention or you've submitted a proposal that has not been accepted, consider this session, presented by TESOL International Convention Program Chairs. Learn about the current proposal guidelines, what makes a proposal acceptable, and framing your professional interests and expertise into a proposal.

Mark Algren, University of Kansas, USA

Mashael Al-Hamly, Kuwait University, Kuwait

Diane Carter, Indianapolis Public Schools, USA

Eric Dwyer, Florida International University, USA



Friday, 10:00 am–10:45 am
Convention Center, A302

Using Data to Transform Practices for English Learners

Content Area: K–12

Discover how rubrics and observational monitoring charts can be used to actively engage educators to strengthen students' English language and academic development, parent engagement, and school community building efforts. Learn a four-prong framework for using these tools to implement a systemic, reflective, and collaborative data-driven decision process.

Debbie Zacarian, Collaborative for Educational Services, USA



Friday, 10:00 am–11:15 am
Convention Center, D160

Writing-to-Learn Mathematics for Secondary English Language Learners

In response to the gap between ELLs and non-ELLs, a number of progressive math education researchers advocate writing-to-learn and reflective writing tasks to improve student understanding in mathematics. This session presents oral language and writing strategies to promote literacy and conceptual development in mathematics for ELLs at the secondary level.

Adelina Alegria, Occidental College, USA

Candace Hodge, University of Southern California, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Friday, 10:00 am–11:30 am
Convention Center, A304

Promoting Diversity in the TESOL Family: Issues and Challenges

At TESOL 2012, a survey of the membership was conducted seeking to illuminate perceptions of diversity in TESOL and the challenges faced in relation to inclusion/inclusiveness. In this session, invited representatives from TESOL Interest Sections and Forums will speak to themes that arose from a preliminary analysis of survey responses.

Okon Effiong, USA
Lawrence Jun Zhang, USA
Ayanna Cooper, USA
Elisabeth Chan, USA
Jane Hoelker, USA
Martha Clark Cummings, USA
Ester de Jong, USA



Friday, 10:00 am–11:45 am
Convention Center, A310

A Colloquium on TESOL Advocacy

In this colloquium, the presenters discuss the importance of advocacy in the field of TESOL, focusing on the reasons ELLs are a population in need of advocacy, how teachers learn to be advocates in education programs, and how current ESOL teachers act as advocates in their classrooms, schools, and beyond.

Diane Staehr Fenner, TESOL International Association, USA
Heather Linville, USA
Luciana de Oliveira, USA



Friday, 10:00 am–11:45 am
Convention Center, A305

Authentic Language Learning Opportunities That Lower the Affective Filter

Content Area: Adult Education

Authentic learning is an integral part of second language acquisition. ESL teachers share successful service learning classes and other strategies to give students opportunities to speak, listen, and apply what is learned in the classroom in a setting where their affective filters are lowered and willingness to take risks enhanced.

Shannon Law, ELS Language Center, USA
Christina Grillo, ELS Language Center, USA



Friday, 10:00 am–11:45 am
Convention Center, Ballroom C4

Bringing Research Into Young Learner Classrooms: Harmonising Theory and Practice

Content Area: Elementary School/ Primary Education

This colloquium brings together researchers from different parts of the world to discuss their studies and to debate the relevance of research for the development of knowledge and understanding of the young learner classroom. Most important, they consider how findings can inform practical outcomes for classroom teachers.

Sue Garton, Aston University, United Kingdom (Great Britain)
Fiona Copland, Aston University, United Kingdom (Great Britain)
Lucilla Lopriore, Universtia' Roma Tre, Italy
Michael Legutke, Justus-Liebig-Universität Giessen, Germany
Constanze Dressler, Justus-Liebig-Universität Giessen, Germany
Laurie Thain, Aston University, United Kingdom (Great Britain)



Friday, 10:00 am–11:45 am
Convention Center, D226

Crucial Variables for Harmony in the ESP Classroom

Successful delivery of ESP lessons normally depends on a subtle and judicious mix of appropriate materials, a conducive learning environment, bringing out the best in learners themselves, and the teacher's skills. This IATEFL-TESOL intersection explores the crucial variables contributing to creation of a harmonious ESP classroom with best synergies.

Najma Janjua, Kagawa Prefectural University of Health Sciences, Japan
Mark Krzanowski, University of Westminster, United Kingdom (Great Britain)
Kevin Knight, Lecturer, Japan
Shahid Abrar-ul-Hassan, Language Professor, Oman
Evan Frendo, Germany
Yinghui Chen, Professor, Taiwan
Margaret van Naerssen, USA
Anne Lomperis, Language Training Designs, USA
David Kertzner, ProActive English, USA
Zeynep Altinsel, Michigan State University, USA
Ron Clason, Ohio State University, USA
Emalia Iragiliati, State University of Malang, Indonesia



Friday, 10:00 am–11:45 am
Convention Center, D162

Engaging Your Students With In-Person Lectures

Content Area: Content-Based Language Instruction

A sheltered model of content based instruction using in-person lectures engages L2 students in a way impossible to duplicate with pre-recorded lectures. Students exchanging questions with the professors increases their interest in the subject, their participation in class, and their connection to the university that they attend.

Minette Gill Salunkhe, DePaul University, USA
Chris Evers, Qatar University College of Law, Qatar



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 10:00 am–11:45 am
Convention Center, D174

ESL 101: Personalized Professional Development for Adult ESL Teachers

Content Area: Adult Education

This workshop invites adult educators to take advantage of an online professional development kit for ESL teachers including a video and downloadable resources. Besides exploring the content (assessment, multilevel, simple adaptable resources, content standards) participants will be directly involved in creating personalized adaptations of these ready-to-use activities.

Dawn Saint, Northeast Alabama Community College, USA



Friday, 10:00 am–11:45 am
Convention Center, A303

Harmonizing Language and Environmental Education: Inspiring Students to Be Green

Content Area: Curriculum, Materials Development

The human effect on the environment is an area of growing concern. How can teachers inspire their students to become active protectors of the Earth as they study English? Participants of this workshop learn how to set up project-based, environmentally themed units and gather a variety of activity ideas.

Deborah Cain, University of Bihac, Bosnia and Herzegovina



Friday, 10:00 am–11:45 am
Convention Center, D227

Issues, Identity, and Innovation in NNES Teacher Education

This panel session explores the identity and positioning of nonnative English speakers in teacher education programs. The presenters, NNES graduate students as well as NES teacher educators, share their various perspectives and research, and ways to make teacher education programs more responsive to the needs of NNEST students.

Anne Walker, University of North Dakota, USA

Bedrettin Yazan, University of Maryland, USA

Sreemali Hereth, University of Toronto, USA

Patricia Pashby, University of Oregon, USA



Friday, 10:00 am–11:45 am
Convention Center, D173

Literacy Support Using Apps and Web Tools

Content Area: Computer-Assisted Language Learning

Presenters demonstrate tools useful in support of project-based learning. Participants walk away not only with a list of resources, but experience using and deciding the right tool for the right purpose and learner. 15 iPads and 8 iPod touches will be provided, or bring your own device.

Marcus Artiglieri, Hunter College–CUNY, USA

Christine Rosalia, Hunter College–CUNY, USA



Friday, 10:00 am–11:45 am
Convention Center, C147

Methods, Materials, and Measures for Teaching English to Lawyers

Content Area: Higher Education

International students earning their Master's in Law (LLM) face challenges in all areas of language acquisition. Educators from U.S. law schools discuss approaches to meeting the learners' linguistic, cultural, and professional needs. Panelists share and compare methods, materials, and measures used to set-up, deliver, and evaluate their programs.

Michelle Ueland, Georgetown Law, USA

Shelley Saltzman, Columbia University, USA

Karen Bysiewicz, Penn State Law, USA

Cynthia Flamm, Boston University, USA

Alissa Hartig, Penn State Law, USA

Catherine Schenker, American University Washington College of Law, USA

Kirsten Schaezel, Georgetown University Law Center, USA



Friday, 10:00 am–11:45 am
Convention Center, C154

Pragmatics of Student-Faculty Email Communication: Theory and Practice

Content Area: Discourse, Pragmatics

This colloquium presents the pragmatics of faculty-student email communication. Presenters share examples of offensive emails from actual data, and offer teaching ideas. Also presented are the findings of a study on perceptions of these 'inappropriate' NNESSs emails by NES and NNES faculty and students.

Zohreh R. Eslami, Texas A&M University, USA

Shaun W. H. Ko, Texas A&M University, USA

Si-chun Song, Texas A&M University, USA

Jiheun Kang, Texas A&M University, USA

Qiiong Yu, Texas A&M University, USA

Melike Unal, Texas A&M University, USA



Friday, 10:00 am–11:45 am
Convention Center, D168

Professional Development of English Teachers in the Arab World

Content Area: Teacher Education

Practitioners and teacher trainers from Egypt, Lebanon, Qatar, and Kuwait report on professional development practices and issues in their countries. The panel focuses on trends and common issues in the region, while at the same time showing why professional development programs must be developed with a sensitivity to local contexts.

Kassim Shaaban, American University of Beirut, Lebanon



Friday, 10:00 am–11:45 am
Convention Center, A308

Research Fair: Issues, Approaches, & Challenges in TESOL Research

This interactive session explores research in TESOL. What are critical topics of research in our field? What can different research approaches tell us? Audience members identify burning questions, participate in discussions, and hear from researchers focusing on a variety of research issues and approaches.

Suresh Canagarajah, Pennsylvania State University, USA
Christina Higgins, University of Hawaii at Manoa, USA
Awad Ibrahim, University of Ottawa, Canada
Denise Newfield, South Africa



Friday, 10:00 am–11:45 am
Convention Center, D225

Thoughtful Academic Literacy for English Learners

Language and literacy play a significant role in learning academic subjects, yet both are the principle barriers to conceptual understanding for ELLs. Using examples from elementary classrooms, the presenters show how teachers engaged their ELLs in activities to develop academic content, language, and advanced literacy in science and mathematics.

Sandra Mercuri, University of Texas at Brownsville, USA
Dave Crowther, University of Nevada, Reno, USA
Sandra Musanti, University of Texas at Brownsville, USA
Kelly Hill, University of Alabama at Birmingham, USA
David Schwarzer, Montclair State University, USA



Friday, 10:00 am–11:45 am
Convention Center, D165

Toward More Responsive Writing Center Models for L2 Support

Content Area: Second Language Writing

Writing Centers work with increasing numbers of L2 writers but have little published guidance about how to provide them with effective support. The presenters discuss three writing center models of L2 support through a range of key issues (e.g., administration, budget, training) as well as their successes and challenges.

Norman Evans, Brigham Young University, USA
Lucie Moussu, University of Alberta, Canada
Matthew Allen, Purdue University, USA



Friday, 10:00 am–11:45 am
Convention Center, D167

Translanguaging in High School Classrooms: Building Upon Cross-Linguistic Expertise

Content Area: High School/Secondary Education

How can educators build on existing multilingualism within classrooms to promote language acquisition through peer-mentoring models? In this session, attendants engage in research based activities designed to challenge deficit paradigms and foster communication. Emphasis is on learning through hands-on simulations of activities designed for adolescents in a dual-language enrichment program.

Amanda Kibler, University of Virginia, USA
Christine Hardigree, University of Virginia, USA
April Salerno, University of Virginia, USA



Friday, 10:00 am–11:45 am
Convention Center, D224

Two Sides of the Textbook, Materials Writers and IEP Instructors

Intensive Programs have specific needs for teaching materials that take into account the IEP student profile, program structure, and curriculum. The presenters will discuss the relationship between IEPs and published teaching materials. Topics include development of specific materials for the IEP market, and teachers' adaptation of materials to IEP classrooms.

Jim Bame, IELI Utah State University, USA
Lynn Bonesteel, Boston University, USA
Doe-Hyung Kim, Savannah College of Art and Design, USA
Nolan Weil, Utah State University, USA



Friday, 10:00 am–11:45 am
Convention Center, C149

US Federal Education and Policy Update

With new leaders in place after the 2012 general election, what are the current education issues before the U.S. Congress and the administration? Learn about the latest developments on federal education policy issues from Washington, DC affecting ESL at the K–12, adult, and higher education levels in the US.

John Segota, TESOL International Association, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 10:00 am–12:45 pm
Convention Center, D220

A Balancing Act? Material Writers, Publishers, Classroom Teachers and Researchers

Content Area: Materials Writers

This session features a discussion of how textbook developers balance the perspectives, needs and wants of classroom teachers, students, second language acquisition researchers, editors, and publishers. Are real classrooms reflected in published materials? Does marketing research trump research on language learning? How do publishers balance needs and wants?

Keith Folse, University of Central Florida, USA

Irene Schoenberg, Hunter College, USA

Nick Robinson, Nick Robinson ELT Author Representation, United Kingdom (Great Britain)

Sally Searby, Cambridge University Press, USA

Amy McCormick, Pearson ELT, USA



Friday, 10:00 am–12:45 pm
Convention Center, D223

Creating Global Citizens: Socially Responsible Educators in ESL Classrooms

Content Area: Social Responsibility

What are socially conscious educators doing to prepare students to adapt to rapid worldwide changes? How can we create global citizens who will make a difference wherever they are located? Are we committed to the ideals of social responsibility on an individual as well as a national and international level?

Comfort Davis Mingot, MATE-TESOL HAITI, Haiti

Earlene Gentry, Fulbright Commission (retired), Egypt

Kip Cates, Tottori University, Japan

Rob Clement, Sohar University, Oman

Jeanne Malcolm, University of North Carolina at Charlotte, USA

Shelley Wong, George Mason University, USA



Friday, 10:00 am–12:45 pm
Convention Center, D222

Examining New NRS Policy: Perspectives and Implications for Adult ESOL

Content Area: Adult Education

This academic session examines the new NRS guidelines and their implications for adult ESOL. Panelists discuss promising approaches to curriculum, programming, and professional development from the perspective of research, administration, and instruction.

Rebeca Fernandez, Davidson College, USA

Lennox McClendon, National Adult Education Professional Development Consortium, USA

Gilda Rubio-Festa, Central Piedmont Community College, USA



Friday, 10:00 am–12:45 pm
Convention Center, D221

Teacher Values, Beliefs and Identities in the ESOL Classroom

Content Area: Intercultural Communication

Intercultural awareness does not only refer to being aware of other cultures, but also being aware of our own culture. Participants examines their own cultural identities through presentations that address developing teachers' intercultural awareness through diverse approaches, including reflections on emotions, popular media, and the effects of globalization.

Alvino Fantini, SIT Graduate Institute, USA

Lynne Díaz-Rico, California State University, San Bernardino, USA

Carla Chamberlin-Quinlisk, The Pennsylvania State University, USA

Bonny Norton, University of British Columbia, Canada

11:00 am



Friday, 11:00 am–11:45 am
Convention Center, Ballroom A4

Anxiety and Beliefs: On Learners, Teachers, and Pink Dresses

Content Area: Second Language Acquisition

Second language learning requires identity (re)negotiation and the adoption of effective learning practices. This presentation examines the experience of language learning from the perspective of research on learner anxiety and beliefs about language learning. It also discusses how teacher anxiety and clashes between learner and teacher beliefs impact language classrooms.

Elaine Horwitz, University of Texas at Austin, USA



Friday, 11:00 am–11:45 am
Convention Center, D161

Appropriating Mediation Tools for Written Feedback: An Activity Theory Approach

Content Area: Second Language Writing

This study, anchored conceptually by a framework informed by appropriation of activity theory, aims to explore the stages in which secondary teachers of Hong Kong appropriate innovative feedback tools in L2 writing in their school setting. Factors influencing appropriation are presented and how change can be realized is discussed.

Icy Lee, The Chinese University of Hong Kong, Hong Kong

Pauline Mak, The Chinese University of Hong Kong, Hong Kong



Friday, 11:00 am–11:45 am
Convention Center, A302

Beyond Institutional Culture Shock: Administrative Strategies for Supporting New Hires

Content Area: Intensive English Programs

With recent enrollment increases in IEPs, institutions are hiring many instructors quickly with little time to acclimate them to the new setting. Under these circumstances, even experienced instructors face institutional culture shock. This presentation reports on research into and provides practical suggestions for how IEP administration can support new hires.

Lara Ravitch, University of Oregon, USA
Abby Porter, University of Oregon, USA
Danielle Bus, Qatar University, Qatar
Britt Johnson, University of Oregon, USA



Friday, 11:00 am–11:45 am
Convention Center, D175

Bidirectional Effects of Informal English Conversations Between Natives and Nonnatives

Content Area: Second Language Acquisition

This presentation investigates the bidirectional effects of informal one-on-one English conversation between native and L2 speakers. It examines L2 learners' perceptions of informal English conversation and improvement in their language skills, and native English speakers' perceptions of helping L2 learners to cope with American cultures and academic adjustment.

Eun Jeong (Esther) Lee, The Ohio State University, USA



Friday, 11:00 am–11:45 am
Convention Center, C142

Building Partnerships: Incorporating Service Learning, Teacher Training Into ESL Programs

Content Area: Teacher Education

Service learning engages students in service experiences as part of an academic course. How can a TESOL program use service learning to motivate students, develop teaching skills, connect students with the community, and enhance English language learning for community participants? Course design, its implementation, and assessment are discussed.

Teresa Renkema, Kuyper College, USA



Friday, 11:00 am–11:45 am
Convention Center, D171

Capitalizing on Strengths: Transferring Speaking Fluency to Writing

Content Area: Writing, Composition

How can we help L2 learners capitalize on their speaking skills to develop their writing? The presenters share the results of a study designed to test an individual speaking activity as a writing strategy for L2 learners' independent practice. Strategies for implementing this activity are provided.

Anna Eddy, University of North Texas, USA
Susan Carnell, University of North Texas, USA
Laura Rios, University of North Texas, USA



Friday, 11:00 am–11:45 am
Convention Center, C150

Developing the TESOL edTPA: Challenges and Responses

The edTPA is a national preservice teacher performance assessment created through a Stanford University/AACTE/Pearson partnership. Design team members present an overview of the edTPA, discuss the ways it was developed to meet TESOL professional teaching standards, and facilitate discussion on how teacher education programs may begin planning to prepare candidates.

Laura Baecher, USA
Tim Micek, USA
Diane Staehr Fenner, TESOL International Association, USA
Catherine Zozakiewicz, Stanford University, USA



Friday, 11:00 am–11:45 am
Convention Center, C140

Do We “Walk the Talk” in Language Teacher Education?

Content Area: Teacher Education

This session examines the presenter's efforts to link theory and practice during a 1-year period in which she returned to teaching K–12 ELLs after 9 years as a teacher educator. It was an opportunity for her to revisit the long-recognized tension between the discourses of teacher education and classroom practice.

Megan Peercy, University of Maryland, USA



Friday, 11:00 am–11:45 am
Convention Center, D166

Green Screen Video Technology Makes Content-Based Curriculum Come Alive

Content Area: Content-Based Language Instruction

With simple green screen video technology, ESL students can create dynamic content-based projects that teleport them to any environment imaginable from the top of volcanoes to different eras in time while still satisfying core language objectives.

Scott Duarte, University of Delaware, USA
Julie Lopez, University of Delaware, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 11:00 am–11:45 am
Convention Center, D172

Harmonizing Language, Heritage, and Cultures: A Globalized Approach

Content Area: English as a Foreign Language

EFL education is replete with social rules and issues of ideology. The pressing question we need to answer is, How can teachers examine and respond to their students' language ideologies? This session reports on a study which investigated EFL learners' language views and their ideological implications.

Aymen Elsheikh, Qatar University, Qatar



Friday, 11:00 am–11:45 am
Convention Center, C156

Negotiating Identity in a Multilingual Landscape: The View from Morocco

Content Area: English as a Foreign Language

The contemporary Moroccan multilingual landscape includes two official national languages (Arabic and Berber), two former colonial languages (French and Spanish), and one global language (English). This session examines Moroccan ELLs' attitudes toward these different languages and their perceptions of how learning English has influenced their personal identities.

Bradley Horn, U.S. Department of State, USA

Mohammed Albakry, Middle Tennessee State University, USA



Friday, 11:00 am–11:45 am
Convention Center, D163

Paired Reading to Develop Reading Strategies and Cross-Cultural Awareness

Content Area: Reading, Literacy

High-interest, paired readings help students develop and expand their reading strategies, cross-cultural awareness and critical literacy skills--three important elements of academic success. Presenters demonstrate the key steps in creating, preparing and teaching paired reading lessons. Sample readings and lesson plans provided.

Jayne Adelson-Goldstein, Lighthearted Learning, USA

Lori Howard, UC Berkeley, Extension, USA



Friday, 11:00 am–11:45 am
Convention Center, A309

Reading for Research: An Academic Portfolio Project

Content Area: Higher Education

Writing a research paper is more than just writing the paper. Students must be able to comprehend what they have read. A research portfolio project concentrates on the often-overlooked reading component, helping students develop the appropriate reading skills necessary as a foundation for writing the paper.

Jodi Weber, University of Oregon, USA



Friday, 11:00 am–11:45 am
Convention Center, D164

Saudi Women as ESL Students: Expectations, Challenges, and Solutions

Content Area: Intensive English Programs

The presentation discusses a qualitative study exploring Saudi women's experiences in the ESL classroom. It also offers practical and research-based suggestions to ESL teachers and administrators with the purpose of facilitating the transition from Saudi to American mainstream and academic culture for this student population.

Kendra Johnson, Seoul National University of Science and Technology, Korea, Republic of

Rollie Lewis, Valencia College, USA

Florin Mihai, University of Central Florida, USA



Friday, 11:00 am–11:45 am
Convention Center, D170

Supporting Learning for Refugee SIFE Through Ethics of Care

Content Area: Refugee Concerns

The arrival of adolescent refugees with little, no, or severely interrupted schooling is requiring schools to create programs to meet the needs of these students. How does one teacher make a difference with the use of ethics of care in her teaching?

Rabia Hos, Zirve University, Turkey

Hatice Topal, Zirve University, Turkey



Friday, 11:00 am–11:45 am
Convention Center, C144

Targeting and Assessing Spoken Accuracy in English

Content Area: Speech, Pronunciation, and Listening

Why do so many oral communication classes focus primarily on fluency, rather than balancing it with accuracy? This session aims to inspire teachers to think creatively about how to address and assess accuracy. Participants leave with easy-to-implement activities and projects as well as assessment tools that address learners' goals.

Adrienne Stacy, Monterey Institute of International Studies, USA

Jennifer Grode, Monterey Institute of International Studies, USA



Friday, 11:00 am–11:45 am
Convention Center, C145

Teaching Pronunciation: Simplicity is the Key

Content Area: Methodology

This workshop presents a way to make pronunciation teaching more effective using a simple pyramid of the essential musical cues in spoken English. These cues support the time and energy needed for drilling individual sounds. Participants work with practical tasks to teach these core concepts.

Judy Gilbert, Consultant, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Friday, 11:00 am–11:45 am
Convention Center, C143

The Harmonious Classroom: ESL Instructors' Views of Intercultural Communicative Competence

Content Area: Intercultural Communication

The importance of an intercultural orientation to language training is reflected in SLA literature and curriculum frameworks. This session summarizes an investigation into the beliefs and reported practices of 70 ESL instructors in Canada relating to intercultural communicative competence. Implications for teaching and instructional materials is also discussed.

Celeste Bickley, NorQuest College, Canada



Friday, 11:00 am–11:45 am
Convention Center, Ballroom A3

The Seven (St)ages of a Teacher

In this interactive talk, presenters go over seven cyclical stages of professional development among teachers and teacher trainers. Drawing on SIT Graduate Institute's teacher education programs, they demonstrate different ways of reaching and supporting teachers in various stages of their growth.

Leslie Turpin, SIT Graduate Institute, USA

Elka Todeva, SIT Graduate Institute, USA

Elizabeth Tannenbaum, SIT Graduate Institute, USA

Romila Popovic, World Learning, USA

Kevin Giddens, World Learning, USA



Friday, 11:00 am–11:45 am
Convention Center, C141

The Teaching Practicum: Harmonizing Perceptions of Supervisors, Mentors, and Student-Teachers

Content Area: Teacher Education

This session reports on a qualitative study conducted at a university-based EFL teacher education program to investigate the perceptions, regarding the student-teachers' performance, of the three parties involved in the teaching practicum: university supervisors, mentors, and student-teachers. Implications are discussed and suggestions for harmonizing perceptions are proposed.

Elba Villanueva de Debat, Universidad Nacional de Cordoba, Argentina



Friday, 11:00 am–11:45 am
Convention Center, Ballroom C3

Transforming Students' Engagement in Culturally Relevant Texts With Exploratory Talk

Content Area: Elementary School/ Primary Education

In this session the presenters explain three different projects to show how teachers can engage their ELLs in culturally relevant literature. They describe how teachers used exploratory talk, reading illustrations, and creative dialogue to help students interact with texts and increase their reading engagement and comprehension.

Alma Rodríguez, University of Texas at Brownsville, USA

Yvonne Freeman, University of Texas at Brownsville, USA



Friday, 11:00 am–11:45 am
Convention Center, A301

Using Sustained Content for Writing Classes

Content Area: Intensive English Programs

By sustaining one content focus throughout a writing class, students can explore large themes, acquire vocabulary, cite sources, and respond to a text with depth and understanding. The presenters share their experience using full-length books in a writing class and show methods and activities that facilitate and support student writing.

Kim Benedicto, Michigan State University, USA

Carlee Salas, Michigan State University, USA

12:00 pm



Friday, 12:00 pm–12:45 pm
Convention Center, C147

Boost Academic Talk to Boost Results

Turn up the volume on academic talk. Give students the tools they need to develop their academic language skills. Create effective lessons and learning opportunities to increase academic talk. From language frames and multilevel strategies to collaborative projects, National Geographic helps students boost academic talk to boost results.

Robin Ray, National Geographic Learning, USA



Friday, 12:00 pm–12:45 pm
Convention Center, D226

Career and Educational Pathways Through Goal Setting

Cambridge University Press has developed a comprehensive student-centered curriculum that addresses the current mandates to align adult education with career and educational pathways. This approach is designed to work with all levels of students by focusing on goal setting in relation to career and educational goals.

Mary Louise Baez, Cambridge University Press, USA



Friday, 12:00 pm–12:45 pm
Convention Center, C146

Functioning Globally in English

What language and topics should we be using with our learners for them to function in a global environment, and what is the best way to teach this language? This talk looks at functional and situational language for adult learners of English, including appropriate, relevant and engaging intellectual content.

Jo Greig, Macmillan Education, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 12:00 pm–12:45 pm
Convention Center, A301

Moving Toward a More Authentic Listening Practice

L2 learners are more engaged when their listening practice corresponds closely to the listening experiences of native speakers. The presenter shows examples of authentic broadcast material from National Public Radio that utilize authentic tasks as well as engage students in critical thinking activities as they develop their listening skills.

Carol Numrich, Columbia University, USA



Friday, 12:00 pm–12:45 pm
Convention Center, D225

Pathways: Academic Literacy Through National Geographic Content

National Geographic Learning's Pathways: Reading, Writing, and Critical Thinking program helps learners acquire the academic reading, writing, and critical thinking skills they need for academic success and to also connect to the world in which they live. National Geographic is the perfect partner to develop academic skills and engage students.

Mari Vargo, National Geographic Learning, USA

Laurie Blass, National Geographic Learning, USA

Emily Stewart, National Geographic Learning, USA



Friday, 12:00 pm–12:45 pm
Convention Center, D227

U.S. Department of State English Language Fellow Program

Learn how you can participate in the English Language Fellow Program, a 10-month fellowship for TESOL professionals helping U.S. embassies worldwide promote English language learning. Teach English language skills, train English teachers, provide ESP instruction, and develop materials/curricula. Applicants must have a master's degree with a focus in TESOL.

Matthew Carey, Georgetown University, USA

Erin Kelley, Georgetown University, USA



Friday, 12:00 pm–1:00 pm
Expo Hall Floor

Research Standing Committee Open Discussion: TESOL Research Issues and Concerns

The Research Standing Committee hosts this open discussion about research initiatives, issues, and concerns in TESOL. If you are a researcher, graduate student, administrator, teacher, material designer, or any TESOL professional with questions, suggestions, ideas, or any interest in discussions (potential collaborations?) regarding research in the field, come join us!

12:30 pm



Friday, 12:30 pm–1:45 pm
Convention Center, Poster Session Area

'SEEDFOLKS' Companion Students' Work-Text for the Novel

Teach a novel for ESL! It's the short prize-winning novel, 'SEEDFOLKS'. ; Multi-national neighbors become friends while planting a lovely community garden. 'Students' Companion Work-Text' offers group discussions, writing, predicting outcomes, metaphor/simile, phrasal verbs, character analysis, pros/cons, compare/contrast, maps. The novel and the Work-Text are sold together. Junior High–University, Intermediate–Advanced levels.

Joyce Flager, JAG Publications, USA

1:00 pm



Friday, 1:00 pm–1:45 pm
Convention Center, C143

ITA Programs in the 21st Century

Content Area: International Teaching Assistants

For both newcomers and veterans of programs that serve ITAs, this discussion session provides a venue for instructors, testers and administrators to consider current and best practices in ITA professional development.

Barbara Beers, University of Minnesota, USA

Miki Mendelsohn, Princeton University, USA

Susan Greene, Princeton University, USA

Jeff Lindgren, University of Minnesota, USA



Friday, 1:00 pm–1:45 pm
Convention Center, Ballroom A4

"But We ARE Language Teachers!" Preparing Secondary English Teachers

Content Area: Teacher Education

This session shares insights gained from teacher educators and preservice English teachers engaged in preparing to teach English language arts to ELLs in mainstream classes. Challenges and recommendations are shared regarding teacher candidates' developing understanding of their role in ELLs' language and literacy development and subject learning.

Candace Harper, University of Florida, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Friday, 1:00 pm–1:45 pm
Convention Center, Ballroom C3

Academic Language Demands in the Content Areas: One Mathematics Example

Content Area: Content-Based Language Instruction

The academic language demands of grade-level content texts are great for ELLs. Presenters illustrate how to plan for instruction and assessment for ELLs. The session focuses on (1) identifying language demands in grade-level texts, (2) formulating differentiated language objectives for instruction and assessment, and (3) planning instructional activities and tasks.

Gisela Ernst-Slavit, Washington State University, USA



Friday, 1:00 pm–1:45 pm
Convention Center, A304

Achieving Second Language Acquisition Using First Language Acquisition Techniques

Content Area: Integrated Skills

Can students acquire English much as they do their first language? Using a variety of true-to-life techniques, we demonstrate how to help them efficiently acquire grammatical features and basic vocabulary as they focus on meaning. Participants discover how to bring about real acquisition, not just learning.

Elizabeth Kuizenga Romijn, Command Performance Language Institute, USA

Contee Seely, Command Performance Language Institute, USA



Friday, 1:00 pm–1:45 pm
Convention Center, C140

Building Capacity Through Job Embedded PD: A SIOP Success Story

Content Area: K–12

Presenters explain how instructional coaching and SIOP lesson study helped teachers in a Northern Virginia school district reach higher levels of SIOP implementation. They outline the process for facilitating such activities and describe how they have increased and sustained teacher implementation of the model.

Jennifer Himmel, Center for Applied Linguistics, USA

Wezi Thindwa, Loudoun County Public Schools, USA

Teresa Vignaroli, Loudoun County Public Schools, USA



Friday, 1:00 pm–1:45 pm
Convention Center, A308

Corpus-Based Teaching of Transitional Words in Academic ESL Writing

Content Area: Second Language Writing

As invaluable resources, corpora can be used to teach various aspects of academic writing including the lexico-grammar, patterning, and organization. In addition to these aspects, can corpus-based activities be effective to improve ESL learners' use of transitional words and also to develop positive attitudes?

Aysel Saricaoglu, Iowa State University, USA

Hui-Hsien Feng, Iowa State University, USA



Friday, 1:00 pm–1:45 pm
Convention Center, D162

Creating Harmony in Grading With Standardized Rubrics

Content Area: Assessment and Testing

This session examines the collaborative process an IEP program took to develop standardized rubrics across the curriculum for various course projects. Presenters share key guidelines developed for rubric design and participants are given time to discuss rubric examples. The session concludes with advice on fostering a collaborative rubric development process.

Maureen Templeman, INTO University of South Florida, USA

Michelle Bell, INTO University of South Florida, USA



Friday, 1:00 pm–1:45 pm
Convention Center, D171

Crossing Cultural Boundaries: ESL Writers' Experience of Learning to Paraphrase

Content Area: Second Language Writing

This presentation reports findings of a qualitative study of how a group of first-year international undergraduate students negotiated to learn the culturally rooted skill of paraphrasing in an advanced ESL composition course, highlighting the inadequacy of the common teaching practice that only addresses linguistic manipulation of sentence structures and synonyms.

Qian Du, The Ohio State University, USA



Friday, 1:00 pm–1:45 pm
Convention Center, C154

EFL Teachers' Pragmatic Evaluation of Learners' Face-Threatening Acts

Content Area: Applied Linguistics

EFL teaching has focused on developing grammatical competence and ignored pragmatic competence. Can EFL teachers fairly evaluate pragmatic appropriateness of learners' face-threatening acts? The results of this study suggest that EFL teachers' scoring was highly influenced by the grammatical accuracy of the produced acts.

Chi-yin Hong, Kun Shan University, Taiwan

Yung-gi Wu, Chang Jung Christian University, Taiwan



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 1:00 pm–1:45 pm
Convention Center, D227

ELTeach: Building Teaching Confidence Through Online Professional Development

English provides increased social and economic access, which creates a global impetus to expand and improve the quality of classroom ELT. ELTeach is an online program of materials and assessments to address that demand. Piloted in nine countries, this session reports on the experience in Europe, Asia, and the Americas.

Donald Freeman, Teacher, USA
Lucilla Lopriore, Roma Tre University, Italy
Luo Shaoqian, Beijing Normal University, China
Juan-Omar Valdez, Professional Training Systems, Ltd., Dominican Republic
Anne Burns, University of New South Wales, Australia
Anne Katz, The New School, USA



Friday, 1:00 pm–1:45 pm
Convention Center, C141

Exploring Early Literacy: Adult Low-Literacy ESL Teachers Learn From Kindergarten

Content Area: Adult Education

Low-literate adult students are learning to read while acquiring English. Their teachers are often not prepared to teach beginning reading; appropriate materials are scarce. What can we learn from kindergarten and first grade teachers? A recent study connected teachers of adult low-literacy ESL and kindergarten to explore early literacy instruction.

Patsy Vinogradov, University of Minnesota, USA



Friday, 1:00 pm–1:45 pm
Convention Center, D164

Exploring the Characteristics of Successful Saudis in the Academic Classroom

Content Area: Intensive English Programs

What successful characteristics do Saudi Arabian learners exhibit? How does this inform teaching practice in institutions of higher education within the U.S.? Session attendees are invited to interpret the results of a survey designed within an IEP to reveal insight into these questions.

Elise Brittain, International English Institute, USA
Beth Thomas, International English Institute, USA



Friday, 1:00 pm–1:45 pm
Convention Center, D161

Five-Strategy Approach for Structuring Successful Large Classes

Content Area: Classroom Management

For large classes to be as effective as small ones, we must restructure them. This session frames a five-strategy approach: (1) extensive group work, (2) increased student responsibility, (3) emphasizing positive behavior, (4) incorporating self-/peer-assessment, and (5) foregrounding well-chosen classroom routines for a sense of order and purpose.

Brock Brady, Peace Corps, USA



Friday, 1:00 pm–1:45 pm
Convention Center, C156

Four Rules for Pronouncing Regular Past Tense Verbs

Content Area: English as a Foreign Language

Many advanced students still have trouble with the –ed morpheme. This session explores the shortcomings of the three-rule system in most ELT textbooks and presents a more detailed four-rule description which reduces instances of epenthetic /?/ and accelerates mastery of the allomorphs.

Raul Billini, Language Program Administration, Dominican Republic



Friday, 1:00 pm–1:45 pm
Convention Center, D170

Harmonizing Through Drama: Refugees, Readers' Theatre, and Building Academic Confidence

Content Area: Refugee Concerns

This session describes a literacy project for refugee students in which readers' theatre became a primary strategy for increasing comprehension, vocabulary development, reading fluency, and academic confidence. The presenter offers a theoretical framework, shares activities, and provides video that demonstrates the students' growth as they prepared for a high-stakes performance.

Toby Emert, Agnes Scott College, USA



Friday, 1:00 pm–1:45 pm
Convention Center, C150

Helping ELLs Reach the Common Core Standards

This presentation reports on a collaborative effort between the Albuquerque Teachers Federation and the public television station WETA and its Colorín Colorado website that helps K–12 teachers implement the Common Core State Standards with ELLs. The focus is on developing research-based lessons in language arts for Grades 1, 4, and 8.

Diane August, American Institutes for Research, USA
Lydia Breiseth, WETA, USA



Friday, 1:00 pm–1:45 pm
Convention Center, Ballroom C2

Helping English Learners Read and Comprehend Academic Text

Content Area: Reading, Literacy

In this interactive professional development workshop designed for literacy coaches and academic content teachers, participants learn instructional strategies for each of six essential reading components, to help middle and high school English learners process and comprehend dense academic text. Participants are invited to take this training back to their districts.

Lorrie Verplaetse, Southern Connecticut State University, USA
Marisa Ferraro, Southern Connecticut State University, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Friday, 1:00 pm–1:45 pm
Convention Center, A303

Lakota Language and Writer's Workshop

Content Area: Bilingual Education

This presentation demonstrate how one elementary school conducts Writer's Workshop to honor and maintain the Lakota language. Writer's Workshop handouts and photos demonstrate the process with a class. The focus is the Lakota language, but all activities shared are replicable with other languages.

Melissa Behrens, South Dakota State University, USA

Joan Wink, California State University, Stanislaus, USA

Leah Krauth, Tiospa Zina Tribal School, USA



Friday, 1:00 pm–1:45 pm
Convention Center, C146

Meeting the Challenge: Chinese MATESOL Students' Perceptions of Online Learning

Content Area: Nonnative English Speakers in TESOL

More and more universities in America offer courses and even programs online. How does online learning affect international students? What challenges does e-learning present to these students, particularly, from language and cultural perspectives? Six Chinese graduate students' online learning experiences and perceptions are examined in this presentation.

Deqi Zen, Southeast Missouri State University, USA



Friday, 1:00 pm–1:45 pm
Convention Center, D226

Mirroring Project Update: Intelligible Accented Speakers as Pronunciation Models

Content Area: Curriculum, Materials Development

A new twist on the "Mirroring" approach is for L2 learners to imitate intelligible accented speakers—often from their own L1 background—as models. The presenter shows before and after video of a student whose intonation patterns improved through mirroring a highly proficient intelligible L2 model.

Colleen Meyers, Center for Teaching & Learning, USA



Friday, 1:00 pm–1:45 pm
Convention Center, Ballroom C1

Newspaper-Assisted English Learning and Teaching in a Chinese Context

Content Area: High School/Secondary Education

In the new national Curriculum Standard in China, using English language learning resources is listed as one of the goals to achieve. This presentation provides a brief overview of the Newspaper Reading Project initiated by 21st Century Newspapers of China Daily.

Shen Gang, 21st Century, China Daily, Beijing, China

Huang Qing, 21st Century, China Daily, Beijing, China

Zeng Qingkai, 21st Century, China Daily, Beijing, China



Friday, 1:00 pm–1:45 pm
Convention Center, D174

Now Presenting: Academic Readiness Projects to Engage Adult Learners

Content Area: Adult Education

With funding tied to test scores and NRS-level completions, intense accountability pervades adult education. How can learners with limited literacy demonstrate academic readiness? In one community college, adult learners researched and made oral presentations. See successful projects, a set-by-step framework, feedback options, and direct links to ESL core standards.

Jennifer Bell, Harper College, USA

Elizabeth Minicz, Harper College, USA

Lydia Omori, Harper College, USA

Kathryn Powell, Harper College, USA



Friday, 1:00 pm–1:45 pm
Convention Center, A302

Overcoming Intercultural Communication Challenges With Effective Communication Strategies

Content Area: Intercultural Communication

This presentation illuminates the types of intercultural communication challenges that 9 participants faced while engaged in classroom interaction—communication breakdowns, misunderstandings, miscommunication, and non-understandings—and identifies effective communication strategies used to resolve such challenges. Lingua Franca teaching implications and areas for future research will be offered.

Crystal Kusey, The University of Texas at Austin, USA



Friday, 1:00 pm–1:45 pm
Convention Center, Ballroom C4

Picturing Writing: An Innovative Approach to Teaching English Language Learners

Content Area: Content-Based Language Instruction

Pictures are a universal language. Witness impressive results of engaging English language learners in an innovative, hands-on, visual approach to teaching writing. Peek inside the classroom via a lively DVD to watch the process unfold. Observe students' outstanding art and writing, listen to their reflections, review research, sample the process.

Beth Olshansky, University of New Hampshire, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 1:00 pm–1:45 pm
Convention Center, D173

Preparing Teachers to Use Virtual Reality Games in the Classroom

Content Area: Computer-Assisted Language Learning

Students like games, and virtual reality (VR) is a powerful way to provide a you-are-there context for language learning. Just giving learners a game does not cause language learning, however. This session offers ideas about training teachers to use a VR game (at americanenglish.state.gov) effectively in the classroom.

Deborah Healey, University of Oregon, USA
Rick Rosenberg, US Department of State, USA
Dawn Bikowski, Ohio University, USA



Friday, 1:00 pm–1:45 pm
Convention Center, D163

Replacing a Reading Placement Test the Right Way

Content Area: Assessment and Testing

This session presents the entire process by which a reading skills placement test for an IEP was designed, written, piloted, statistically analyzed, revised, and finalized. Attendees receives guidance on such things as writing appropriate test constructs, using statistical tools for revision, and setting cut scores for placement decisions.

Stuart Landers, Missouri State University, USA
Kelly Cabrera-Hurtado, Missouri State University, USA
Christy Conaway, Missouri State University, USA
Charles Miller, Missouri State University, USA



Friday, 1:00 pm–1:45 pm
Convention Center, D175

The Teaching and Learning of Global English: The Indian Case

Content Area: Discourse, Pragmatics

This 4-year ethnographic case study maps out how globalization discourses in India, which fuel a national English imperative, are contested and disrupted, through the exploration of local language ideologies and literacy practices of young multilingual boys at an orphanage and a village school in suburban New Delhi.

Usree Bhattacharya, University of California, Berkeley, USA



Friday, 1:00 pm–1:45 pm
Convention Center, A309

Truth and Consequences: Managing Expectations and Motivation in EAP Programs

Content Area: Higher Education

Foreign students and sponsors often have unrealistic expectations about the time involved in learning English well enough to succeed at an American university. In this session, the presenters facilitate a discussion on how to maintain student motivation over a longer period of time than students and sponsors anticipate.

Lynn Bonesteel, Boston University, USA
Alan Broomhead, Boston University, USA



Friday, 1:00 pm–1:45 pm
Convention Center, C145

Uniting Student Engagement, Authentic Materials, Critical Thinking, and Listening Skills

Content Area: Curriculum, Materials Development

Many published listening and speaking textbooks focus on assessing learners' comprehension of listening excerpts by asking lower-level questions requiring little critical thinking and resulting in low student engagement. This presentation provides a rationale and materials for blending critical thinking skills with student-selected authentic materials to increase engagement in the classroom.

Abby Porter, University of Oregon, USA
Danielle Bus, Qatar University, Qatar



Friday, 1:00 pm–1:45 pm
Convention Center, C148

Video Models Advance Multinational Language-Through-Content Teacher Development

Content Area: Video and Digital Media

Teachers learn effectively from powerful models of quality instruction. Video modules and activities from an intensive multinational language-through-content program for EFL middle school teachers and learners show how learners use interactive strategies to develop language as they explore concepts of human rights and civil rights.

Zsuzsanna Kozak, Visual World Foundation, Hungary
Mary Lou McCloskey, Educo Teacher Development & Curriculum Design, USA
Lydia Stack, San Francisco Unified Schools, USA
Heidi Faust, University of Maryland Baltimore County, USA



Friday, 1:00 pm–1:45 pm
Convention Center, D172

Writing Beyond the Border: A Pedagogical Application of Google Sites

Content Area: Intercultural Communication

While the benefits of computer-mediated discussions among students of similar cultural backgrounds or beyond classrooms have been well chronicled, such communication across language and culture barriers has rarely been highlighted. When East meets East, what are the promises and challenges of an online cross-cultural communication project?

Hui-Chun Yang, National Hsinchu University of Education, Taiwan
Yuko Hijikata, Tokyo University of Science, Japan



Friday, 1:00 pm–2:15 pm
Convention Center, D160

Harmonizing Faith and TESOL

TESOLers are concerned about harmony in both our classes and our professional practices. This CELEF academic session focuses on harmonizing faith and TESOL, as panelists present qualitative research and reflect on best practices in diverse contexts in America, Asia, and online. Come hear about challenges and successes in this area.

Ludiya Darmiyati, Wesley International School, USA

Kari Dyrli Hermeling, Messiah College, USA

Michael Lessard-Clouston, Biola University, USA

Richard Robison, Azusa Pacific University, USA



Friday, 1:00 pm–2:45 pm
Convention Center, C147

Creating Linkages Between U.S. and Iraqi Universities: Challenges and Successes

Content Area: Intercultural Communication

The U.S. Embassy in Baghdad recently funded a University Linkage Program partnering U.S. and Iraqi universities for curriculum review, update of teaching methods, and professional development. Three partnerships were created in the area of English Education. Representatives from each will describe cultural and pedagogical challenges and successes.

Mary Theresa Seig, Ball State University, USA

Thomas Clayton, University of Kentucky, USA

Holly Johnson, University of Cincinnati, USA



Friday, 1:00 pm–2:45 pm
Convention Center, A305

Designing Effective Workplace Instruction

Content Area: Vocational, Workplace, Business English

Companies wishing to improve the productivity of English language learner workers require specialized training for employees. Customized training begins with organizational needs assessment, leading to development of a curriculum which addresses employer needs and employee skill gaps. Participants become familiar with tools for conducting needs assessments and writing workplace curricula.

Lori Howard, CASAS, USA

Jane Egue, CASAS, USA



Friday, 1:00 pm–2:45 pm
Convention Center, A301

Developing the Inquiring Mind: A Critical Reading Skills Workshop

Content Area: Reading, Literacy

Intended for teachers of high-intermediate and advanced ESL/EFL students, this workshop presents a new model of the critical reading process (identify, critique, consolidate/transform), followed by a series of activities designed to help students develop the critical reading and thinking skills needed for university study.

Heidi Wright, Northern Arizona University, USA



Friday, 1:00 pm–2:45 pm
Convention Center, D167

ELL and English Language Arts Formative Assessment Performance Tasks

Content Area: Assessment and Testing

This presentation focuses on the development of formative assessment performance tasks that address both English Language Arts Common Core State Standards and language acquisition skills. Using the latest research in language acquisition and academic language, the tasks and rubrics contain ELL considerations including misconceptions (interlanguage) and implications for instruction.

Luis Perea, Pearson Assessment & Information, USA

Sharlotte Carey, Pearson Assessment & Information, USA



Friday, 1:00 pm–2:45 pm
Convention Center, D224

ELLs and the New Standards, Understanding the Role of Language

The language and literacy demands embedded in the Common Core and Next Generation Science standards are discussed. Examples from a unit created by the Understanding Language Initiative illustrate how, through participation in well-scaffolded and rigorous practices, ELLs develop conceptual and academic understandings and, simultaneously, linguistic resources to express them.

Aída Walqui, WestEd, USA



Friday, 1:00 pm–2:45 pm
Convention Center, C142

'Hey, That Happened to Me!': Literature That Mirrors Students' Experiences

Content Area: Literature, Arts, Media

Adolescent English learners need to connect with meaningful literature on a personal level as they see their lived experiences mirrored in texts. This workshop allows you to experience many culturally relevant texts for secondary English learners while engaging in authentic reading strategies you can use with your students.

Mary Amanda Stewart, University of North Texas, USA

Juan Araujo, University of North Texas, USA

Lois Knezek, University of North Texas, USA

Carol Revelle, University of North Texas, USA



Friday, 1:00 pm–2:45 pm
Convention Center, C155

Movie Segments to Teach Grammar Kinesthetically

Content Area: Grammar

Sitting and watching movie segments in order to practice grammar is effective. However, adding kinesthetic activities to the tasks caters to a wider variety of learners' styles. This session aims at demonstrating activities that make your students use grammar points with action. Let's NOT sit down and watch a snippet?

Claudio Azevedo, Casa Thomas Jefferson, Brazil



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 1:00 pm–2:45 pm
Convention Center, Ballroom A1

New Tools/Techniques in CALL

With technology changing so quickly in all aspects of CALL, this group of professionals explains how they are applying some of the most recent developments in the field, from mobile technology to classroom use to online training.

Christel Broady, Georgetown College, KY, USA

Morag Burke, Georgia Tech Language Institute, USA

Paul Sweeney, Eduworlds Knowledge Ltd., United Kingdom
(Great Britain)

Suzan Stamper, Hong Kong Institute of Education, Hong Kong

Vance Stevens, Higher Colleges of Technology, UAE

Stephanie Buechele, Iowa State University, USA



Friday, 1:00 pm–2:45 pm
Convention Center, D168

Preparing Every Teacher: The Next Generation of Teacher Education

Content Area: Teacher Education

With ESL teacher educators being asked to prepare every teacher for ELLs, they are now functioning at the center—rather than the periphery—of the teacher education enterprise. This colloquium critically explores what, how, and with what success four institutions are infusing ESL content and issues into general teacher education.

Annela Teemant, Indiana University-Purdue University Indianapolis, USA

Brenda Juarez, University of Massachusetts–Amherst, USA

Louie Rodriguez, California State University, San Bernardino, USA

Kara Mitchell, University of Colorado, Denver, USA

Marco Bravo, San Francisco State University, USA

Sandra Mercuri, University of Texas at Brownsville, USA

Alma Rodríguez, University of Texas at Brownsville, USA



Friday, 1:00 pm–2:45 pm
Convention Center, D223

Pronunciation Research and Practice in EFL Contexts

Currently there is little readily accessible published research regarding pronunciation instruction in English as Foreign Language contexts. In this Intersection, a panel of experts belonging to the SPLIS, EFL, and NNEST interest sections discusses what is known as well as implications of current pronunciation pedagogy and research for such settings.

Okim Kang, Northern Arizona University, USA

Ee-Ling Low, National Institute of Education, Singapore

Lucia Santos, Casa Thomas Jefferson, Brazil

Jennifer Hua, Nanjing University, China



Friday, 1:00 pm–2:45 pm
Convention Center, D225

Socially Responsible Leadership

Many ELT administrators and educators are interested in promoting social responsibility in their programs but may not know where to begin. The presenters in this session share their experiences ranging from community outreach to environmental responsibility. They discuss challenges and offer suggestions that administrators can implement in their own programs.

David Royal, University of South Florida, USA

Steven Hales, Millikin University, USA

Rob Clement, Sohar University, Oman



Friday, 1:00 pm–2:45 pm
Convention Center, A310

Successful Strategies for Navigating Professional Life in Higher Education

Content Area: Nonnative English Speakers in TESOL

Highlighting victory narratives of established TESOL professionals in higher education who are nonnative English speakers or professors of color, this colloquium provides concrete strategies for professional development in such areas as getting published, obtaining grants, involvement in leadership roles, serving as a journal editor, and balancing professional and personal life.

Yilin Sun, Seattle Comm Colleges, USA

Ulla Connor, Indiana University, USA

Guofang Li, Michigan State University, USA

Suresh Canagarajah, Pennsylvania State University, USA

Suhanthie Motha, University of Washington, USA

Ke Xu, Borough of Manhattan Community College–CUNY, USA

Ryuko Kubota, University of British Columbia, Canada

Shelley Wong, George Mason University, USA



Friday, 1:00 pm–2:45 pm
Convention Center, C144

Teaching ELL Beginners Communicative Competence With Picture Books

Content Area: K–12

Picture books are ideal for teaching beginner and intermediate ELLs in all grades. The best ones have readability and tellability. They prompt oral and written responses, guide participation, and teach communicative competency. Experience selecting picture books using tellability criteria and practice book-based teaching strategies, such as TPR, chanting, and retelling.

Ana Lado, Marymount University, USA



Friday, 1:00 pm–2:45 pm
Convention Center, D165

Teaching the Genres of Graduate Writing

Content Area: Writing, Composition

Writing is both essential and challenging for graduate students. This hands-on workshop demonstrates a toolbox of techniques for teaching the genres of graduate writing. Learn how your students can identify and analyze genres, build a mini corpus, and benefit from collaborative writing. Adaptations for participants' teaching contexts are discussed.

Christine Feak, University of Michigan, USA

Nigel Caplan, University of Delaware, USA



Friday, 1:00 pm–3:45 pm
Convention Center, D220

Academic Rigor and Success for ELLs Through Collaboration and Interaction

Content Area: Elementary School/ Primary Education

ESL teachers play a powerful role in motivating administrators and mainstream colleagues in their schools. The presenters focus on practical ways to achieve enhanced learning outcomes of English learners through professional development that focuses on collaboration and the infusion of interactive peer-to-peer oral techniques in all content classes.

Ana Behel, Florence City Schools, USA

Susan Spezzini, University of Alabama in Birmingham, USA

Laura Lukens, North Kansas City Schools, USA

Linda New Levine, ESL/EFL Consultant, USA



Friday, 1:00 pm–3:45 pm
Convention Center, D221

Teaching Listening: From Perception to Comprehension

Content Area: Speaking, Pronunciation, Phonology, Listening

This session explores the development of listening comprehension in a new language. Presenters examine oral language processing in the brain, aspects of L2 listening that learners (and their teachers) find difficult, and classroom activities to help learners develop listening comprehension.

Helen Solórzano, Northeastern University, USA

Janet Zadina, Tulane University School of Medicine, USA

Steven Brown, Youngstown State University, USA

Marnie Reed, Boston University, USA



Friday, 1:00 pm–3:45 pm
Convention Center, D222

The Internationalization of Higher Education: Examining Issues, Maximizing Outcomes

Content Area: Writing, Composition

Increasing international student enrollment in U.S./U.K. higher education programs has dramatically impacted the work of SLW professionals (materials development, instruction, administration) in many contexts (universities, community colleges, international institutions). Drawing on their experience, presenters discuss strategies for enhancing L2 writing instruction and the benefits international students bring to our institutions.

Dudley Reynolds, Carnegie Mellon University, Qatar

Maggie Sokolik, University of California, Berkeley, USA

Margi Wald, University of California, Berkeley, USA

Jan Frodesen, University of California, Santa Barbara, USA

Megan Siczek, The George Washington University, USA

Gayle Nelson, Georgia State University, USA

Diane Schmitt, Nottingham Trent University, United Kingdom (Great Britain)



Friday, 1:00 pm–3:45 pm
Convention Center, D166

Using Video, Digital Media in the New Era of ELT

Content Area: Video and Digital Media

Technology has made it far easier to integrate video and digital media into English language teaching to develop learners' skills across ages, levels, cultures, and learning styles. This VDMIS academic session showcases a diverse array of video-based, learner-centered activities that teachers can adopt and build upon in their classrooms.

Kenneth Chi, Fu Jen Catholic University, Taiwan

Ashley Green, Old Dominion University, USA

Johanna E. Katchen, National Tsing Hua University, Taiwan

Duysevi Miyar, Miami Dade County Public Schools, USA

Jason R. Levine, ColloLearn, USA



Friday, 1:00 pm–4:45 pm
Convention Center, C149

ELLs, Immigrant Students, and the Law

Immigrant children and English language learners often face barriers in receiving an equal education and participating in activities in U.S. schools. This session discusses the rights of students and responsibilities of schools under current U.S. law, and what schools can and cannot require of immigrant children and ELLs.

Elizabeth Bagdon, US Department of Education, USA

Emily McCarthy, US Department of Justice, USA

Roger Rosenthal, Migrant Legal Action Program, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection

2:00 pm



Friday, 2:00 pm–2:45 pm
Convention Center, D161

Appropriate Practice for Teaching Very Young Learners

Content Area: English as a Foreign Language

EFL instruction is currently spreading to first grade and kindergarten classes around the world, and textbooks are published even for 4 year olds. Yet, a textbook-based approach is not necessarily aligned with developmentally appropriate early childhood education practices. Presenters also examine research-based alternatives to traditional textbooks.

Irma-Kaarina Ghosn, Lebanese American University, USA



Friday, 2:00 pm–2:45 pm
Convention Center, A302

Bilingual Educators Needed for and Beyond Bilingual Classrooms

Content Area: Bilingual Education

This session discusses a theoretical framework supporting the use of bilingual educators in both bilingual and nonbilingual instructional programs serving children from culturally and linguistically diverse families and reports on recruitment in school districts with large percentages of Hispanic–Spanish speaking children.

Caroline Linse, Queen's University, Belfast, Ireland



Friday, 2:00 pm–2:45 pm
Convention Center, D173

Challenges and Triumphs: Teaching an Online Listening and Speaking Course

Content Area: Computer-Assisted Language Learning

Developing and teaching an online listening and speaking course for EFL teachers is challenging—especially with both synchronous and asynchronous elements. Course developers describe creating and managing a completely online course for teachers in 8 countries, designed to improve listening and speaking skills for the teachers and their students.

Donna Shaw, University of Oregon, USA

Deborah Healey, University of Oregon, USA



Friday, 2:00 pm–2:45 pm
Convention Center, D174

Confronting Linguistic Enclaves: Creating Opportunities for L2 Practice

Content Area: Adult Education

Do your students speak the same L1 and live in “linguistic enclaves” where they can navigate daily life without ever speaking or hearing English? Learn practical ways to broaden the “survival skills” curriculum and help your students engage in English practice, including virtual exchanges, conversation partners, and language observation journals.

Brian Bennitt, Los Angeles Southwest College, USA

Carolyn Corrie, California State University, Los Angeles, USA



Friday, 2:00 pm–2:45 pm
Convention Center, D162

Crossing Orthographies: Strategies for Improving Literacy in Arabic L1 ELLs

Content Area: Reading, Literacy

With the tremendous recent influx of Arab students to U.S. IEPs, it is increasingly important to understand and address the challenges of crossing from Arabic to English writing systems. Focusing on phonology, orthography, and morphology, these presenters explain relevant features of Arabic and offer guidelines for improving students' literacy skills.

Amanda Lanier Temples, Georgia State University, USA

Kimberly Kleiber, Georgia State University, USA



Friday, 2:00 pm–2:45 pm
Convention Center, A302

Cultural and Linguistic Discrimination of International Students: Working Towards Harmony

Content Area: Intercultural Communication

What types of cultural and linguistic discrimination do international students face? What types do they bring with them? This session compares the results of two studies done 5 years apart to analyze students' experiences, change over time, and implications for universities. Suggestions for improving students' relationships and experiences are proposed.

Elisabeth Chan, University of North Texas, USA



Friday, 2:00 pm–2:45 pm
Convention Center, D227

Designing and Implementing Peace Corps' First-Ever Standardized TEFL Program

Content Area: Curriculum, Materials Development

For 50 years Peace Corps Volunteers in every country were trained differently. Now, Peace Corps has created its first-ever standardized TEFL training program. Learn about this program, its theoretical underpinnings, and its challenges. The session spotlights practical take-aways—both in terms of successes and “lessons-learned.” Sample training sessions are provided.

Pamela Martin, Peace Corps, USA

Brock Brady, US Peace Corps, USA



Friday, 2:00 pm–2:45 pm
Convention Center, C156

EFL Teachers' Appropriation of Pedagogical Tools

Content Area: English as a Foreign Language

This session examines how two Japanese EFL teachers appropriate the pedagogical tools presented in a U.S. teacher education program into their classroom instruction. It highlights how they negotiate the goals of multiple settings, including training opportunities inside and outside Japan, school sites, and their academic and professional backgrounds.

Yuka Kurihara, Tokai University, Japan



Friday, 2:00 pm–2:45 pm
Convention Center, A309

ESL Programs in Four Year Institutions: How Are They Faring?

Content Area: Language Policy and Planning

Matriculated ESL writing programs have proliferated during the last thirty years. However, budget cuts have forced downsizing and elimination despite increased numbers of students. In response to a survey, sixty US ESL Program Directors detail how their programs are faring: Are they sustainable into the future? Participants discuss the implications.

Ingrid Holm, UMass-Amherst, USA



Friday, 2:00 pm–2:45 pm
Convention Center, Ballroom C3

Growth Mindsets = Success for English Language Learners

Content Area: Elementary School/ Primary Education

What is a growth mindset and how does it encourage and lead to academic success for English language learners? This session explores the research behind growth mindsets and shares classroom practices designed to develop growth mindsets and motivate students. This research will change how you and your students view learning.

Julia Dermody, Chapel Hill–Carrboro City Schools, USA
Linda Poythress, Chapel Hill–Carrboro City Schools, USA



Friday, 2:00 pm–2:45 pm
Convention Center, C148

Harmonizing Language and Common Core Technology Standards Through Video Composition

Content Area: Project-, Task-Based Teaching and Learning

The Common Core State Standards adopted by most states integrate technology use, critical analysis, and production of media. The presenter shares a project that addressed these standards through engaging English learners in composing persuasive digital videos. Samples are screened and discussed, and suggestions given for recreating the project.

Sarah Mantegna, Fulton County Schools, USA



Friday, 2:00 pm–2:45 pm
Convention Center, Ballroom C4

Harmonizing an IEP Curriculum: Learner Outcomes, Instruction, and Assessment

Content Area: Intensive English Programs

Harmonizing the many aspects of an IEP curriculum can be a challenge. This case study describes the procedures, challenges, and insights of an IEP currently working on coordinating and unifying the various elements of its curriculum: learner outcomes, classroom instruction, in-class teacher-designed assessment, and standardized program assessment.

Barbara Schwarte, Iowa State University, USA
Jarred Brinkmann, Iowa State University, USA
Kristi Ver Mulm, Iowa State University, USA
Erik Voss, Iowa State University, USA
Laura Taylor, Iowa State University, USA
Christopher Rodriguez, Iowa State University, USA



Friday, 2:00 pm–2:45 pm
Convention Center, Ballroom C1

Harmony in Communication and Leadership

Content Area: Leadership

Toastmasters International harmonizes the cultures and heritage of citizens from 116 countries by giving them a voice and a podium. Through continuous practice in a supportive environment of peers, people around the world find the courage to become better communicators and leaders. Improved communication and leadership skills work in harmony.

Lark Doley, Toastmasters International, USA



Friday, 2:00 pm–2:45 pm
Convention Center, D163

Incorporating Peer and Self-Assessment to Enhance Retention

Content Area: Classroom Management

Are you spending too much time providing feedback and wondering what students retain from it? Learn how to maximize the benefits of peer and self-critique to promote greater uptake, make the self and peer assessment process more learner-centered and interactive, and use voxopop and other technological tools to provide feedback.

Lisa Leopold, Monterey Institute of International Studies, USA



Friday, 2:00 pm–2:45 pm
Convention Center, A304

Meeting the Challenges for English Language Teaching in International Development

This presentation identifies 21st century challenges for English language teachers from industrialised countries who are involved in the developing world as teachers, curriculum developers, researchers or advisors. I share approaches to understanding and meeting these challenges in their diverse contexts, with examples from work in Asia and the Pacific.

Hilary Smith, Systemetrics Research Associates, USA



Friday, 2:00 pm–2:45 pm
Convention Center, Ballroom C2

Middle School Students' Perceptions of Teachers' and Classmates' Accents

Content Area: Sociopolitical Concerns

This presentation examines the matter of nonnative ESL teachers from a fresh angle: middle school students' attitudes towards their teachers' and classmates' accents. Information/discussion will be based on a survey of over 100 students at an Arizona public school.

Meghan Moran, Northern Arizona University, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 2:00 pm–2:45 pm
Convention Center, C146

'NESP': A Success Story in Raising Teaching Standards

Content Area: Nonnative English Speakers in TESOL

This session is about a recently successful nationwide project that was designed and implemented by a large binational center on behalf of Peru's Ministry of Education to raise the professional standards of more than 3,000 ESL/EFL teachers. The speaker offers insights and ideas that can apply to multiple settings.

Leonardo A. Mercado, Instituto Cultural Peruano Norteamericano (ICPNA), Peru



Friday, 2:00 pm–2:45 pm
Convention Center, C140

Professional Learning Communities to Support EL Instructors

Content Area: Leadership

Are you passionate about your teachers or your teaching community? Professional Learning Communities offer teachers the opportunity to collaborate and enhance their professional practices. Learn how to plan, implement, and assess the success of a professional learning community at your school site. Participation makes this session fun and engaging.

Wendy Levine, MONDAY Yummy, USA



Friday, 2:00 pm–2:45 pm
Convention Center, C143

The Art of Hosting Meets the Art of Teaching

Content Area: International Teaching Assistants

The Art of Hosting and Harvesting: Conversations that Matter is a facilitation practice used globally. Many of the techniques and activities that comprise this practice can be used in the classroom. The presenter demonstrates how they can be used to improve ITA's communication skills in and outside the classroom.

Mary Jetter, University of Minnesota, USA



Friday, 2:00 pm–2:45 pm
Convention Center, C141

The Politics of Reflective Practice

Content Area: Teacher Education

The term "reflective practice" is near ubiquitous in teacher education programs, but who defines reflection and to what ends? This session explores the history of reflection from ancient Greece to (post)modern teacher education programs and considers both the liberating and restricting aspects of how it is currently used.

Carlos Sosa, SIT Graduate Institute, USA



Friday, 2:00 pm–2:45 pm
Convention Center, C150

The U.S. Naturalization Test: Teaching Objectives

This session reviews the specific listening, speaking, reading, and writing skills needed to complete all sections of the new naturalization test developed by the United States Citizenship and Immigration Services (USCIS) Office of Citizenship.

Rachael M. Shaw, U.S. Citizenship and Immigration Services, USA



Friday, 2:00 pm–2:45 pm
Convention Center, D175

Tracking Multiword Patterns in English Learners' Language Use

Content Area: Vocabulary, Lexicon

This presentation demonstrates how innovative technological tools (corpus linguistic and keylogging software) can be effectively used in instructional contexts to track learners' use of multiword patterns over time and how the information obtained with such tools can help mediate learners' use of multiword patterns in writing.

Aziz Yuldashev, Pennsylvania State University, USA

Julietta Fernandez, Pennsylvania State University, USA



Friday, 2:00 pm–2:45 pm
Convention Center, C154

Turn-Taking and Repair Practices in Mixed Native-Nonnative Conversation Groups

Content Area: Discourse, Pragmatics

Why do nonnative speakers find it hard to jump into conversations with native speakers? Why do they end up opting out of such conversations? Presented research on turn-taking and repair practices in videotaped NS/NNS conversations addresses these and other questions and illustrates major differences in NS/NNS conversation practices.

Lilia Savova, Indiana University of Pennsylvania, USA



Friday, 2:00 pm–2:45 pm
Convention Center, D170

TESOL 2012 Award for Distinguished Research

The 2012 TESOL Research Paper winner presents "Validating a High-Stakes ESL Test: Why Teachers' Perceptions Matter," arguing that teacher perceptions of the ELPA, administered to all K-12 ELLs in Michigan's federally funded schools and used to fulfill NCLB requirements, meaningfully contribute to a broad concept of the test's validity.

Paula Winke, Michigan State University, USA



Friday, 2:00 pm–2:45 pm
Convention Center, D172

Weaving Languages, Cultures, Traditions, and Identities Through English

Content Area: Specific Language Groups (Latino, Hmong, etc.)

In this ongoing critical action research project a teacher-researcher integrates Zenú indigenous students' traditions, social and linguistic practices, identities, as well as their culturally inherited craftsmanship, within their English as a foreign language curriculum in a rural school in the northern Colombian Department of Sucre.

Marlon Valencia, University of Toronto, Canada

Diana Jaraba-Ramirez, Institución Educativa Indígena San Antonio Abad de Palmito, Colombia

Adolfo Arrieta-Carrascal, Universidad de Sucre, Colombia



Friday, 2:00 pm–2:45 pm
Convention Center, D164

What Graduate Students Really Need/ Want in ESL Writing Courses

Content Area: Second Language Writing

This presentation reviews the findings of a semester-long case study examining the reading and writing experiences of an international doctoral student in the United States in her ESL writing course and PhD courses. Pedagogical implications for ESL courses (e.g., use of corpora and genre analysis) and teacher training are discussed.

Luciana Junqueira, Georgia State University, USA



Friday, 2:00 pm–2:45 pm
Convention Center, D226

Word-Level Pronunciation Made Easy

Content Area: Speech, Pronunciation, and Listening

Word-level pronunciation is easy when students know how to approach the task. In this session, a simple step-by-step approach for pronouncing words is demonstrated through student videos and sound files. The approach can be used for all levels and L1 backgrounds. Resources for both teachers and students are provided.

Alison McGregor, University of Texas at Austin, USA



Friday, 2:00 pm–3:45 pm
Convention Center, C145

I Want to Write a Book

In this interactive session, meet with TESOL Book Publications Committee members and authors. Learn how to identify a topic, develop your ideas, submit a proposal, and finalize your manuscript. Bring your ideas, expertise, and enthusiasm, and get guidance from experienced authors and editors.

Maureen Snow Andrade, Utah Valley University, USA

John I. Lontas, University of South Florida Polytechnic, USA

Robyn Brinks Lockwood, Stanford University, USA

Joe McVeigh, Consultant, USA

Jennifer Lebedev, Freelance, USA

Gail Schafers, Fontbonne University, USA

Lynn Zimmerman, Purdue University–Calumet, USA



Friday, 2:00 pm–3:45 pm
Convention Center, D171

Integrating Art, Science, and ICT in the EFL Classroom

Content Area: Content-Based Language Instruction

Content and language integrated learning (CLIL) is powerful, engaging, and empowering. CLIL classrooms use English to teach real-world content. This hands-on workshop presents an innovative, interactive project using glogster, book trailers and prezi presentations, integrating art, science, and technology and providing opportunities for collaborative learning and teaching for understanding.

Carmen Arbones, University of Barcelona, Spain

Isabel Civera, University of Barcelona, Spain



Friday, 2:00 pm–3:45 pm
Convention Center, A308

Languaging and Literacies in Diasporic and Indigenous Communities and Schools

This session is broken into four presentations: the symbolic power of print literacy among Somali immigrant youth; Mexican indigenous children dis-inventing and reconstituting language and literacy practices; challenging linguisticism through student explorations of language in Hawaii; and owning what we speak: postcoloniality and symbolic violence of language.

Maggie Hawkins, University of Wisconsin–Madison, USA

Martha Bigelow, University of Minnesota, USA

Kendall King, University of Minnesota, USA

Mario Lopez-Gopar, Universidad Autónoma Benito Juárez de Oaxaca, Mexico

Christina Higgins, University of Hawaii at Manoa, USA

Awad Ibrahim, University of Ottawa, Canada

3:00 pm



Friday, 3:00 pm–3:45 pm
Convention Center, A305

A Task-Based Language Teaching Approach to the Police Traffic Stop

Content Area: Curriculum, Materials Development

One possible hurdle to implementing the Task-Based Language Teaching approach is uncertainty about how to turn target tasks into materials that can be implemented in the classroom. This presentation discusses the steps taken to turn one target task, communicating with a police officer during a traffic stop, into pedagogic tasks.

Stephen O'Connell, University of Maryland, College Park, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 3:00 pm–3:45 pm
Convention Center, A304

An Analysis of Vocabulary Acquisition in an Extensive Reading Course

When students read extensively one of the noticeable benefits is an increase in their active and passive vocabulary. This session analyzes the available lexicon demonstrated by students before and after the course. The quantities and types of words produced will be presented along with student perceptions regarding vocabulary.

Barbara Lou Byer Clark, Universidad Nacional Autónoma de México, Mexico



Friday, 3:00 pm–3:45 pm
Convention Center, Ballroom C2

Attitudes About Accent as an Indicator of Teacher Effectiveness

Content Area: Nonnative English Speakers in TESOL

The presenters report on the results of surveys of ESL teachers, administrators, and students in Northern California and also ten interviews with five native and five non-native teachers about their attitudes toward the relationship between a teacher's accent and his/her perceived effectiveness as a teacher.

Li-Fen Lin, National Taiwan Normal University, Taiwan
Terrence Doyle, City College of San Francisco, USA
Chigusa Katoku, Mission College, USA



Friday, 3:00 pm–3:45 pm
Expo Hall Floor

Bilingualism: Impact on Brain Development and Early Childhood Education

Recent research on brain development strongly suggests that when infants are exposed to a second language, their brains simply absorb the language—including the sounds as well as the words. Additionally, bilingual children seem to be very strong in the area of executive function—the ability to control

Marjaneh Gilpatrick, Grand Canyon University, USA
Vicki Ardisana, NAU-Yuma, USA



Friday, 3:00 pm–3:45 pm
Convention Center, C154

Connecting Past, Present, and Future Research on Corpus-Generated Vocabulary Lists

Content Area: Vocabulary, Lexicon

Presenters review six common corpora used in research and thirteen corpus-generated vocabulary lists that span nine decades. Key discussion points are how to choose a corpus appropriate to research interests and learning from historical criticisms of corpus-generated lists to improve the next generation of lists.

Alison Youngblood, University of Central Florida, USA
Keith Folse, University of Central Florida, USA



Friday, 3:00 pm–3:45 pm
Convention Center, D174

Creating Materials to Help Adults With Low Literacy Avoid Fraud

Content Area: Adult Education

People with low literacy in English may be vulnerable to scams. Avoiding fraud is a practical life skill. Presenters share online, print, audio, and video materials they developed for this audience and discuss strategies for the use of these resources that can reinforce students' reading, writing, and listening skills.

Carol Kando-Pineda, Federal Trade Commission, USA
Miriam Burt, Center for Applied Linguistics, USA
Deborah Kennedy, Center for Applied Linguistics, USA
Jennifer Leach, Federal Trade Commission, USA



Friday, 3:00 pm–3:45 pm
Convention Center, Ballroom A4

Dialogue and Language Learning: Directions in Research and Teaching Practices

Content Area: Sociolinguistics, Culture

This presentation outlines the need for an understanding of the social concerns surrounding language learners and teachers. Exploring issues such as identity and agency, it highlights the significance of dialogism as a framework that allows us to bridge the cognitive, the social, and the personal in research and instructional practices.

Gergana Vitanova, University of Central Florida, USA



Friday, 3:00 pm–3:45 pm
Convention Center, D172

Discovering the Future L2 Selves of EFL Learners

Content Area: English as a Foreign Language

This session discusses a study on understanding how adult Turkish learners of English view their English learning experience during their graduate studies in an English-speaking context, and how their exposure to the target culture and to English in the target community impact their future selves as L2 learners and users.

Duygu Uslu Ok, University of Texas at Austin, USA
Diane Schallert, University of Texas at Austin, USA



Friday, 3:00 pm–3:45 pm
Convention Center, C140

English Teaching for All: A Practicum Model in TESOL

Content Area: Curriculum, Materials Development

This presentation describes an alternative practicum model developed to afford TESOL student teachers opportunities to assume full responsibilities as classroom teachers while serving the local ESL community at the same time. The presentation offers practicum course instructors with ideas for designing a similar model in their particular educational contexts.

Gabriela Castaneda-Jimenez, Ohio University, USA
Joseph J. Lee, Ohio University, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Friday, 3:00 pm–3:45 pm
Convention Center, Ballroom C4

ESL and Reading: One Anthology, Two Classes, Differentiated Approaches

Content Area: Reading, Literacy

This session demonstrates how different teachers use one student anthology in elementary reading and ESL classes. Addressing separate curricula, they focus on student needs, engaging ELLs in content-based language development and striving readers in vocabulary-rich reading instruction with authentic fiction and nonfiction paired selections. Participants practice techniques with sample selections.

Deborah Short, Center for Applied Linguistics, USA



Friday, 3:00 pm–3:45 pm
Convention Center, C141

ESL Professional Development Programs: Do They Affect ELL Language Achievement?

Content Area: K–12

Teachers in an ESL professional development program leading to state endorsement utilized assessments to determine English language achievement for their ELLs. The assessments were administered as teachers progressed through the program in an effort to determine if ELL language acquisition improved with their teachers' increase in knowledge and skills.

Karin Sprow Forte, Penn State Harrisburg, USA



Friday, 3:00 pm–3:45 pm
Expo Hall Floor

ESP in Workplace Settings: What Does Customized Curriculum Really Mean?

Onsite training providers often propose that curriculum for contracted programs will be customized to meet client needs. What does this mean? An experienced ESP trainer leads a discussion on how providers address this task, soliciting examples of systems and strategies that produce dynamic content for large and small scale programs.

David Kertzner, ProActive English, USA



Friday, 3:00 pm–3:45 pm
Convention Center, D170

I Am Canadian, Eh?: A Study on Canadian Cultural Perceptions

Content Area: Sociolinguistics, Culture

Acculturating to a new culture poses many challenges. This presentation explores intercultural perceptions and presents the results of a Canada-wide online, action research study that compared a) Canadian-born and b) internationally-born students' perceptions of Canadians. Implications include how a positive acculturation process can be explicitly addressed in ESL/EAP programs.

Shira Packer, York University, Canada

Dana Lynch, York University, Canada



Friday, 3:00 pm–3:45 pm
Expo Hall Floor

Impacting High-Level Decision Makers for Sound EOP Programs in Economic

As corporations, government ministries, and development organizations recognize the importance of English in the global economy, they are making uninformed decisions about language-learning policies, General English vs. ESP, program designs, materials, and staffing. Discuss how EOP professionals, in particular, need to impact high-level decision makers to improve outcomes.

Anne Lomperis, Language Training Designs, USA



Friday, 3:00 pm–3:45 pm
Convention Center, D173

In Perfect Harmony: Mobile Devices and Language Learning

Content Area: Computer-Assisted Language Learning

It's the same song with new instruments. Effective pedagogy remains the same; new delivery mediums have changed the beat. With research showing high percentages of mobile technology ownership and app use, how can teachers harness the capabilities of these tools for language learning?

Sandy Wagner, Defense Language Institute, USA

Susan Gaer, Santa Ana College, USA



Friday, 3:00 pm–3:45 pm
Convention Center, C150

Indicators of Program Quality for Adult Citizenship Education

This session is for adult education program administrators. Learn about U.S. Citizenship and Immigration Services new Indicators of Program Quality for Adult Citizenship Education and how to incorporate them into your program.

Paul Kim, U.S. Citizenship and Immigration Services, USA



Friday, 3:00 pm–3:45 pm
Convention Center, D164

Infusing Gender Equity in EFL Classroom Teaching Practice

Content Area: Sociopolitical Concerns

Introducing gender-equitable practices in EFL classroom teaching requires cultural sensitivity; however, such practices simply ensure fairness for all students. This session demonstrates how to model for teachers gender-equitable teaching practices, discuss their benefits, adapt practices as needed for local settings, and then coach teachers to implement the practices.

Meghan Donahue, U.S. Peace Corps, USA

Brock Brady, U.S. Peace Corps, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 3:00 pm–3:45 pm
Expo Hall Floor

International Students and U.S. Campus Internationalization

It is often assumed that international students, with their diverse experiences and worldviews, contribute to the internationalization of U.S. campuses. We ask to what extent institutions expect them to conform to local academic norms rather than engaging and learning from their unique views. This discussion explores more harmonious approaches.

Kristin Hiller, University of Utah, USA



Friday, 3:00 pm–3:45 pm
Convention Center, C155

Motivational Strategies to Improve Student Participation and Performance

Content Area: Classroom Management

We all want to teach classes where students are engaged and involved. What can you do, though, when students refuse to participate? There is hope. This presentation shows attendees how they can incorporate motivational strategies to create healthy classroom environments where students will thrive.

Nancy Schoenfeld, Kuwait University, Kuwait



Friday, 3:00 pm–3:45 pm
Convention Center, D223

Perspectives on Language and Global Virtual Work Teams

Content Area: English for Specific Purposes

Global virtual teams are critical for many organizations. This research highlights complexities of technology-mediated, globally-dispersed work groups for which English is the standard language, exploring sociolinguistic and intercultural factors influencing participation of nonnative speakers. Implications for ESP, especially business English, intersect intercultural communication, communities of practice, and collaborative technologies.

Karin Goettsch, University of Minnesota, USA



Friday, 3:00 pm–3:45 pm
Convention Center, A303

Reform and Innovation in Language Learning

Content Area: Bilingual Education

This presentation traces the steps taken to implement a school reform project focusing on the curriculum design and approach adopted to produce competent and balanced bilinguals. The strategies adopted that inspired teachers to deliver the program are described, demonstrating how a comprehensive approach succeeded when other attempts failed.

Nadia Toubia, Nile Egyptian Schools, Egypt

Deena Boraie, The American University in Cairo, Egypt



Friday, 3:00 pm–3:45 pm
Convention Center, A301

SCORE: Creating a Speaking Test for an IEP!

Content Area: Assessment and Testing

Does your IEP placement test ONLY assess new students' grammar, reading, listening, and composition skills? Does your IEP have a speaking placement test? This session offers insights on the tribulations and triumphs of creating and piloting a speaking test utilized for leveling students based on curriculum in an IEP setting.

Catherine Moore, California State University, USA

Hyo Eun Roh, California State University, USA



Friday, 3:00 pm–3:45 pm
Convention Center, C143

Shared Narratives: Storytelling Techniques for ITAs

Content Area: International Teaching Assistants

ITAs may struggle with effective storytelling, a communication strategy necessary in teaching to create contextualized examples and critical in professional interactions to build connections. This session describes two workshops designed to help ITAs develop engaging storytelling skills in order to be more successful in their teaching and professional roles.

Pauline Carpenter, Cornell University, USA

Rebecca Oreto, Carnegie Mellon, USA



Friday, 3:00 pm–3:45 pm
Convention Center, D162

Small Talk in the MICASE Corpus: Fostering Engaged Listenership

Content Area: Intensive English Programs

How can we encourage our learners to be engaged listeners? How can we encourage students to investigate discursive strategies specific to small talk? This session presents hands-on activities that use the MICASE Corpus as a teaching tool for facilitating engaged listenership among ESL students.

Sarah Warfield, University of Kentucky, USA



Friday, 3:00 pm–3:45 pm
Convention Center, C156

Striving for Harmony? The Strange Case of English in Africa

Content Area: Language Policy and Planning

Is English as medium of instruction at young ages the right policy in Africa? We analyse the educational importance of linguistic and cultural heritage, the multilingual education model, and the dangers of political decisions. A way forward is recommended. A session for the internationally minded—no experience necessary.

John Knagg, The British Council, United Kingdom (Great Britain)



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Friday, 3:00 pm–3:45 pm
Convention Center, D165

Teacher Feedback and EFL Learners' Writing Self-Efficacy

Content Area: Second Language Writing

Writing self-efficacy has a great impact on students' writing skills and performance. In the EFL writing class, what kinds of teacher feedback can effectively enhance students' English writing self-efficacy? How can teachers differentiate their feedback based on students' different levels of writing self-efficacy?

Ying Jiang, Indiana University of Pennsylvania, USA

Huachuan Wen, Indiana University of Pennsylvania, USA



Friday, 3:00 pm–3:45 pm
Convention Center, C147

Teaching Collocations and Language Patterns in Academic Writing

Developing students' proficiency with key academic vocabulary together with corresponding patterns and collocations is essential for success in academic writing. The authors of the Word Combination Card (new 2nd Edition!) demonstrate how to teach students to use high-frequency academic vocabulary, collocations, and language patterns correctly and confidently.

Michael Berman, Montgomery College, USA

Ray Gonzales, Montgomery College, USA

Mark Alves, Montgomery College, USA



Friday, 3:00 pm–3:45 pm
Convention Center, D175

Teaching ELLs Across Disciplines: A Collaborative-Inquiry and Participatory Analysis Perspective

Content Area: Applied Linguistics

Research continues to highlight the importance of supporting ELLs in mainstream classrooms. This session introduces studies exploring Canadian K-12 teacher pedagogies and ELLs' language-learning experiences in drama and French courses. Using our data as a springboard for collaborative inquiry, attendees are invited to interpret the data through their experiential lenses.

Burcu Yaman Ntelioglou, University of Toronto, Canada

Stephanie Arnott, University of Toronto, Canada

Callie Mady, Nipissing University, Canada



Friday, 3:00 pm–3:45 pm
Convention Center, A310

Teaching English Learners Living With Trauma, Violence, and Stress

Content Area: K-12

Many English learners experience trauma, violence, and high levels of chronic stress. Join us to discuss a trauma-sensitive-positively-oriented classroom approach within a whole school context. Learn how to establish a safe and welcoming environment and routines that match students' needs.

Debbie Zacarian, Collaborative for Educational Services, USA

Judie Haynes, everythingESL.net, USA



Friday, 3:00 pm–3:45 pm
Convention Center, D227

Teaching Grammar Using Engaging Contexts

Content Area: Grammar

This presentation aims to help teachers present grammatical structures in meaningful, communicative, and contextualized ways that go beyond simply including the target grammar points within a reading. Specifically, the presenters demonstrate how teachers can utilize music, comics, drama, and technology to provide an engaging context for grammar instruction.

Sara Okello, The University of Michigan–Flint, USA

Zuzana Tomaš, Eastern Michigan University, USA

Jolene Jaquays, The University of Michigan–Flint, USA



Friday, 3:00 pm–3:45 pm
Convention Center, D168

Teaching International Teachers to Use Technology Using Free Web Tools

Content Area: Curriculum, Materials Development

Presenters share their experience designing and teaching a course for International teachers focused on expanding their use of technology as a teaching tool. The course focuses on materials that are freely available via the internet. Session participants learn how to develop a course focused on technology training for teachers.

Christina Kitson, Kansas State University, USA

Jenell Williams, Kansas State University, USA

Max Stinnett, Kansas State University, USA



Friday, 3:00 pm–3:45 pm
Convention Center, D161

The Challenges of Training and Renorming Oral Proficiency Testers

Content Area: Assessment and Testing

Testing speaking is a challenge for NNS testers who assess the language competence of their national military personnel. Proper training of these testers is essential to ensuring test validity. The presenter describes a program for training oral proficiency testers and demonstrates activities and shares materials from the program.

Peggy Garza, George C. Marshall Center, USA



Friday, 3:00 pm–3:45 pm
Convention Center, D167

Three Reasons to Flip Your Classroom

Content Area: Content-Based Language Instruction

The flipped classroom turns teaching inside out by having the lesson concept presentation take place outside of class and the home assignments take place in class. Participants learn in practical terms why and how to set up an effective, user-friendly, and cognitively demanding flipped classroom for second language learners.

Helaine Marshall, Long Island University–Hudson, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 3:00 pm–3:45 pm
Expo Hall Floor

University-Bound Chinese Undergraduate Students in American IEPs

This is a discussion on the influx of large numbers of university-bound Chinese undergraduate students to American IEPs in recent years. This session includes how to serve this population, how to integrate it with other student groups, and how to prepare students for successful undergraduate studies in the US.

Barbara Gillette, University of Delaware, USA



Friday, 3:00 pm–3:45 pm
Convention Center, A302

Voicing Latino Teenage Boys' Experiences in Education

Content Area: Social Responsibility

Research shows Latino students have the highest drop-out rate in this country. Most studies present this disenfranchised group as at risk, left behind, and culturally deficient. This session explores Latino teenage boys' counter-narratives with race, sex, gender, and class as they interrelate to other forms of oppression in school.

Juan Rios, The University of North Carolina in Greensboro, USA



Friday, 3:00 pm–3:45 pm
Convention Center, D163

What Should Really Happen in Writing Centers? ESL Students' Perspectives

Content Area: Grammar

ESL students in North American universities are often sent to writing centers (WCs) by their professors to get their papers "fixed." Unfortunately, WC philosophy does not allow this much-needed copyediting to occur. This presentation reports on a study that asked ESL students about how WCs could truly help them.

Lucie Moussu, University of Alberta, Canada



Friday, 3:00 pm–4:15 pm
Convention Center, D160

Globetrotting Educators Excel at Enlightening Exploration Through Employment and Excursions

Drawn to the profession by the opportunity to travel the globe and work with international colleagues and students from around the world, English-language teaching professionals are educational ambassadors and skilled interculturalists. Explore opportunities and share globetrotting experiences related to teaching, training, and travel abroad as an ELT educator.

John Schmidt, Texas International Education Consortium, USA

Christine Coombe, Dubai Men's College, UAE

Konrad Cedro, Dubai Men's College, UAE

Fife McDuff, U.S. Department of State, USA

Jane Hoelker, Qatar University, Qatar

Neil J. Anderson, Brigham Young University, USA



Friday, 3:00 pm–4:45 pm
Convention Center, Ballroom C3

A Successful In-Service Training Model for Nonnative EFL Teachers

Content Area: English as a Foreign Language

This colloquium examines a national teacher training model, derived from a government initiative, that has contributed to increasing the linguistic performance of EFL teachers and to enhancing their pedagogical practice. Presenters discuss the needs of this population and analyze sample objectives, activities, projects, and evaluation scales designed for the training.

Xinia Rodriguez, University of Costa Rica, Costa Rica

Tatiana Hernández, Universidad Estatal a Distancia, Costa Rica

Patricia Cordoba, University of Costa Rica, Costa Rica

Roxy Calderon, Ministry of Education, Costa Rica

Yinnia Mora, Universidad Estatal a Distancia, Costa Rica



Friday, 3:00 pm–4:45 pm
Convention Center, C144

Anchoring Academic Word List Vocabulary: One Touch at a Time

Content Area: Speaking, Pronunciation, Phonology, Listening

This workshop presents a word-list based approach, which more effectively anchors targeted high-value academic lexical items, better enabling noticing, uptake, or encoding in memory and subsequent recall. One innovative feature of this system is the strategic use of pronunciation and haptic anchoring (movement and touch on prominent elements).

William Acton, Trinity Western University, Canada

Karen Rauser, Okanagan College, Canada

Michael Burri, British Columbia Institute of Technology, Canada

Brian Teaman, Osaka Women's University, Japan

Gorden Moulden, Trinity Western University, Canada



Friday, 3:00 pm–4:45 pm
Convention Center, D225

Authentic Case Studies: A Perfect Preparation for University Classes

Content Area: Curriculum, Materials Development

Case studies, which are now used in almost every academic field, are well-suited for giving students practice in advanced language skills necessary for university success. The presenters demonstrate interactive whole-language activities based on case studies, and the participants apply these techniques to case studies from various disciplines.

Sabine Thépaut, IELI University of North Texas, USA

Donna Obenda, IELI University of North Texas, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Friday, 3:00 pm–4:45 pm
Convention Center, Ballroom C1

Common Core Standards and ESL: Theoretical and Methodological Issues

Content Area: Standards

The new Common Core State Standards will require the sophisticated use of language by all students. How can ELLs “apprentice” into disciplinary practices as they acquire English? How do alternative SLA theories inform current conceptualizations of language, English language proficiency standards, language assessment, and classroom practice?

Guadalupe Valdés, Stanford University, USA
Kenji Hakuta, Stanford University, USA
Linda Harklau, University of Georgia, USA
Diane Larsen-Freeman, University of Michigan, USA
Elana Shohamy, University of Tel Aviv, Israel



Friday, 3:00 pm–4:45 pm
Convention Center, C142

Creating a Newcomer Program in a Middle or High School

Content Area: Content-Based Language Instruction

The presenters of this session have been active in creating newcomer programs in their respective school districts for middle and high school students. Both school districts have diverse ELL populations, including high numbers of refugee students and students with limited formal schooling.

Brenda Custodio, Ohio State University, USA
Patricia Grant, Duval School District, USA



Friday, 3:00 pm–4:45 pm
Convention Center, D226

Initiatives to Promote Student Success at University-Based IEPs

Content Area: Higher Education

What can IEPs offer for comprehensive student support? This expert panel discusses specific services used to promote student engagement and success for newly arrived students, currently enrolled students, and students transitioning to university classes. These include paced informational sessions, ‘Launch Workshops,’ ‘Pre-Enrollment Orientations,’ and partnerships with university offices.

Leena Chakrabarti, Kansas State University, USA
Kristen Brooks, Texas Christian University, USA
Sandra Issa, University of Kansas, USA
Fernando Fleurquin, University of North Texas, USA
Ann Tilson, University of Kansas, USA
Ellen Conroy, Kansas State University, USA
Laura Phillips-Zee, Kansas State University, USA



Friday, 3:00 pm–4:45 pm
Convention Center, C146

Social Class Identity: The Unspoken Undercurrent in TESOL

Content Area: Sociopolitical Concerns

Six presenters focus on social class as a category of analysis, discussing a range of TESOL challenges, including the presence of highly privileged English learners in L2 classrooms, class-based tensions between everyday L1 language and academic L2 language, critical development of liberatory teaching materials, and racialized class discrimination.

Suhanthie Motha, University of Washington, USA
Stephanie Vandrick, University of San Francisco, USA
Gertrude Tinker Sachs, Georgia State University, USA
Ryuko Kubota, University of British Columbia, USA
Rachel Grant, George Mason University, USA
Shelley Wong, George Mason University, USA



Friday, 3:00 pm–4:45 pm
Convention Center, A309

TBLT Modules Promoting Nurses’ Automatic L2 Workplace Fluency and Accuracy

Content Area: English for Specific Purposes

ESP materials for nurses are often rehashed general ESL materials that include health-related terminology but seldom address their workplace needs. This workshop illustrates an utterance-based TBLT (task-based) approach to developing modules specifically focused on promoting automatic fluency and accuracy in handling tasks nurses consider important but difficult in their L2.

Ioana Nicolae, Concordia University, Canada
Leif French, Université du Québec à Chicoutimi, Canada
Elizabeth Gatbonton, Concordia University, Canada



Friday, 3:00 pm–4:45 pm
Convention Center, D224

The Process of Selecting Reading Passages for the TOEFL iBT

Content Area: Assessment and Testing

The presenters introduce the passage selection process for the TOEFL iBT reading section, discuss features of academic reading passages and how they support the TOEFL test items, show sample passages that demonstrate the academic features discussed, and provide advice to teachers on selecting academic passages for their ESL classrooms.

Nehal Sadek, ETS, USA
Lisa Bilsky, ETS, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection

4:00 pm



Friday, 4:00 pm–4:45 pm
Convention Center, C147

A Multi-Pronged Investigation of Student-Instructor Apologies

Content Area: Discourse, Pragmatics

The speech acts of apologies are examined in a multi-pronged approach in this study. Pragmatic, semantic, linguistic and acoustic features of both elicited and natural apology productions will be presented, along with perceptual information gathered from students and instructors. Theoretical and teaching implications will be provided.

Dongmei Cheng, Northern Arizona University, USA



Friday, 4:00 pm–4:45 pm
Convention Center, D223

Analyzing How Native-Speaking Professionals Write Request Emails

Content Area: English for Specific Purposes

The presenter highlights the request strategies and politeness features native-English-speaking professionals from a broad sector of industries used in 205 emails containing 451 requests. The impact of gender, social distance, status, and industry are discussed, and research-based materials for teaching request email correspondence are shared.

Lisa Leopold, Monterey Institute of International Studies, USA



Friday, 4:00 pm–4:45 pm
Convention Center, D168

Breaking Barriers: Introducing Alternative Teaching Methods in Traditional Teaching Environments

Content Area: Curriculum, Materials Development

How do attitudes change when alternative teaching methods are introduced in traditional/teacher-fronted learning environments? Presenters share experiences of introducing student-centered project-based activities while working with college students and faculty in rural India. Strategies for needs assessment, implementation of new methods, and feedback from teachers and students are discussed.

Tarana Patel, LearnEd, Inc., India

Sarah DeMola, S. K. College, USA

Margaret Steingraeber, S. K. College, India



Friday, 4:00 pm–4:45 pm
Convention Center, D227

Cell Phones in the Classroom: Harmony at Last

Content Area: Technology in Education

Although many teachers prohibit the use of cell phones in the classroom, they can be utilized in a variety of contexts to promote communication and to provide authentic language learning opportunities. We are showing a number of practical ways to harmonize cell phones with the ESL classroom.

Molly Cheney, University of Washington, USA

Aleksandra Petrovich, University of Washington, USA

Nicole Luvison, University of Washington, USA



Friday, 4:00 pm–4:45 pm
Convention Center, C141

Connecting TESOL Teacher Education and Career Development: Novice Teachers' Experiences

Content Area: Teacher Education

This presentation reports on a study exploring the employment experiences of TESOL graduates. It draws on survey and interview data collected from 143 recent graduates of accredited TESOL programs in Ontario, Canada. The findings highlight the gaps between TESOL education and the needs of new graduates entering the field.

Antonella Valeo, York University, Canada

Farahnaz Faez, University of Western Ontario, Canada



Friday, 4:00 pm–4:45 pm
Convention Center, D175

Corpus-Based Activities for Effective and Autonomous Vocabulary Learning

Content Area: Vocabulary, Lexicon

Vocabulary learning includes more than a definition, but it can be difficult to help students explore other aspects on their own. See how corpus-based data-driven learning (DDL) can help introduce other essential aspects of vocabulary while also teaching students to be more autonomous and effective across a range of skills.

Erin Shaw, Brigham Young University, USA



Friday, 4:00 pm–4:45 pm
Convention Center, A302

Creating Harmony: Teaching Intercultural Communication and Pragmatics Online

Content Area: Discourse, Pragmatics

This is an interactive report on the design, implementation and evaluation of an online course for immigrant professionals of intermediate to advanced language proficiency targeting the development of intercultural sensitivity and pragmatic competence. Participants take away teaching ideas for the implementation of pragmatics and intercultural competence in language learning contexts.

Erin Waugh, NorQuest College, Canada



Friday, 4:00 pm–4:45 pm
Convention Center, D162

Developing an Integrated "Big Ideas" Curriculum With Bestseller Books

Content Area: Curriculum, Materials Development

In this interactive session, the presenter discusses selecting bestselling books for EFL students, shows samples of integrated units and activities, demonstrates reading strategies practice using book clubs, and explains how teachers pilot the units in professional learning communities.

Carol Clark, The American University in Cairo, Egypt



Friday, 4:00 pm–4:45 pm
Convention Center, C155

Discourse Analysis of Song Lyrics: Developing Students' Critical Thinking

Content Area: Discourse, Pragmatics

This presentation aims at demonstrating how the analysis of song lyrics under the theory of discourse analysis may enhance critical thinking skills in a fun and motivating way.

Rosa Maria Funderburk-Razo, Universidad Autónoma del Estado de Hidalgo, Mexico

Hilda Hidalgo-Avilés, Universidad Autónoma del Estado de Hidalgo, Mexico



Friday, 4:00 pm–4:45 pm
Convention Center, A301

Effective Academic Intervention With Arabic Speaking English Language Learners

Content Area: Intensive English Programs

University-bound Arabic speaking students in IEPs often struggle with specific challenges in learning academic English. IEP administrators can impact student success through planning and personalized intervention. This session explores causes and presents successful intervention methods supported by statistical data on student improvement from multiple IEPs.

Rebecca Guler, ELS Language Centers, USA

Stephanie Owens, ELS Language Centers, USA



Friday, 4:00 pm–4:45 pm
Convention Center, C148

English 3D–Academic Language for the Common Core

Join Scholastic and Dr. Kate Kinsella for a preview of English 3D, the new language development program designed to build proficiency in the academic vocabulary, speaking, listening, and writing skills vital to success in school and in life. English 3D is ideal for long-term English learners in grades 6–10.

Kate Kinsella, San Francisco State University, USA



Friday, 4:00 pm–4:45 pm
Convention Center, C145

English Consonants 101: A Foundation for Effective Diagnosis and Instruction

Content Area: Speech, Pronunciation, and Listening

Understanding the descriptive features of English consonants is essential for confidently and accurately diagnosing learner pronunciation needs. Attend this session to gain a clear understanding of the English consonant system and how the categories of voice, manner, and place of articulation are essential elements of appropriate instruction and feedback.

Laura Hahn, University of Illinois at Urbana-Champaign, USA

Sue Ingels, University of Illinois at Urbana-Champaign, USA



Friday, 4:00 pm–4:45 pm
Convention Center, C156

English Language Learning Through TOEFL iBT Preparation

Content Area: Assessment and Testing

This session reports a case study designed to investigate Chinese TOEFL iBT test-takers' preparation experiences at one popular commercial test preparation center in northern China. With a focus on the contextual factors and interactions among the multiple stakeholders, the findings help better explain the washback effects of TOEFL iBT there.

Hong Wang, Mount Saint Vincent University, Canada

Jia Ma, Queen's University, Canada

Liying Cheng, Queen's University, Canada



Friday, 4:00 pm–4:45 pm
Convention Center, D173

Enhancing Collaborative Activities Through Smartphone Apps

Content Area: Technology in Education

With 500,000 apps available and many students owning app-capable smartphones and tablets, teachers can significantly enhance collaborative activities, such as role-playing, peer observation, multimedia tasks, interactive assessments, listening and speaking projects, and live updated writing assignments. Bring your devices and learn about some great apps to enhance collaborative work.

James Decker, English Language Fellow, USA

Mohammed Errihani, Purdue University Calumet, USA



Friday, 4:00 pm–4:45 pm
Convention Center, Ballroom C4

ESL Parents as Active Educational Partners: How Schools Can Help

Content Area: Curriculum, Materials Development

How can elementary schools assist parents with limited English language skills and varied cultural backgrounds to become active partners in their children's education? The presenter demonstrates effective activities from an award-winning curriculum designed for use in ESL parent classes or workshops. Sample pages from the reproducible, multilevel curriculum are provided.

Catherine Porter, Adult Learning Resource Center, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 4:00 pm–4:45 pm
Convention Center, A308

Examining Social Networking Language Learning Websites for College ESL Students

Content Area: Technology in Education

Social networking has potential for education. But there lacks research on how students are using social networking sites to enhance their language learning. In this presentation, we examine how college-level ESL students use and perceive three language learning websites with social network features as part of their learning experience.

Min Liu, University of Texas at Austin, USA

Jeong-bin Park, University of Texas at Austin, USA

Claire Parrish, University of Texas at Austin, USA

Mathew Evans, University of Texas at Austin, USA

Sunjung Lee, University of Texas at Austin, USA

Monica McCrory, University of Texas at Austin, USA



Friday, 4:00 pm–4:45 pm
Convention Center, A305

Incorporating Authentic Materials and Activities in the Adult ESL Classroom

Content Area: Adult Education

This session presents findings from a study that investigated the types of authentic materials and activities that adult ESL teachers utilize and deem successful. Emphasis is on five thematic categories of authentic materials and activities. Presenters provide examples of classroom implementation of materials and activities.

Jiuhuan Huang, Regent University, USA

Evie Tindall, Regent University, USA

Deanna Nisbet, Regent University, USA



Friday, 4:00 pm–4:45 pm
Convention Center, C143

Increasing Preservice Teachers' Intercultural Competence Through Cultural Interviews

Content Area: Teacher Education

Intercultural competence plays a key role in language teaching and learning and enables teachers to interact with students effectively in a diverse classroom. This study investigates the effectiveness of cultural interviews as a method to increase preservice teachers' intercultural competence. The researchers presents findings and offer recommendations.

Shu-Yuan Lin, Idaho State University, USA

Sang Chan, Idaho State University, USA

Peter Denner, Idaho State University, USA



Friday, 4:00 pm–4:45 pm
Convention Center, D174

Harmonizing American Sign Language and English in Integrated Learning Courses

Content Area: Integrated Skills

Using effective bilingual education methods to teach English to deaf students can be challenging and exciting. Presenters demonstrate how using both American Sign Language and English support and harmonize with each other in our visual bilingual integrated learning classes.

Jane Nickerson, Gallaudet University, USA

Paige Franklin, Gallaudet University, USA



Friday, 4:00 pm–4:45 pm
Convention Center, D221

Helping ELLs Succeed With Colorin Colorado

Help your PreK–12 ELLs succeed with ColorinColorado.org, a free website for educators and parents from PBS station WETA and the American Federation of Teachers. Colorín Colorado features classroom strategies, professional development tools, bilingual parent resources, and a leading national resource section on implementing the Common Core State Standards with ELLs.

Lydia Breiseth, Colorin Colorado, USA



Friday, 4:00 pm–4:45 pm
Convention Center, A310

Learning to Participate: Japanese Students in US Universities

Content Area: Higher Education

The narratives of eight Japanese students seeking degrees in U.S. universities are analyzed to account for the challenges they face and their responses to those challenges. Issues of identity, power, and agency are explored as these students overcome linguistic and cultural barriers to participation in new academic communities.

Michael Hood, Nihon University, Japan



Friday, 4:00 pm–4:45 pm
Convention Center, C154

Immigrant Children's Language/Literacy Practices: The Role of Family Routines

Content Area: Reading, Literacy

This study explores connections between family routines, home language use, and literacy practices of preschool age children in Spanish-speaking immigrant families in a central Atlantic state. The study explores whether routines are associated with language preferences, language exposure, language production, and preschoolers' English and Spanish language proficiency.

Natalia Palacios, University of Virginia, USA

Ashley Simpson, University of Virginia, USA



Friday, 4:00 pm–4:45 pm
Convention Center, A303

Marketing Our Books: How Can Authors Help?

Content Area: Materials Writers

As authors, how can we best help teachers find the wonderful materials we have written? We discuss what materials writers can do to promote our work after publication.

Laurel Pollard, Educational Consultant, USA

Joe McVeigh, Independent Consultant, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Friday, 4:00 pm–4:45 pm
Convention Center, D222

More Live Action English Interactive— New Survival-Level True-to-Life Software

Development team members demonstrate new second volume of uniquely true-to-life interactive video-based low-level software program—focusing on survival vocabulary and grammar in context. Also presented: new expanded edition of the most widely used TPR book (which the software is based on), *Live Action English* by Elizabeth Kuizenga Romijn and Contee Seely.

Contee Seely, Command Performance Language Institute, USA
Elizabeth Kuizenga Romijn, City College of San Francisco, USA
Robert Wachman, Yuba College, USA
Elizabeth Hanson-Smith, Computers for Education, USA
Larry Statan, Contra Costa Community College, USA



Friday, 4:00 pm–4:45 pm
Convention Center, D171

Negotiation in Second Life

Content Area: Technology in Education

The presentation shows how ESL students negotiate meanings in Second Life, a virtual world. Excerpts from students' conversation in three different tasks are provided in order to see the patterns of negotiation of meaning in Second Life. Practical tips are provided.

Min Jung Jee, University of Texas at Austin, USA



Friday, 4:00 pm–4:45 pm
Convention Center, D167

Project-Based Learning for Students With Limited/Interrupted Formal Education

Content Area: Project-, Task-Based Teaching and Learning

Project-based learning aligns with the needs of students with limited or interrupted formal education (SLIFE) as it integrates language, content, and academic thinking. Participants see project samples and learn how to design one class project, Theme Booklets.

Andrea DeCapua, The College of New Rochelle, USA



Friday, 4:00 pm–4:45 pm
Convention Center, C140

Reflective Portfolios: Harmonizing Student Teachers' Identities in ESL/EFL Contexts

Content Area: Teacher Education

How can a portfolio facilitate student teachers' reflection on professional competence? What portfolio rubrics are most valued by preservice teachers and thus help them strive towards harmony in developing their professional identities? This presentation compares student teachers' self-assessments and self-realizations stimulated by reflective portfolios in ESL and EFL contexts.

Natalia Orlova, University of J.E. Purkyne, Czech Republic
Katya Nemtchinova, Seattle Pacific University, USA



Friday, 4:00 pm–4:45 pm
Convention Center, D164

Scholarship on L2 Writing in 2012: The Year in Review

Content Area: Writing, Composition

Having difficulty keeping up with the scholarship in your research area? Even in a relatively small field like second language writing, staying abreast of the current literature can be challenging. To address this situation, this session provides an overview and synthesis of second language writing scholarship published during 2012.

Tony Silva, Purdue University, USA
Mei-Hung Lin, Purdue University, USA
Sara Randrianasolo, Purdue University, USA
Suneeta Thomas, Purdue University, USA



Friday, 4:00 pm–4:45 pm
Convention Center, D220

SIOP in Action: Using Authentic Classroom Videos and Instructional Guides

View video clips from SIOP in Action: Instructional Videos Featuring Complete SIOP Lessons at Three Grade Levels, a DVD with authentic examples of classroom SIOP Model implementation. Learn how the video, with companion guide, can be used to enrich SIOP learning. Information about other CAL SIOP resources are highlighted.

Jennifer Himmel, Center for Applied Linguistics, USA



Friday, 4:00 pm–4:45 pm
Convention Center, Ballroom C2

Students' Beliefs and Expectations About English Teachers' Native Status

Content Area: Second Language Acquisition

The topic of native speaker (NS) teachers versus non-native speaker (NNS) teachers concerning the effectiveness of English instruction has been an on-going debate. This study researches the beliefs of learners to determine their preferences. Its contribution is in supporting the idea that regardless of native status, qualifications are what matter.

Maria Nelly Gutierrez Arvizu, Northern Arizona University/Universidad de Sonora, Mexico, USA



Friday, 4:00 pm–4:45 pm
Convention Center, A304

Teacher Cognition: Professional Identity, Authority, and Expertise in English-Medium Instruction

Content Area: Other

Traditionally, university lecturers have functioned as well-respected experts in their fields and mentors for students. The presenter reports findings of a recent study focused on the reflections of NNS university lecturers about their professional identity, expertise, and authority when using English as the medium of instruction in the globalized university.

Joyce Kling, University of Copenhagen, Denmark



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 4:00 pm–4:45 pm
Convention Center, Ballroom A3

The Communicative Classroom: What Can be Taught?

This talk examines what can be taught and what can only be developed through exposure and practice in the communicative classroom. Keeping that in mind, it will then look at how learning materials should be structured to be most effective for students and teachers.

Alastair Graham-Marr, Abax, USA



SLW

Friday, 4:00 pm–4:45 pm
Convention Center, D165

The Framework for Success in Postsecondary Writing for Multilingual Writers

Content Area: Higher Education

The Framework for Success in Postsecondary Writing, developed by national leaders in college and high-school writing instruction, has proven useful for framing conversations about the skills, habits of mind, and experiences that are critical to success in college. This session explores the implications of the Framework for multilingual writers.

Charles Paine, University of New Mexico, USA



IEP

Friday, 4:00 pm–4:45 pm
Convention Center, D163

The Harmony of Change: Accreditation to Innovation

Content Area: Program Administration

How does accreditation lead to continuous improvement in IEPs? How is change best implemented? The presenters describe how a culture of collaboration and efficiency; improved program evaluation; and innovation in length and structure, curriculum, and assessment resulted from the process of CEA accreditation.

Paula Moore, Missouri State University, USA

Jane Robison, Missouri State University, USA

Pascal Hamon, Missouri State University, USA



EFL

Friday, 4:00 pm–4:45 pm
Convention Center, D161

Transitioning Smoothly From Teaching TOEFL to Teaching IELTS

Content Area: Assessment and Testing

With the gaining popularity of the IELTS test among students, TOEFL teachers are facing a new challenge: teaching an IELTS class instead of their current TOEFL class. This session helps new IELTS teachers understand the IELTS test through comparison and contrast with the TOEFL using clear and effective charts.

Solimar Hillier, American Language Institute, USA



Friday, 4:00 pm–4:45 pm
Convention Center, Ballroom A4

Tuesdays With Omsk: Telementoring and Telecollaboration in Culture Learning

Content Area: Computer-Assisted Language Learning

Telementoring and telecollaboration offer rich ways to develop critical cultural awareness in learners. The presenter details a multi-year, intercontinental collaboration between teachers and learners in Texas, Iowa, and Omsk, Russia where students developed complex cultural understandings such as individualism, tolerance for ambiguity, and conceptions of time.

Pete Smith, University of Texas Arlington, USA



Friday, 4:00 pm–4:45 pm
Convention Center, D166

Using Mobile Applications to Facilitate Language Development

Content Area: Video and Digital Media

As students rabidly devour advanced technology, mobile applications can be used to capture students' attention and improve English on the go or in classrooms. This presentation demonstrates how to incorporate these applications into existing curriculum through enrichment or intervention activities for language education and learning.

Sarah Martin, Qatar University, Qatar

Mary Whisenhunt, Qatar University, Qatar



Friday, 4:00 pm–4:45 pm
Convention Center, D170

Validating ELLs' Linguistic Resources by Positioning Them as Experts

Content Area: Applied Linguistics

What are students' and teachers' attitudes about ELLs' linguistic abilities, and how can we improve them? How can teachers and schools validate ELLs' linguistic resources? This session explores these questions and bases its strategies on a research project that allowed English language learners to serve as linguistic experts.

Kayra Merrills, University of Maryland, USA

Melinda Martin-Beltrán, University of Maryland, USA



Friday, 4:00 pm–5:30 pm
Convention Center, C150

Understanding the Relationship Between Adult EL/Civics and Citizenship

Representatives from the U.S. Department of Education, Office of Vocational and Adult Education and U.S. Citizenship and Immigration Services, Office of Citizenship will discuss the relationship between Adult EL/Civics and Citizenship instruction. Emphasis is placed on instructional implications, teaching strategies, overcoming classroom challenges, and accessing federally-funded educational resources.

Rachael M. Shaw, U.S. Citizenship and Immigration Services, USA

Debra Suarez, Office of Vocational and Adult Education, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop

5:00 pm

Friday, 5:00 pm–5:45 pm
Convention Center, A310**Developing Self-Regulated L2 Writers:
Principles & Practices for Teachers**

Learn about a framework that applies the theory of self-regulated learning to guide second language writing teachers' response to learners at all stages of the writing process and practical activities and suggestions for implementing it. This approach enables teachers to help students to take more responsibility for their own learning.

Maureen Snow Andrade, Utah Valley University, USA
Norman W. Evans, Brigham Young University, USA

Friday, 5:00 pm–5:45 pm
Convention Center, D223**DynEd Kids: A Bridging Course for Primary Schools**

DynEd Kids is for primary school students who need to both conversational and academic English. DynEd Kids provides a strong language framework that accelerates language acquisition by expanding vocabulary. A multisensory with audio, visual and text prompts helps develop working-memory skills required for language chunking and automaticity.

Alfonso Lara, DynEd International, USA
Lance Knowles, DynEd International, Inc., USA

Friday, 5:00 pm–5:45 pm
Convention Center, D224**Get Your Students Talking With New Material**

Getting young learners to speak can be extremely challenging. Unfortunately, most course books focus too heavily on the receptive skills. Smart English, a new hybrid six-level primary series, aims to maximize communicative practice. Learn about this easy-to-use series that provides students with lots of motivating activities and opportunities to speak.

Ian Bosiak, e-future Ltd., Korea, Republic of

Friday, 5:00 pm–5:45 pm
Convention Center, D220**Handwriting Without Tears® : Strategies for Success**

Handwriting Without Tears® curriculum makes handwriting an easy and automatic skill for grades K–5. Our strategies are developmentally appropriate and encourage oral language proficiency, fine and gross motor skills. This interactive session provides engaging teaching strategies for developing pencil grip, letter formation, word spacing, sequencing, and sentence skills.

Gaby Prieto, Handwriting Without Tears, USA

Friday, 5:00 pm–5:45 pm
Convention Center, A301**Inspire the Desire to Read and Write**

What can we do to help our Grade 6–12 students who rarely seem motivated to read or write? We can present compelling National Geographic content to inspire and motivate. Learn how to get students INSIE the classroom so you can provide them with the EDGE for their future.

Roslyn Wall, National Geographic Learning, USA

Friday, 5:00 pm–5:45 pm
Convention Center, A308**Interactive Multimedia English Language
Software Increases Accuracy and Fluency**

From alphabet skills to listening, speaking and understanding fast natural speech, four engaging programs are demonstrated. Designed for adults and using authentic materials, these award-winning materials are highly interactive with contextual feedback. Available as stand alone and networkable CDROMs, as well as online eLearning, they're outstanding and affordable content-rich resources.

Virginia Westwood, Protea Textware Pty Ltd, Australia
Marsha Chan, Sunburst Media, USA

Friday, 5:00 pm–5:45 pm
Convention Center, D221**Introducing the TOEFL® Junior™ Tests:
Assessment for Young English Learners**

Designed for nonnative English speakers aged 11 to 15, the TOEFL® Junior™ tests are an objective, reliable measure of students' English communication skills that can help pinpoint their strengths and challenges. Come hear how you can use TOEFL Junior to make placement decisions and monitor progress in English language programs.

Paul Rybinski, ETS, USA

Friday, 5:00 pm–5:45 pm
Convention Center, D226**Linking Students to Opportunities:
Readiness in the 21st Century**

How can we prepare adult students for academic success, workplace training and advancement, and citizenship/civic responsibility? Our experts discuss the transferable skills students need to develop for success in the 21st Century. The presenters share successful instructional practices and strategies for helping students achieve their life and career goals.

Federico Salas-Isnardi, Texas A&M University, USA
Ronna Magy, Los Angeles Unified School District, USA
Sarah Lynn, Harvard University, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Friday, 5:00 pm–5:45 pm
Convention Center, A305

Oxford Teachers' Academy: Short Courses, Lasting Results

Do you represent an educational institution looking to provide professional development to your teaching staff? Oxford University Press provides professional development for thousands of teachers around the world. Learn more about our courses and where they are offered. Oxford Teachers Academy is currently only offered outside the United States.

Bob McLarty, Oxford University Press, USA



Friday, 5:00 pm–5:45 pm
Convention Center, A309

Pronunciation, Phonics, and Play

At Pro Lingua we think pronunciation should be an enjoyable activity. We explore fun techniques from our new photocopyable Pronunciation Practice and from Pronunciation Card Games, Pronunciation Activities, Stress Rulz, Rhymes 'n Rhythms, Teaching North American English Pronunciation, Superphonic Bingo, and A to Z Picture Activities. Join the fun. Raffle.

Ray Clark, Pro Lingua Associates, USA



Friday, 5:00 pm–5:45 pm
Convention Center, D222

See What You Hear With The Color Vowel Chart

The sounds of English influence how we speak, listen, write, and read. Isn't it about time we had a simple, accurate and transparent way to teach those sounds? The Color Vowel Chart is a powerful visual tool that helps teacher educators, teachers, tutors, and learners explore sound across the curriculum.

Karen Taylor, English Language Training Solutions, LLC, USA

Shirley Thompson, English Language Training Solutions, LLC, USA



Friday, 5:00 pm–5:45 pm
Convention Center, D225

Showdown at the "Side by Side" Saloon

A wild west brawl breaks out between Sheriff Steve and Buffalo Bill about whether effective English teaching is science vs. art and skills vs. content. Pedagogical fists are flying at the Side by Side Saloon as theory and practice clash in a showdown full of action, games, and music. Duck!

Bill Bliss, Language and Communication Associates, USA

Steven Molinsky, Boston University, USA



Friday, 5:00 pm–5:45 pm
Convention Center, C146

Success With English for Academic Study

The development of critical thinking and key academic skills through carefully scaffolded activities and authentic texts is crucial to student success. This session explores how to help EAP students excel with 'English for Academic Study', an innovative series from Garnet Education and distributed by English Central.

Nicole Graham, English Central, USA



Friday, 5:00 pm–5:45 pm
Convention Center, A304

The Formal/Informal Divide: Tools for Teaching Tone and Register

The difference between informal, spoken English and formal, written English is difficult for the learner to grasp. Using a learner's dictionary and ancillary materials, we discuss strategies for approaching the formal/informal divide and go over classroom exercises that will help students recognize and use informal and formal language.

Kory Stamper, Merriam-Webster, USA



Friday, 5:00 pm–5:45 pm
Convention Center, A302

The Real Thing DVD/Book Series Prepares Students for College Success

The Real Thing and More of The Real Thing contain authentic videos of diverse college classes, ideal for students practicing the language and culture of the mainstream curriculum. The accompanying skill-building books coach students in note taking, preparing for tests, and learning behaviors vital for success in American colleges.

Martha Kendall, Highland Publishing, USA



Friday, 5:00 pm–5:45 pm
Convention Center, D227

U.S. Department of State English Language Specialist Program

Learn how you can assist U.S. embassies in their public diplomacy outreach to achieve mutual understanding among peoples of the United States and other nations. Lead teacher development activities and conduct program evaluations through short-term programs around the globe. Hear program participants share their experiences.

Julia Walters, U.S. Department of State, USA

Tara Barancik, U.S. Department of State, USA

Eran Williams, U.S. Department of State, USA

Joseph Levine, U.S. Department of State, USA

Susan Iannuzzi, U.S. Department of State, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop

Check out these sessions
Demonstrating Excellence

2013 TESOL Teacher of the Year Award

presented by National Geographic Learning

The 2013 TESOL Teacher of the Year presents:

Best Practices in ELT Excellence

Heritage, language, and culture are opportunities for transformation in our profession through reflective teaching and advocacy. As challenges continue to converge within school and beyond the schoolhouse door, we can work to piece together opportunities to create a balanced and harmonious learning community.



Anne Marie Foerster Luu

Thursday, 1 pm–1:45 pm
Convention Center, Ballroom A3



Andreea Cervatiuc

2013 TESOL Award for Distinguished Research

presented by ETS TOEFL

The 2013 recipient of the TESOL Award for Distinguished Research presents:

“Curriculum Meta-Orientations in the Language Instruction for Newcomers to Canada Program”

An empirical study coauthored by Thomas Ricento and published in *The Canadian Journal for the Study of Adult Education*.

Saturday, 11 am–11:45 am
Convention Center, D171

SATURDAY, 23 MARCH 2013

For the location of a ticketed session, please check your ticket.

7:30 am



Saturday, 7:30 am–7:50 am
Convention Center, A305

How Empathetic Responses Enhance Discussions in Multilevel ESL Classes

Content Area: Adult Education

Fostering discussion participation in multilevel adult ESL classes can be challenging. This session explains how the use of empathetic listening motivates student participation. Participants practice empathetic listening during the session and leave with tips for using empathy among adult ESL students and an action plan.

Joshua Miekley, College of Lake County, USA



Saturday, 7:30 am–7:50 am
Convention Center, D173

No Clickers Needed: Leveraging Socrative in the ESL Classroom

Content Area: Adult Education

Socrative is a free mobile app and PC program that allows teachers to field real time answers in class while students use their web-enabled tablets, laptops, or phones. This presentation focuses on the uses of Socrative to create a more dynamic, engaging, and interactive classroom for English language learners.

Philip Rice, University of Delaware, USA



Saturday, 7:30 am–7:50 am
Convention Center, D171

Run, Dictation Run! An Activity to Discover

Content Area: Integrated Skills

How about recycling old dictations and transform them into a dynamic, motivational, and challenging activity? You will discover how to integrate the four skills in this inspiring activity. The audience discusses the benefits of this special dictation and leaves with a refreshing activity kit.

Gabriela Marcenaro Bonsignore, Teachers Institute, Uruguay



Saturday, 7:30 am–7:50 am
Convention Center, C155

Teaching Creative Writing: How to Incorporate Learners' Real-Life Experiences

Content Area: Methodology

Teaching creative writing to early teens is a demanding task in the ESL/EFL context. Teachers expect learners to utilize their own creative thoughts and give shape to different literary forms. This session is basically on how the presenter himself made his learners use their real-life experiences in creative writing.

Kamal Raj Devkota, Gorkha Campus, Nepal



Saturday, 7:30 am–7:50 am
Convention Center, D226

The Walking Dead: Popular Culture Meets Relevant Learning

Content Area: Higher Education

Using the popular comic and television series 'The Walking Dead,' language learners practice summary and critical thinking skills. Learners synthesize material from both sources resulting in improved comprehension. Interest in popular culture results in relevant learning for students. This presentation targets instructors of college students at an intermediate level.

Molly Kelley, The University of Iowa, USA



Saturday, 7:30 am–7:50 am
Convention Center, C146

Using Collocations to Aid Vocabulary Development, Reading Rate and Comprehension

Content Area: Computer-Assisted Language Learning

Vocabulary is difficult to learn and teach; yet, it is an essential component of ESL learners' language development. This teaching tip explores the benefits of explicit collocation instruction on ESL learners' vocabulary development, reading rate and comprehension by showcasing a variety of interactive activities and exercises.

Luke Coffelt, Ohio University, USA



Saturday, 7:30 am–8:15 am
Convention Center, A303

A Case of New York Bilingual and ESL Education

Content Area: Bilingual Education

New York is one of the few states that bilingual programs are encouraged along with ESL programs. While effectiveness of various programs has been addressed, little is known regarding what ELLs experience in making a transition from a bilingual program to an ESL program.

Seonhee Cho, College of Mount Saint Vincent, USA



Saturday, 7:30 am–8:15 am
Convention Center, D162

A Word From Our Sponsor: A Shortcut to Presentation Skills

Content Area: Higher Education

With no extra class time for fun activities, this project draws upon students' existing schema of television commercials to develop sparkling presentation skills. Students' enthusiasm carries this integrated lesson as they go from monotone to engaging. Examples, hints and step by step instructions will be outlined and provided.

Ellen Sherriffs Hall, MFWI, USA



Saturday, 7:30 am–8:15 am
Convention Center, D164

Addressing the Needs of Zero-Level Learners in an IEP

Content Area: Intensive English Programs

Presenters briefly share their experience working with zero-level learners at their institution. The remainder of the session invites participants to discuss their own successes and challenges experienced in their work with lower level learners, as well as strategies they have implemented to ensure success for these learners.

Diane Taveggia, University of Kansas, USA
Elizabeth Gould, University of Kansas, USA



Saturday, 7:30 am–8:15 am
Convention Center, D168

Basic Training and Resources for Professionalizing Untrained TESOL Volunteers

Content Area: Teacher Education

Many thousands of English speakers without professional-level preparation work as ESL/EFL teachers and tutors. This presentation explains an innovative online program being developed to help untrained, volunteer English language teachers become more effective, professional, and successful.

Lynn Henrichsen, Brigham Young University, USA



Saturday, 7:30 am–8:15 am
Convention Center, C154

Benefits to Reverse-Engineering Passage Test Specifications in ELL Assessments

Content Area: Assessment and Testing

This presentation highlights a process called reverse engineering to create passage test specifications from representative sample passages in ELL assessment. Based on an existing passage bank from previous development, passage specifications were created and redefined by including teachers and consultants' feedback and by implementing best practices for passage creation.

Luis Perea, Pearson Assessment & Information, USA



Saturday, 7:30 am–8:15 am
See registration for unsold tickets

Build it and They Will Come: Opening Newcomer Centers

MayDell Jenks, USA



Saturday, 7:30 am–8:15 am
Convention Center, A301

Case in Point: Key Stages in a Writer-Publisher Relationship

Content Area: Materials Writers

What skills and attributes do materials writers need to succeed in the publisher-writer relationship? The presenters, an editor and an author, examines this question by looking at examples from the process of working with a publisher.

Daphne Mackey, University of Washington, USA
Laura LeDrean, National Geographic Learning, USA



Saturday, 7:30 am–8:15 am
Convention Center, D172

Collaborative Development of Graded Readers for a Haitian Secondary School

Content Area: Reading, Literacy

Presenters discuss collaboration with Haitian secondary school teachers in creating graded EFL readers. Primary considerations for these materials were cultural appropriateness, best practices in graded readers, and opportunities for strategy and skill development. We present interview excerpts with the teacher participants and samples of the readers.

Beverly Baker, McGill University, Canada



Saturday, 7:30 am–8:15 am
Convention Center, Ballroom C4

Confessions of Literacy Coaches: Serving ELLs and Meeting National Standards

Content Area: Curriculum, Materials Development

This presentation recounts how it is possible, through a model of carefully designed professional development, to satisfy mandates while at the same time remaining true to culturally responsive teaching. The presenters demonstrate ways to integrate our pedagogies with the programs and mandates that have been imposed on our profession.

Patty St. Jean Barry, Central Islip Schools, USA
Barbara Leshinger, Central Islip Schools, USA



Saturday, 7:30 am–8:15 am
See registration for unsold tickets

Conflict Resolution and Intercultural Issues

Valerie Jakar, David Yellin Academic College of Education, Israel



Saturday, 7:30 am–8:15 am
See registration for unsold tickets

Crafting Grammar and Test Items for 'Real World' Use

Alice Savage, USA



Saturday, 7:30 am–8:15 am
Convention Center, D167

Criteria to Guide Topic Selection in ELT Materials Development

Content Area: Materials Writers

As writers and teachers, we search for high-interest topics for our materials, often making subjective choices. The presenters shares a criteria-based evaluation system for topic selection which considers a range of factors. Participants apply the criteria to sample materials, and customize the model for their own purposes.

Deborah Gordon, Santa Barbara City College, USA
Jennifer Bixby, Independent, USA
Laurie Blass, Independent, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 7:30 am–8:15 am
See registration for unsold tickets

Cultural and Linguistic Heritage of English Learners

Joy Kreeft Peyton, Center for Applied Linguistics, USA



Saturday, 7:30 am–8:15 am
Convention Center, A302

Cultural Understanding as a Foundation for Language and Literacy Development

Content Area: Reading, Literacy

The presenters' ethnographic study documents the bilingual/biliteracy development of an immigrant child in U.S. schools from a cultural perspective. Researchers view mainstream USA as cultural text, and document changes experienced by the child. Literacy is framed as being molded by cultural practices. The importance of cultural mediators is highlighted.

Mary Petron, Sam Houston State University, USA

Helen Berg, Sam Houston State University, USA

Burcu Ates, Sam Houston State University, USA

Barbara Greybeck, Sam Houston State University, USA



Saturday, 7:30 am–8:15 am
Convention Center, C156

Effects of Rater Characteristics and Scoring Methods on Speaking Assessment

Content Area: Assessment and Testing

This session presents findings from a study that investigated the effects of test task characteristics on L2 speaking assessment in EFL universities. Data consist of scores by teachers on students' speech and surveys. Implications and suggestions are presented for improving the quality of speaking assessment in classroom contexts.

Sawako Matsugu, Northern Arizona University, USA



Saturday, 7:30 am–8:15 am
See registration for unsold tickets

ELL Shadowing: Improve Academic Language Instruction

Judith B. O'Loughlin, USA



Saturday, 7:30 am–8:15 am
Convention Center, A309

English for Science and Technology: Practical and Innovative ESP Strategies

Content Area: English for Specific Purposes

Increasing numbers of international science and technology students and professionals are pursuing degrees and careers that require skillful communication in English. How do we develop strategies and effective instructional materials to meet students' needs in diverse fields ranging from engineering, computer science, and architecture to medicine, public health, and pharmacy?

Nora Smith, Boston University, USA

Eileen Kramer, Boston University, USA



Saturday, 7:30 am–8:15 am
Convention Center, C145

Equipping Visually Impaired ESL Learners With the Language to Thrive

Content Area: Adult Education

The biggest challenge visually impaired learners, like the presenter, face isn't vision loss; it's the misunderstanding and scarcity of information about how to teach them. These learners hope to have visionary, open-minded teachers to encourage them. This session incorporates the latest technology that inspires vision-impaired students to achieve their potential.

Pamela Marcus, Hunter College–CUNY, USA

Timothy Farnsworth, Hunter College–CUNY, USA



Saturday, 7:30 am–8:15 am
Convention Center, C140

Evaluating Assessment Practices of Teacher Interns

Content Area: Assessment and Testing

Many ESL teacher interns have little practical knowledge in designing a wide variety of assessments, analyzing assessment results, and using those results to plan instruction. This session introduces participants to a classroom-based formative assessment project designed to evaluate assessment practices of candidates both prior to and during the teaching internship.

Lorraine Valdez Pierce, George Mason University, USA



Saturday, 7:30 am–8:15 am
Convention Center, C141

Experiential Learning and Preservice Writing Teachers' Attitudes Towards Technology

Content Area: Second Language Writing

This presentation examines preservice teachers' attitudes towards technology use in the L2 writing classroom after taking a graduate seminar that was redesigned to include a significant technology component. The presenter offers guidelines for teacher-trainers who want to focus on preparing their students to integrate technology into L2 writing instruction.

Julian Heather, California State University, Sacramento, USA



Saturday, 7:30 am–8:15 am
Convention Center, D174

Fulbright Scholar Support for Bilingual Education in Spain

Content Area: Content-Based Language Instruction

This presentation describes bilingual programs in Spain and focuses on research conducted by a Fulbright Senior Scholar that included classroom observations, surveys, and interviews. Topics include the bilingual models in use, the role of English language assistants, accomplishments and achievements, ongoing challenges and obstacles, and future goals.

Linda Gerena, York College–CUNY, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Saturday, 7:30 am–8:15 am
Convention Center, D227

Harmonizing Technology, Literacy and Community through Extensive Reading

Content Area: Intensive English Programs

Extensive reading can help IEP students increase their vocabulary and improve their reading fluency, but it is sometimes a challenge to promote and assess student participation. This presentation provides examples of low-anxiety, high-interest assignments and activities that teachers can use to ensure active participation in extensive reading programs.

Emily Mathis, University of Oregon, USA

Lara Ravitch, University of Oregon, USA

Abby Porter, University of Oregon, USA



Saturday, 7:30 am–8:15 am
Convention Center, C147

Linguistic Intelligence Redefined Beyond Gardner

Content Area: Discourse, Pragmatics

A study explores content teachers' levels of cultural and linguistic intelligence (CLI) and self-efficacy with a refined viewpoint of linguistic intelligence (LI) beyond Gardner's LI, to meet the needs of culturally and linguistically diverse students in content classes. A mixed methods strategy is used to triangulate the data.

Kim Song, University of Missouri–St. Louis, USA

Jack Simons, University of Missouri–St. Louis, USA

Cynthia Chasteen, University of Missouri–St. Louis, USA



Saturday, 7:30 am–8:15 am
Convention Center, Ballroom C3

Making It Real With Authentic Assessment for ELLs

Content Area: K–12

This presentation demonstrates practitioner-friendly, logical solutions to assessment with culturally diverse students, emphasizing what is easiest and most practical in the classroom. Overarching topics include the use of portfolios, rubrics, and performance-based assessment. Specific activities are showcased, and tips for adapting traditional classroom assessments for use with ELLs are included.

Michelle Plaisance, University of North Carolina Charlotte, USA

Jeanne Malcolm, University of North Carolina Charlotte, USA

Elena Tosky King, University of North Carolina Charlotte, USA



Saturday, 7:30 am–8:15 am
Convention Center, D225

Nurturing Cultural Competence: Collaborating Across a University Campus

Content Area: Teacher Education

This research is a collaborative project between a School of Education and an MA/TESL program on a campus examining the impact of ELL coursework and authentic hands-on assignments on pre-candidate teachers. Themes from guided reflections suggest changes of attitudes and awareness of participants' roles in the communication process.

Mary Savage, Gonzaga University, USA



Saturday, 7:30 am–8:15 am
Convention Center, D165

Opening the L1 Composition Course to L2 Englishes and Writing

Content Area: Second Language Writing

Utilizing TESOL and the Conference on College Composition and Communication's position statements on diversity and second language writing as frameworks, and building on the L2 Englishes theories and research, this presentation discusses activities L1 composition teachers can incorporate into classes to boost understanding of L2 writers' diverse heritage and culture.

Lilian Mina, Indiana University of Pennsylvania, USA

Ana Wetzl, Kent State University–Trumbull, USA



Saturday, 7:30 am–8:15 am
Convention Center, D175

Our Nondiverse Teaching Force: Origins, Implications, and Remedies

Content Area: Social Responsibility

Using critical race and social justice analysis, the presenter identifies the origins of enduring inequities (racial, ethnic, linguistic) in the ESOL teaching force and explores TESOL's simultaneous resistance and complicity in these inequities. The session concludes with ways forward in our search for equity.

Jenelle Reeves, University of Nebraska–Lincoln, USA



Saturday, 7:30 am–8:15 am
Convention Center, A304

Parents Attending School—How Does it Impact Their Children?

Content Area: Language Policy and Planning

Research supports the value of parental involvement and parental level of education. However, what can the schools do to promote greater parental involvement at home, the sphere that often remains the black box? This presentation explores ways that parental pursuit of education impacts academic success of their children.

Sofia Marshak, George Washington University, USA



Saturday, 7:30 am–8:15 am
See registration for unsold tickets

Reaching Parents to Connect With Students

Content Area: K–12

Sharon Malazzo, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 7:30 am–8:15 am
Convention Center, A308

Reading for Blogs or Blogs for Reading?

Content Area: Reading, Literacy

Although blogs have been widely used in language classrooms, their contribution to ESL reading is less well-known. Findings of this study of college-level ESL reading classrooms suggest several ways in which blogging about readings promotes reading motivation, engagement, and proficiency while building a classroom community of readers.

Justin Jernigan, Georgia Gwinnett College, USA

Yingliang Liu, Georgia Gwinnett College, USA



Saturday, 7:30 am–8:15 am
Convention Center, D170

Research and Professional Development for Educators With Limited Resources

Content Area: Research and/or Research Methodology

Beginning researchers and educators in countries with limited access to traditionally managed databases may have difficulty locating quality, cost-effective resources for professional development and scholarship. Open-access resources, including journals and citation management systems, make this much easier. This presentation describes these resources and introduces useful research techniques.

Ymer Leksi, Alexander Xhuvani University, Albania

Ogerta Koruti Stroka, University of Tirana, Albania

Amber Warren, Indiana University, USA

Debra Lee, Vanderbilt University, USA



Saturday, 7:30 am–8:15 am
Convention Center, D224

Retaining Middle Eastern Students through Cultural Harmonization

Content Area: Intensive English Programs

Developing cross-cultural understanding, community, and academic engagement is key to retaining Middle Eastern students. Learn how to develop student retention strategies and programs, including academic and community integration, based on the cultural underpinnings of Middle Eastern student behaviors.

Mark Algren, University of Kansas, USA

Kanaan Kanaan, Portland State University, USA



Saturday, 7:30 am–8:15 am
Convention Center, C144

Second Language Listening: What Teachers Need to Know

Content Area: Intensive English Programs

Listening is a challenging and essential skill for language learners, yet it is often under-emphasized in ELT curricula. This presentation summarizes current research on how listening works, how it is learned, and how it can best be taught and assessed, so instructors can diversify and modernize their listening instruction.

Beth Sheppard, University of Oregon, USA



Saturday, 7:30 am–8:15 am
Convention Center, D160

Teaching and Experiencing Multiculturalism in a Homogeneous EFL Classroom

Content Area: English as a Foreign Language

What's the best way to challenge cultural stereotypes shared by the classroom majority in a homogeneous EFL classroom? How can we move away from common "tourist packaging" of various cultures within our lessons? The presenters draw on their own teaching experiences in Japan and Ukraine in this discussion group.

Crystal Bock Thiessen, University of Nebraska, USA

Meagan Reule, Kansai Gaidai University, Japan



Saturday, 7:30 am–8:15 am
See registration for unsold tickets

Teaching in Low-Incidence Districts: Challenges and Opportunities

Content Area: K–12

Katherine Lobo, USA



Saturday, 7:30 am–8:15 am
See registration for unsold tickets

Unconscious Bias: The Myth of Racial Colorblindness

Aram deKoven, USA



Saturday, 7:30 am–8:15 am
Convention Center, A310

Undergraduate Writing in Psychology and Chemistry: A Multi-Dimensional Analysis

Content Area: Writing, Composition

This presentation reports the results of a multi-dimensional analysis study describing the linguistic differences between what undergraduates read and the writing they produce at the upper levels as majors in psychology and chemistry. Implications of the findings for the teaching of writing to advanced English language learners are discussed.

Katherine Moran, Georgia State University, USA



Saturday, 7:30 am–8:15 am
Convention Center, D161

What Do Non-Native English Teachers' Narratives Say About Language Learning?

Content Area: Teacher Education

Drawing on language learning narratives of three English language teachers who have taught English in different non-English speaking countries, this presentation examines how non-native teachers' language learning experiences inform their practices. The findings reveal that experiences function as a filter that shapes teachers' professional philosophies and practices.

Sreemali Herath, University of Toronto, Canada



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop

8:30 am

Saturday, 8:30 am–9:30 am
Convention Center, Arena**Identity and Language Learning Across Time and Space**

In this plenary, I draw on my TESOL research in the international community to illustrate how both learner and teacher identities are negotiated in language classrooms. I suggest that if learners have greater ownership over meaning-making, they will have greater investment in the language and cultural practices of their classrooms.

Bonny Norton, University of British Columbia, Canada

10:00 am

Saturday, 10:00 am–10:20 am
Convention Center, D166**Using Computers to Transcribe and Analyze Video**

Content Area: Discourse, Pragmatics

Do you want to analyze videos without laborious transcriptions? Do you want to find out exactly what happens in conversations? The presenter shows how to do it using computer software for working with shorter and longer videos, for conversation analysis, and for any other research where video data are essential.

Lilia Savova, Indiana University of Pennsylvania, USA

Saturday, 10:00 am–10:45 am
Convention Center, D172**Achieving L2 Comprehension and Vocabulary Acquisition Through Repeated-Reading-Based Instructions**

Content Area: Reading, Literacy

Repeated reading (RR) research has established its efficacy in improving L1 and L2 reading comprehension and fluency, and additionally enhancing L2/FL vocabulary acquisition. What has RR-based research and pedagogical evidence in L1 and L2 taught us? How can we implement RR to enhance L2 reading comprehension and vocabulary acquisition?

Cheng-Ling Alice Chen, Teachers College, Columbia University, USA

Saturday, 10:00 am–10:45 am
Convention Center, D173**Activities for Building Community Online**

Content Area: Classroom Management

Community promotes a sense of belonging, which provides motivation and encouragement for successful course completion. Presenters demonstrate techniques such as reciprocal teaching and formative assessments and the use of online applications like community maps, wikis, and Vokis for building community and social presence in blended and online learning.

Sarah Barnhardt, Community College of Baltimore County, USA

Chester Gates, Community College of Baltimore County, USA

Saturday, 10:00 am–10:45 am
Convention Center, D174**Adult ESL Students With Learning Disabilities: Recognize and Teach**

Content Area: Adult Education

This presentation demonstrates strategies for identifying adults who may have a learning disability. Distinguishing between a disability and an ESL challenge in adults is unique. The presenter shares worksheets used to help identify LD adults and effective teaching methods and advocacy techniques.

Madeleine Monaghan, Sacred Heart University, USA

Saturday, 10:00 am–10:45 am
Convention Center, C142**Bridging Technique and Technology in TESOL Teacher Training**

Content Area: Higher Education

Technology in online TESOL teacher-training programs provides valuable tools for training new and experienced ESL and EFL teachers. But technology alone is not enough. This session combines proven teaching techniques with the latest online technology to demonstrate activities for TESOL teacher trainers to make their classes more interactive and effective.

Steven Humphries, Shenandoah University, USA

Datta Kaur Khalsa, University of Maryland University College, USA

Saturday, 10:00 am–10:45 am
Convention Center, A310**Content Integration Strategies to Teach Ethnic Tolerance**

Content Area: Social Responsibility

What are effective ways to enhance teachers' use of tolerance-related materials, while preparing for high-stakes exams? This session gives an overview of research exploring this question and provides reading, grammar, writing, speaking, and listening tasks. Learn to raise awareness of linguistic and cultural diversity through material choice.

Anastasia Khodakova, Tula State Lev Tolstoy Pedagogical University, Russian Federation

Saturday, 10:00 am–10:45 am
Convention Center, D168**Effective Strategies for Motivating Arabic Students**

Content Area: Sociolinguistics, Culture

This session aims to explore ways in which a) Arabic speaking students are motivated and b) instructors can promote motivation to these learners. The presenters share the outcomes of their action research study and discuss hands-on approaches to supporting Arabic students' motivation, which may lead to their academic successes.

Shira Packer, York University English Language Institute, Canada

Beata Piechocinski, York University English Language Institute, Canada



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 10:00 am–10:45 am
Convention Center, D164

Expanding the Array of the ‘Extracurricular’ in IEP’s

Content Area: Curriculum, Materials Development

Not long ago, a bit of tourism and an ice-cream social were sufficient for students whose real gains were made in the classroom. Now, the wall between curricular and extracurricular is diminishing. This session provides information and interaction about expansive student activities, especially ones fostering improved conversational skill.

Robert Thompson, Arizona State, USA



Saturday, 10:00 am–10:45 am
Convention Center, D165

Facilitating Summary and Paraphrasing Instruction for Postsecondary L2 Writers

Content Area: Second Language Writing

To address the challenge of providing effective summary and paraphrasing instruction for L2 writers, this presentation provides a model of course design, complete with lesson plans and sample activities. This session includes ideas for treatment of source texts, sentence-level activities, and the organization of summary information.

Stephen Doolan, Texas A&M University–Corpus Christi, USA

Shannon Fitzsimmons-Doolan, Texas A&M University–Corpus Christi, USA



Saturday, 10:00 am–10:45 am
Convention Center, Ballroom C1

Harmonizing Culture in and of the Classroom Through Technology

Content Area: Technology in Education

How can technology promote teaching culture in the classroom as well as support the culture of the classroom? TESOL professionals may well be bewildered about which tools to choose. The presenter focuses on free tools and offers suggestions that may lead to the harmonious use of technology.

Claire Bradin Siskin, Excelsior College, USA



Saturday, 10:00 am–10:45 am
Convention Center, D163

How Interactive, Practical, and Fair Are Teacher-Made Assessments?

Content Area: Assessment and Testing

Test design is a regular part of IEP teachers’ duties, but how can test quality be improved? The presenters analyzed 60 grammar, listening, and reading tests, and the resultant data were used to generate example-backed guidelines (provided to all attendees) for improving the interactiveness, practicality, and fairness of teacher-made assessments.

Stuart Landers, Missouri State University, USA

John Thorpe, WestEd, USA



Saturday, 10:00 am–10:45 am
Convention Center, C150

Improving Listening Skills for the Naturalization Process

This session focuses on teaching strategies to improve adult learners’ listening skills for the naturalization process and test.

Donna Vanderhoff, U.S. Citizenship and Immigration Services, USA



Saturday, 10:00 am–10:45 am
Convention Center, C143

Incorporating Intercultural Understanding and International Mindedness in IB Language Courses

Content Area: Intercultural Communication

The development of intercultural understanding and international mindedness, along with language competency, form the building block of IB language courses. This presentation discusses the IB’s approach to language teaching and learning, and explain how intercultural understanding and international mindedness serve as a building block of language acquisition course design.

Jan Stipek, International Baccalaureate (IB), Netherlands



Saturday, 10:00 am–10:45 am
Convention Center, C145

Integrating Digital Video Media in 21st Century Classrooms: Ten Studies

This presentation covers a selection of current exceptional teaching practices and innovative instructional ideas for enhancing language learning experiences through the integration of video technology. We introduce ten case studies from six countries that showcase promising directions for learning and teaching in the TESOL classroom of the 21st century.

Jia Li, University of Ontario, Canada

Nicolas Gromik, National University of Singapore, Singapore

Nicholas Edwards, iDiscoveri Education, India

Brenda McComb, York University, Canada

Jingjing Jiang, Primary Source, USA

Aiden Yeh, Wenzao Ursuline College of Languages, Taiwan



Saturday, 10:00 am–10:45 am
Convention Center, D161

Internationalization, WAC, and L2 Writers: Program Agendas and Curricular Innovation

Content Area: Second Language Writing

In this presentation, data and implications derived from a mixed-method longitudinal research project on undergraduate L2 writers are presented in order to substantiate the claim that small, high-profile programs can provide institutional space and incentive to build a WAC-like, ESL-ready curriculum to support a growing body of linguistically-diverse multilingual writers.

Karyn Mallett, George Mason University, USA

Ghania Zgheib, George Mason University, USA

Nicole Sealey, George Mason University, USA

Anna Habib, George Mason University, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Saturday, 10:00 am–10:45 am
Convention Center, Ballroom C3

Language Instruction Educational Programs (LIEPs): Profiles of Promising Practices

Content Area: K–12

As part of a U.S. Department of Education contract, researchers visited successful Language Instruction Educational Programs (LIEPs) in 20 school districts across America to collect descriptive data on promising practices for ELs. This presentation provides information for educators on selecting, designing, implementing, and evaluating LIEPs.

Kathy Zantal-Wiener, Synergy Enterprises, Inc., USA

Kate Tindle, Synergy Enterprises, Inc., USA

Bridget Belknap, Synergy Enterprises, Inc., USA



Saturday, 10:00 am–10:45 am
Convention Center, A304

Let's Talk: Developing Speaking Skills

"The way human beings learn has nothing to do with being kept quiet," Ralph Peterson asserted. Participants in this session explore the rationale and best practices of instruction for a highly effective language classroom where speaking skills are continuously taught and modeled.

Gilda Martinez-Alba, Maryland TESOL, USA

Laura Hook, Maryland TESOL, USA



Saturday, 10:00 am–10:45 am
Convention Center, A301

Metacognitive Strategy Instruction and Reading Performance of Adult ESL Learners

Content Area: Adult Education

This presentation reports on a study that examined the effects of metacognitive reading strategy instruction on reading performance of adult ESL learners with limited English and literacy skills. Findings showed significant reading gains for those who received strategy instruction. Strategy instruction procedures are demonstrated.

Jiuhuan Huang, Regent University, USA

Claudia Newbern, R. B. Stall High School, USA



Saturday, 10:00 am–10:45 am
Convention Center, A305

Native and Nonnative Teachers' Classroom Management: An Empirical Study

Content Area: Teacher Education

The present study investigates the classroom management approaches of native vs. nonnative English teachers, using Behavior and Instructional Management Scale. In addition, comparisons are made with respect to the participants' degrees and genders as well as teaching contexts (public, private schools, and university level).

Ramin Akbari, Tarbiat Modares University, Iran

Christine Coombe, Dubai Men's College, UAE



Saturday, 10:00 am–10:45 am
Convention Center, C146

Nonnative English Speaking Teachers' Credibility

Content Area: Nonnative English Speakers in TESOL

This presentation focuses on perceptions of preservice teachers on the strengths and weaknesses of native English-speaking and nonnative English-speaking instructors who teach their ESL education courses. The data was gathered using qualitative methods. Implications of the study will be discussed in the light of the results of the data analysis.

Burcu Ates, Sam Houston State University, USA

Mary Petron, Sam Houston State University, USA

Helen Berg, Sam Houston State University, USA



Saturday, 10:00 am–10:45 am
Convention Center, D175

Occupy the Classroom: Getting Students Involved

Content Area: Social Responsibility

Occupy Wall Street has changed the language of politics and the streets of New York. In this presentation, teachers from NYU discuss using this movement in English classes to provide students with authentic language experiences, acquaint students with U.S. culture and politics, and give students a purpose larger than themselves.

Tara Tarpey, New York University, USA

Priscilla Karant, New York University, USA



Saturday, 10:00 am–10:45 am
Convention Center, D171

Online Discussions as Practices of Digital Literacy in ESL Writing

Content Area: Second Language Writing

This study examines the role of digital media, more specifically online forum discussions, to support the development of academic literacy and language learning in ESL college writing.

Clara Bauler, Santa Barbara City College, USA



Saturday, 10:00 am–10:45 am
Convention Center, Ballroom A4

Out of the Mouths of Babies

Content Area: Curriculum, Materials Development

Learner-centered instruction places learners at the heart of the instructional process, and decisions about content, process, and outcomes are based on data by and from learners. In this talk I look at how instructional decisions for young learners can be informed by their stories about life and learning.

David Nunan, Anaheim University, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 10:00 am–10:45 am
Convention Center, C154

Peer-Tutoring Effects on At-Risk Arab Learners' Language Proficiency and Performance

Content Area: Learning Disabilities, Special Needs

Poor language proficiency and academic underachievement among Arab language learners has been a persistent concern among educators, parents, and students. We investigate the use of peer-tutoring on at-risk Arab students and report the findings of our study evaluating a peer-tutoring program on at-risk students in a Gulf university.

Manisha Sinha, Sohar University, Oman
Yogesh Sinha, Sohar University, Oman
Thomas Roche, Sohar University, Oman



Saturday, 10:00 am–10:45 am
Convention Center, A309

Reading Research Articles: A Model to Ease the Pain

Content Area: Higher Education

Understanding Research Articles (RA) has become a headache for EFL college students. To ease this pain, the Reading Comprehension through Phases Model (RCPM) was created. It intends to guide students first in the comprehension of this problem and second in the organization of the strategies required to approach texts.

Chinger Zapata, Universidad Pedagógica Experimental Libertador, Venezuela



Saturday, 10:00 am–10:45 am
Convention Center, C140

Real Solutions to Virtual Challenges in Online Teacher Education

Content Area: Teacher Education

Two instructors from an online teacher training program help participants learn to promote and enhance effective group dynamics in online classes, recognize and respond to a variety of online personalities, and employ several emotionally and socially intelligent strategies that support online classroom management.

Radmila Popovic, World Learning, USA
Jayne Adelson-Goldstein, Lighthearted Learning, USA



Saturday, 10:00 am–10:45 am
Convention Center, C156

Reframing Proficiency: Helping Teachers Develop English-for-Teaching Online

Content Area: Teacher Education

This session examines English-for-teaching as a basic construct for describing teacher English proficiency in the classroom. Presenters discuss how this construct informs the design of online learning materials, drawing on survey results from piloting in Asia, Europe, the Mideast, and South America to illustrate the effectiveness of this approach.

Anne Katz, The New School, USA
Donald Freeman, University of Michigan, USA
Anne Burns, Macquarie University, Australia



Saturday, 10:00 am–10:45 am
Convention Center, C141

Smart Use of Smart Phones

Content Area: Computer-Assisted Language Learning

Smart phones are playing an ever increasing role in our everyday lives. This is no different for our students. This presentation examines how to leverage your students' interest in mobile technology to increase motivation in the L2 classroom by delivering content straight to your learners' phones.

Michael Jones, Woosong University, Korea, Republic of



Saturday, 10:00 am–10:45 am
Convention Center, D167

Teaching English Language Varieties Through Literature in Vernacular Englishes

Content Area: World Englishes

This presentation offers a teaching case study of two literary texts written in vernacular Englishes. Through interactive readings and discussion, the presenter demonstrates how to introduce vernacular texts in an ESL classroom by providing the rationale for using the texts, then showing specific strategies and activities for teaching them.

Shondel Nero, New York University, USA



Saturday, 10:00 am–10:45 am
Convention Center, C147

Visualizing Interculturality: Sharing and Co-Investigating Student-Generated Photos and Commentary

Content Area: Intercultural Communication

This session foregrounds IC as an essential goal of language education, facilitates participants learning of how to design activities and use technology to promote IC. The presentation demonstrates how ESL practitioners can incorporate student-generated photos of everyday intercultural encounters into curriculum to promote students' discovery, interpretation, and reflection on cultural content.

Minjung Park, University of Texas at Austin, USA



Saturday, 10:00 am–11:15 am
Convention Center, D160

The Future of Assessment for English Learners Under Common Core

Under Common Core-required assessments, how will English learners be fairly, responsibly, and accurately evaluated? This session previews new opportunities to foster ELs' academic uses of language; to shift ELD and core content instruction to balance EL's language and content learning; and to design more nuanced, responsible accountability policies and systems.

Lynne Diaz-Rico, California State University, USA
Paul Rybinski, Educational Testing Service, USA
Robert Linqanti, WestEd, San Francisco, USA
Julie Ciancio, California State University, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Saturday, 10:00 am–11:30 am
Convention Center, Ballroom A3

Innovative and Practical Applications of TESOL Standards: An International Colloquium

Colloquium participants become familiar with TESOL standards, particularly through practical applications and activities. After an overview of the TESOL publications, professionals from varied contexts take turns sharing their experiences using specific sets of standards, how they were implemented and the results obtained in each instance.

Ellen Forte, edCount, LLC, USA

Fernando Fleurquin, University of North Texas, USA

Silvia Laborde, Alianza Pocitos-Punta Carretas, Uruguay

Dorit Kaufman, Stony Brook University, USA

Richmond Stroupe, Soka University, USA

Natalie Kuhlman, San Diego State University, USA

Vilma Tafani, 'A. Xhuvani' University, Albania



Saturday, 10:00 am–11:45 am
Convention Center, Ballroom C4

Academic Language for Academic Success of English Language Learners

Content Area: Content-Based Language Instruction

Current educational standards require that educators pay closer attention to the pivotal role of academic language in students' access and achievement of grade-level content. Via the use of vignettes and classroom examples, participants engage in planning and implementing instruction that fosters the academic success of English language learners.

Debbie Zacarian, Center for English Language Education, USA

Diane Staehr Fenner, DSF Consulting, USA

Gisela Ernst Slavitt, Washington State University, USA



Saturday, 10:00 am–11:45 am
Convention Center, D225

Applied Linguistics and IEP Teaching Essentials of Academic Skills

Presenters address research findings in applied linguistics useful in IEP instruction, with a focus on practical teaching of academic listening, grammar, and academic writing. The essentials of instruction are based on academic corpus analyses, combined with practical suggestions for grammar 'noticing' and production activities to develop writing accuracy and fluency.

Jim Bame, Utah State University, USA

Gena Bennett, Independent Scholar, USA

Jan Frodesen, University of California, Santa Barbara, USA

Eli Hinkel, Seattle University, USA



Saturday, 10:00 am–11:45 am
Convention Center, D226

Current Topics in Social Responsibility: Refugee Populations

This session considers the humanitarian nature of refugee programs worldwide, including the resettlement and adaptation of refugee populations into new communities. This interactive session provides an opportunity for participants to reflect on their own circumstances when considering social responsibilities involved in integrating refugees into one's work and community.

Pindie Stephen, International Organization for Migration, USA

Myrna Ann Adkins, Spring Institute for Intercultural Learning, USA

Cathrene Connery, Ithaca College, USA

Jeane Copenhaver-Johnson, Ithaca College, USA

Earlene Gentry, German-Arab Trade Magazine, Egypt

Rob Clement, USA



Saturday, 10:00 am–11:45 am
Convention Center, D170

Exploring Language Teacher Development at the Dawn of Egypt's Democratization

Content Area: Sociolinguistics, Culture

Groupwork, reflection, and promoting learner autonomy are practices rooted in the sociopolitical culture of democratic nations. In Egypt, a country transitioning towards democracy, what is the significance of training trainers to employ such practices in programs they deliver? What is the impact on language teachers who participate in such programs?

Josephine Clark Kennedy, World Learning, USA

Kevin Giddens, SIT Graduate Institute, USA

Marwa Atieya, British University in Egypt, Egypt

Amira Erfan, Amideast Cairo, Egypt



Saturday, 10:00 am–11:45 am
Convention Center, C155

Integrating Brain Research in Teaching to Enhance Learning

Content Area: English as a Foreign Language

Presenters share knowledge about the brain, engaging participants in work which raises awareness of how brains learn best. Various dimensions of cerebral operations are illustrated by way of movie segments portraying classroom situations. Participants leave with a list of tips based on neuroscientific findings that facilitate effective teaching and learning.

Denise De Felice, Casa Thomas Jefferson, Brazil

Lucia Santos, Casa Thomas Jefferson, Brazil



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 10:00 am–11:45 am
Convention Center, D227

Interlanguage/Intercultural Impact on HE Chinese and Arabic Students' Writing Competence

The purpose of this intersection is to share the interlanguage/intercultural impact of Chinese and Arabic students' writing in English. The panels investigate not only similarities and differences between these two languages and English writing systems, but also impact of their values and cross-cultural perception on their English writing competence.

Kim Song, University of Missouri–St. Louis, USA
Ke Xu, Borough of Manhattan Community College–CUNY, USA
Jane Hoelker, From Potential to Power Consultancy, USA
Kelly Schroeder, Fresno Pacific University, USA
Jerome Bollato, University of Missouri–St. Louis, USA



Saturday, 10:00 am–11:45 am
Convention Center, Ballroom C2

Listen Twice, Speak Once: Using Coaching Language With Educator Teams

Content Area: Leadership

As a coaching skill, active listening can be highly effective in helping professionals dialogue around and sort through many hot-button issues. This interactive session highlights components of team coaching, models realistic scenarios where coaching skills are helpful, and gives participants the opportunity to practice using reflective coaching language.

Emily Evans Fanaeian, Wisconsin Center for Educational Research, USA
Christy Reveles, Consultant, USA
Lorena Mancilla, Wisconsin Center for Educational Research, USA



Saturday, 10:00 am–11:45 am
Convention Center, D162

Merging Rhetorical Analysis and Creative Writing in IEP Classes

Content Area: Second Language Writing

Awareness of rhetorical analysis helps prepare IEP students for college-level writing. We believe rhetorical analysis should be developed first through engagement with personal narrative and creative writing. In this workshop, presenters share quarterly plans, model activities that link rhetorical analysis and creative writing, and show samples of student work.

Amy Renehan, University of Washington, USA
Michelle Foshee, University of Washington, USA
Courtney DeRouen, University of Washington, USA



Saturday, 10:00 am–11:45 am
Convention Center, Ballroom A2

New Technology Horizons for International Teaching Assistants

This intersection explores creative uses of computer-mediated instruction for teaching international teaching assistants. The presenters showcase research, online and video tools, mobile technologies, web-based pronunciation software, electronic portfolios and rubric creators that expand opportunities for students to reflect on and assess their communication.

Dawn Bikowski, Ohio University, USA
Robert Elliott, University of Oregon, USA
Janet Goodwin, UCLA, USA
Barbara Schroeder Jensen, Princeton University, USA
Mary Jetter, University of Minnesota, USA
Jeff Kuhn, Ohio University, USA



Saturday, 10:00 am–12:45 pm
Convention Center, D221

Developing Academic Literacy Across the Content Areas

Content Area: Bilingual Education

This presentation first lays out an evidence-based pedagogical framework highlighting the roles of literacy engagement and identity affirmation in addressing underachievement. Next a three-step model showing the development of academic literacy in content areas is presented. Finally, specific challenges in academic literacy in mathematics and science are addressed.

Jim Cummins, University of Toronto, Canada
David Freeman, University of Texas at Brownsville, USA
Yvonne Freeman, University of Texas at Brownsville, USA
Cecilia Silva, Texas Christian University, USA
Luciana de Oliveira, Purdue University, USA



Saturday, 10:00 am–12:45 pm
Convention Center, D222

Perspectives on Teaching and Learning Academic Vocabulary

Content Area: Vocabulary, Lexicon

Coxhead's Academic Word List highlights the importance of vocabulary for academic study and has inspired a host of teaching materials and similar word lists. This panel revisits the notion of academic vocabulary exploring it from different perspectives in order to offer teaching and learning ideas for IEP programs.

Diane Schmitt, Nottingham Trent University, United Kingdom (Great Britain)
Keith Folse, University of Central Florida, USA



Saturday, 10:00 am–12:45 pm
Convention Center, D220

Teacher Identity Research Today: Implications for Teacher Education

Content Area: Teacher Education

Recent research on language teachers' identity construction has largely taken a sociocultural view on identity, framing the construct as dynamic, multiple, and negotiated. We take a look at language teacher identity research today, explore identity from multiple perspectives, and discuss the implications of language teacher identity research for teacher education.

Suhanthie Motha, University of Washington, USA
Gloria Park, Indiana University of Pennsylvania, USA
John Trent, Hong Kong Institute of Education, Hong Kong
Manka Varghese, University of Washington, USA



Saturday, 10:00 am–12:45 pm
Convention Center, D223

The Birth, Growth, and Future of NNEST Movement in TESOL

Content Area: Nonnative English Speakers in TESOL

Leaders of the NNEST movement will (a) trace the inception and growth of the movement, (b) discuss its present state of this line of inquiry, and (c) overview challenges encountered by and opportunities afforded for classroom practitioners, researchers, and teacher educators.

Brock Brady, Peace Corps, USA
Lia Kamhi-Stein, California State University, Los Angeles, USA
Jun Liu, Georgia State University, USA
Ahmar Mahboob, University of Sydney, Australia
Aya Matsuda, Arizona State University, USA
Paul Kei Matsuda, Arizona State University, USA
George Braine, The Chinese University of Hong Kong, Hong Kong

11:00 am



Saturday, 11:00 am–11:45 am
Convention Center, D166

Be Smart: Using Multimedia and Common Core Standards for ELLs

Content Area: K–12

Presenters lay a foundation for the importance of scaffolding using multimedia and provide step-by-step instructions through video clips and hands-on demonstrations showing how to embed smart technology into virtually every content lesson. This session provides the audience with a matrix of ELLs' varied abilities and appropriate interventions.

Leslie Kirshner-Morris, School District of Philadelphia, USA
Cara Hoppe, Washington, DC Public Schools, USA



Saturday, 11:00 am–11:45 am
Convention Center, D161

Can Teaching Slang Promote Intercultural Communication in the ESL Classroom?

Content Area: Intercultural Communication

Although the use of slang seems to be more common than formal language among EFL students in Uzbekistan, why is it often misunderstood? Can teaching slang contribute to the intercultural communication? The presenter shares a variety of classroom activities to help EFL students identify differences between slang and formal language.

Karligash Avazbayeva, Secondary Public School/Private School, Uzbekistan



Saturday, 11:00 am–11:45 am
Convention Center, A303

Developing Supplementary Materials for ESL Synthesis Writing Tasks

This presentation discusses a development procedure of supplementing reading and writing materials for synthesis writing tasks (writing from sources) in an ESL reading and writing classroom. It also provides suggestions for developing and incorporating supplementary materials into the reading and writing curriculum.

Cui Zhang, Eastern Kentucky University, USA



Saturday, 11:00 am–11:45 am
Convention Center, C143

Empowering Students: Communication Tools to Build a Culture of Peace

Content Area: Intercultural Communication

The presenter shares his experience onboard Peace Boat Global Voyage 66, teaching English for international understanding and exploring global education. Participants learn techniques and resources that build, develop and sustain a culture of peace within their classrooms and communities. Session includes practical demonstrations.

Mauricio Arango, Centro Colombo Americano, Colombia



Saturday, 11:00 am–11:45 am
Convention Center, C147

ESL Learners Embracing Diversity

Content Area: Adult Education

Although benefits of diversity are conspicuous, ESL students, due to their homogenous backgrounds, sometimes come across as less tolerant and insensitive. Through engaging in intercultural dialogues, participants are introduced to easily adaptable activities that raise cultural awareness and provide students with insightful experiences that help to understand and embrace diversity.

Kakhramon Gafurov, Oregon State University, USA
Julie Holaway, Oregon State University, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 11:00 am–11:45 am
Convention Center, A302

From Intimidation to Motivation: Using Classroom Observations for Teacher Development

Content Area: Teacher Education

In recent years, classroom observations have become an intimidating evaluation tool rather than a dynamic means of learning. This evolution has become a detriment to the IEP's structure and function. This workshop shows participants how to implement classroom observations so that they lead to professional growth and development.

Amber Young, ELS, USA
Janese Carstens, Montana State University; Billings, USA



Saturday, 11:00 am–11:45 am
Convention Center, A305

Gender Issues in the Middle Eastern EFL Classroom

Content Area: English as a Foreign Language

This session introduces English picturebooks with powerful female characters that challenge the traditional female portrayal alongside critical literacy engagements that invite students' critical introspection into the texts and wider context. Analysis of sample EFL middle-school students' responses uncover emerging awareness of problematic female portrayal in literature and society.

Rawia Hayik, Sakhnin Academic College for Teacher Education, Israel



Saturday, 11:00 am–11:45 am
Convention Center, D165

Going Beyond Writing With Sources: A Focus on Academic Voice

Content Area: Writing, Composition

Presenting an academic voice in writing can be a challenge even for advanced ESL students. How is academic voice constructed? This session addresses this question, demonstrating how teachers can help students develop and express their voice in academic writing using a three-step approach.

Wendy Wang, Eastern Michigan University, USA
Kay Stremier, Eastern Michigan University, USA
Erin Luyendyk, Eastern Michigan University, USA
Susan Brokaw, Eastern Michigan University, USA



Saturday, 11:00 am–11:45 am
Convention Center, A309

Helping the Poorest of the Poor in the Tourist Industry

Content Area: Vocational, Workplace, Business English

A Peruvian taxi driver talking with a Czech tourist symbolizes our community-based ESP program. Members of two different teams, we discuss what helped or hindered our work from the needs analysis to the production of appropriate materials for the poorest of the poor in the tourist industry in the Andes.

Charles Hall, University of Memphis, USA
Alejandra Díaz, Centro Cultural Peruano Norteamericano, Peru
Juan Carlos Alvarez, Centro Cultural Peruano Norteamericano, Peru
Dawn Arrol, University of Miami, USA



Saturday, 11:00 am–11:45 am
Convention Center, Ballroom A4

Heritage Cultures and Languages in the Second Language Classroom

Content Area: Bilingual Education

Knowledge about, valuing of, and developing the languages and cultures of our students is critical to our success as educators and researchers and to our students' achievement, an approach that is supported by research. Recommendations are made for programmatic and instructional approaches that value, support, and build on students' backgrounds.

Joy Kreeft Peyton, Center for Applied Linguistics, USA



Saturday, 11:00 am–11:45 am
Convention Center, C142

How ELL Student Focus Groups Can Influence School Change

Content Area: High School/Secondary Education

In a K–12 world where data analysis steers educational policy, ELL student voices often go unheard. In this session, participants will discover how professional learning communities from two high schools used student focus groups to promote educational change. Participants will receive tips for conducting focus groups in their own schools.

Melanie Schneider, University of Wisconsin-Whitewater, USA
Susan Huss-Lederman, University of Wisconsin-Whitewater, USA



Saturday, 11:00 am–11:45 am
Convention Center, D164

IEP Best Practices for Participating in University Regional Accreditation

Content Area: Intensive English Programs

The implementation of the federal English language training program accreditation law set the stage for university-governed IEPs to play a more active role in their institutions' regional accreditation process. In this session, participants discuss successful strategies and models for integrating IEPs into campuses' self-studies and accreditation committees.

Patricia Juza, University of New York, USA
Becky George, University of Hawaii, USA



Saturday, 11:00 am–11:45 am
Convention Center, C145

Importance of the Phonological Loop (Working Memory) in Teaching Reading

Content Area: Reading, Literacy

Brain research has identified the significant role that phonological memory plays in learning a second language. The presenters tested this theory with adults learning to read in a new language. Outcomes and implications are shared along with practical phonological activities that can be incorporated into reading instruction.

Rebecca Price, Howard Community College, USA
Minah Woo, Howard Community College, USA





Saturday, 11:00 am–11:45 am
Convention Center, D175

Integrated English—A Fruitful Bilingual Teaching Model in China

Integrated English teaching programs are characterized by six beliefs in bilingual teaching: learning English at an early age, teaching totally in English, focusing on listening and speaking first, learning English subconsciously, developing fully the abilities of English learners, and integrating content with language.

Kevin Dong Jinwei, Guangdong University, China



Saturday, 11:00 am–11:45 am
Convention Center, C140

International Partnerships in Teacher Education: Program Design and Administration

Content Area: Teacher Education

The growth of international partnerships in English language teacher education reflects the increasing demand for economical on-site teacher-training programs. In this session, participants consider how best to design programs tailored to the needs of the host country students, including pedagogy, format, coursework, and teaching practicum.

Denis Hall, Southern New Hampshire University, USA



Saturday, 11:00 am–11:45 am
Convention Center, Ballroom C3

Language-Based Content Instruction: Science Reports and Common Core Standards

Content Area: Content-Based Language Instruction

This presentation explores how a first grade teacher in a U.S. urban elementary school used language-based instruction to teach science reports to ELLs by drawing on systemic functional linguistics. It shows how students' developing metalanguage of genres supported them in writing topic-centered reports coherently with an expanded linguistic repertoire.

Dong-shin Shin, SUNY, Brockport, USA



Saturday, 11:00 am–11:45 am
Convention Center, A304

Literacy Instruction for ELLs: Meeting Common Core State Standards

Content Area: Reading, Literacy

In an era of Common Core State Standards (CCSS), expert researchers and teacher professional developers address the key questions, "What does literacy instruction need to look like for ELLs to meet the CCSS? How can teachers learn to enact this new vision of literacy instruction?"

Amanda Kibler, University of Virginia, USA

Aida Walqui, WestEd, USA

Mary Schleppegrell, University of Michigan, USA

Lorrie S. Verplaetse, Southern Connecticut State University, USA

Guadalupe Valdés, Stanford University, USA



Saturday, 11:00 am–11:45 am
Convention Center, C150

New Trends in ELL Accommodation on State Content Assessments

For the past decade, ELL accommodation efforts have focused on ensuring that ELL and students with disabilities needs are not conflated. The new PARCC and Smarter Balanced accessibility frameworks will combine ELLs and students with disabilities into a single Special Populations category. This presentation examines associated benefits and challenges.

Lynn Shafer Willner, GW-CEEE, USA

Charlene Rivera, GW-CEEE, USA



Saturday, 11:00 am–11:45 am
Convention Center, D173

Obstacles to Opportunities: Integrating iPads Into an IEP Curriculum

Content Area: Computer-Assisted Language Learning

With the increasing popularity of iPads, institutions are struggling to integrate them into existing curricula in a timely and pedagogically appropriate manner. In this session, participants learn and practice strategies for effective app evaluation and iPad activities. They leave with practical ideas, along with advice from previous teachers and students.

Michelle Scholz, Oregon State University, USA

Kathleen Mitchell, Oregon State University, USA



Saturday, 11:00 am–11:45 am
Convention Center, C154

Research Insights Into Expanding L2 Writing Vocabulary

Content Area: Writing, Composition

Studies have shown what L2 writing teachers have known for some time: Students with a larger vocabulary perform better on L2 writing tasks. However, vocabulary is often overlooked in L2 writing instruction. This research-oriented session examines electronic tools available to teachers and students to analyze and expand students' productive vocabularies.

Mark Johnson, Middle Tennessee State University, USA

Leonardo Mercado, Instituto Cultural Peruano Norteamericano, Peru

Anthony Acevedo, Instituto Cultural Peruano Norteamericano, Peru



Saturday, 11:00 am–11:45 am
Convention Center, A301

Scaffolding Reading in the Adult Education ESL Classroom

Content Area: Reading, Literacy

This study compares two scaffolding methods—teacher read-aloud and pair reading—to students' independent reading in adult education ESL classrooms. The presenter shows the materials used, reports her findings concerning the relative effectiveness of these scaffolding techniques for high-performing and low-performing readers, and discusses pedagogical implications.

Nancy Meredith, University of Texas at Austin, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 11:00 am–11:45 am
Convention Center, D174

Sheltered Content Materials for Adult Computer Literacy

Content Area: Materials Writers

Adult immigrants learning English need to be comfortable using technology. How can instruction meet these learners' parallel goals of computer literacy and language advancement? Presenters discuss sheltered instruction principles utilized, and demonstrate materials developed for a class designed to introduce adult learners to computer basics while strengthening their English skills.

Heather Tatton-Harris, Carlos Rosario International Public Charter School, USA

Miriam Burt, Center for Applied Linguistics, USA



Saturday, 11:00 am–11:45 am
Convention Center, A310

Sheltering Instruction Across the Disciplines: Preparing Faculty to Teach NNES

Content Area: Higher Education

As the number of international students at US colleges and universities grows, there comes an increased need for non-TESOL faculty to integrate NNES into their classrooms. Presenters discuss approaches to instructing faculty across varying disciplines, and strategies to overcome challenges of working with a diverse faculty population.

Lisa Varandani, University of Dayton, USA

Jennifer Haan, University of Dayton, USA



Saturday, 11:00 am–11:45 am
Convention Center, C141

Speaking Practice and Assessment Technique Using Movie Clips

Content Area: Assessment and Testing

Many L2 Korean learners have high anxiety when they are asked to speak in classroom contexts. This presentation illustrates how teachers can help L2 learners to improve their communicative competence through interactions using silent movie clips. The presenter also demonstrates how teachers can assess these L2 learners' learning process.

SoHee Kim, Korea University, Korea, Republic of



Saturday, 11:00 am–11:45 am
Convention Center, D224

Teaching Academic Literacy to ELLs Using the Common Core Standards

Content Area: Grammar

The Common Core State Standards expect that all students demonstrate command of the conventions of Standard English grammar, a key component of academic literacy. This session increases participants' knowledge of language structures with key grammatical terms and usage, application activities, and strategies to build these skills with students.

Betty Smallwood, Center for Applied Linguistics, USA



Saturday, 11:00 am–11:45 am
Convention Center, C146

Teaching World Englishes to Preservice Teachers in ESL Education Courses

Content Area: World Englishes

This presentation focuses on a study conducted on WEs which involved preservice teachers in ESL education courses in a teacher education program. The aim of the study was to create awareness among future teachers on WE and have them explore ways to communicate effectively with WE speakers.

Zohreh R. Eslami, Texas A&M University, USA

Burcu Ates, Sam Houston State University, USA



Saturday, 11:00 am–11:45 am
Convention Center, D171

TESOL 2013 Award for Distinguished Research

Andreea Cervatiuc, the recipient of the 2013 TESOL Research Award, presents the empirical study for which the award was given: "Curriculum Meta-Orientations in the Language Instruction for Newcomers to Canada Program," coauthored by Thomas Ricento and published in *The Canadian Journal for the Study of Adult Education*.

Andreea Cervatiuc, University of Calgary, Canada



Saturday, 11:00 am–11:45 am
Convention Center, D163

The Grammar-Listening Connection

Content Area: Speech, Pronunciation, and Listening

Listening proficiency is critical to L2 success, but its importance is often overlooked. In this session, the presenter examines what recent research tells us about listening instruction, why decoding skills are essential to developing listening proficiency, and the importance of connecting listening to grammar instruction.

Stacy Hagen, USA, USA



Saturday, 11:00 am–11:45 am
Convention Center, D172

The Multifaceted Career Path of the EFL Professional

Content Area: Personal Development

Many English teachers move from place to place, while others find secure positions, staying for decades. Finding a balance between the two is the quest of most professionals. Come share your experiences if you have done either and would like to try the other—or have been successful at both!

Carol Pineiro, Boston University, USA

Caryl Delaney, TLC/Boston, USA

Susan Berry, Boston University, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Saturday, 11:00 am–11:45 am
Convention Center, D168

TOEFL-Based Classroom Instruction: Teach-to-the-Test or Holistic?

Content Area: Assessment and Testing

Do students' TOEFL scores increase more from a teach-to-the-test approach or holistic instruction? This presentation examines the effects these different instructional methods had on the TOEFL results of two groups of similar EFL students in an IEP in Spain over one semester.

Robert Cote, University of Arizona, USA



Saturday, 11:00 am–11:45 am
Convention Center, D167

Turning ITAs Into Discourse Experts: Activities for the ITA Classroom

Content Area: Discourse, Pragmatics

Allowing students to examine discourse is a strategy used in the L2 classroom to help students notice linguistic patterns and develop expertise in this area. In this session, the presenters show activities that can be used to incorporate discourse analysis strategies in ITA training courses.

Maria Beatriz Mendoza, Florida State University, USA

Jennifer Grill, Florida State University, USA



Saturday, 11:00 am–11:45 am
Convention Center, C156

What Teachers Learn From Professional Development: Two National Perspectives

Content Area: Teacher Education

Professional development is intended to impact what teachers do in the classroom, and thus what students learn. To examine this premise, 3,300 public-sector EFL teachers in Chile and Turkey were surveyed to understand their participation, uptake, and learning from professional development. This session reports on the findings from the research.

Kathleen Graves, University of Michigan, USA

Mary Jane Abrahams, Alberto Hurtado University, Chile

Donald Freeman, University of Michigan, USA

Aysel Kilic, Anadolu University, Turkey

Handan Yavuz, Anadolu University, Turkey

12:00 pm



Saturday, 12:00 pm–12:45 pm
Convention Center, D174

Academically Speaking: Preparing for Discussions and Presentations

Working in groups, participating in discussions, and presenting to an audience are important academic skills that are necessary to succeed in postsecondary institutions. This session presents useful activities that help develop these key academic skills and shares ideas for expanding practice to authentic settings.

Robyn Brinks Lockwood, Stanford University, USA



Saturday, 12:00 pm–12:45 pm
Convention Center, D165

Creating Classroom Activities From Free TOEFL® Resources

Learn how to use TOEFL's free resources to create a variety of classroom activities for higher education. Using activities based on test items, you can build your students' ability to succeed in the classroom. Audience members perform sample activities, and discuss how to use scoring rubrics to measure performance.

Marian Crandall, ETS, USA



Saturday, 12:00 pm–12:45 pm
Convention Center, D167

Creating Materials to Help Adults With Low Literacy Avoid Fraud

People with low literacy in English may be vulnerable to scams. Avoiding fraud is a practical life skill. Presenters share free online, print, audio, and video materials they developed for this audience and discuss strategies for the use of these resources that can reinforce students' reading, writing, and listening skills.

Carol Kando-Pineda, Federal Trade Commission, USA

Miriam Burt, Center for Applied Linguistics, USA

Jennifer Leach, Federal Trade Commission, USA



Saturday, 12:00 pm–12:45 pm
Convention Center, D168

Driving ELL Achievement Through Technology

How can instructors use data and technology to differentiate instructions and improve the performances of their elementary, secondary and college-level ELLs? In this informative session, participants explore how ESL ReadingSmart, a web-based and easy to use program provides all the necessary tools to increase ELL achievement.

Chrisitan Glenn, ESL ReadingSmart, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 12:00 pm–12:45 pm
Convention Center, Ballroom C4

Enjoy Reader's Theater!: A Literacy Intervention Tool for All Students

Spotlight Reader's Theater incorporates read-aloud narration, dialogue, and directions. Students read parts using oral language and reading to "perform" the play. By applying their reading skills to act out the story, struggling readers and ELL can improve their reading fluency and expressiveness, and gain a greater understanding of a story.

Barbara Jones, Santillana Publishing, USA



Saturday, 12:00 pm–12:45 pm
Convention Center, D175

How Languages Are Learned

An understanding of how languages are learned is important and useful information for second- and foreign-language teachers. In this 4th edition of 'How Languages Are Learned,' theory and research on language learning are reviewed, especially studies that have been carried out in classrooms where different pedagogical approaches are used.

Patsy Lightbrown, Oxford University Press, USA
Nina Spada, Oxford University Press, USA



Saturday, 12:00 pm–12:45 pm
Convention Center, C146

Introducing Macmillan: Your Partner in Education

Meet Jo Greig, International Marketing Director at Macmillan Education, as she presents Macmillan's global educational publishing programme. Jo showcases Macmillan's brand new digital publishing programme for the ELT, curriculum and higher education markets.

Jo Greig, Macmillan Education, United Kingdom (Great Britain)



Saturday, 12:00 pm–12:45 pm
Convention Center, D226

Launch Online ESL Programs in 30 Days or Less

Online education provides benefits to both ESL educators as well as ESL students. Learn how you can begin to take advantage of these benefits by utilizing LearningU's unique features and tools to implement an online ESL program in 30 days or less.

Sherri Sagers, LearningU, USA
Cameron Loflin, LearningU, USA
Kent Johnson, LearningU, USA



Saturday, 12:00 pm–12:45 pm
Convention Center, D164

Meeting ESL Pronunciation Needs in Business With Technology

Presenting interactive software with a comprehensive format to address the speech needs of ESL business professionals. American Speechsounds for Business focuses on business terminology and expressions. Offers a native language-based directory and individual diagnostic measures. Authoring lets instructors customize for any language proficiency level. Desktop, web, and mobile apps.

Nancy Hiser, English Talk Shop LLC, USA
Catherine Moore, California State University, Fullerton, USA



Saturday, 12:00 pm–12:45 pm
Convention Center, D170

Professional Development That Works: Design for Success

This workshop presents a set of principles through which teachers can take control of their own professional development. The workshop leaders summarize current empirical research and design perspectives on professional development, and illustrate these through a series of practical hands-on activities drawing on models developed in North America and elsewhere.

Sherry Preiss, Pearson English Language Learning Solutions, USA
David Nunan, Anaheim University, USA



Saturday, 12:00 pm–12:45 pm
Convention Center, D172

Prospera Hispanic Leaders Program: Meeting Hispanic Youth and Family Needs

Learn how the Prospera Hispanic Leaders Program works and how it can help you meet the complex needs of Hispanic children, youth, and their families in one manageable, easy to implement afterschool program. Descriptions of Prospera professional development, instructional materials, and ongoing support for sites are also be provided.

Stephanie Fillman, Prospera Initiatives, Inc., USA
Regla Armengol, Prospera Initiatives, Inc., USA



Saturday, 12:00 pm–12:45 pm
Convention Center, D171

PTE Academic: Changing the English Language Testing Landscape

This session provides an overview of Pearson's innovative PTE Academic test suite, designed to provide test-takers with a personalized learning solution. Additionally, a case study including testimonials from Kaplan International Colleges showcases how partnering with Pearson has created new English language testing and learning synergies.

Puck Fernsten, Pearson Language Test, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Saturday, 12:00 pm–12:45 pm
Convention Center, D173

Reading Is a Superpower! Comic Books, Graphic Novels, and ELL

Be an ESL superhero with the Reading Is a Superpower comic book program! Our programs use vocabulary instruction, creative writing, and related activities with our comic books and graphic novels to foster learning with ESL and ELL students. Field-tested and developed with ELL programs, includes over 3,500 terms, many STEM.

Daniel Verdick, Reading Is a Superpower, USA



Saturday, 12:00 pm–12:45 pm
Convention Center, D227

Supporting ELs in Reading, Analyzing, and Responding to Diverse Genres

This session includes ways to support students' needs through the use of genre-specific lessons using accessible texts and emphasizing vocabulary development, comprehension, and participation in rich discussions. Ways to scaffold and encourage English learners to think deeply and critically about their reading and to respond in writing are discussed.

Barbara Andrews, Benchmark Education Company, USA



Saturday, 12:00 pm–12:45 pm
Convention Center, D162

Teaching Academic Content: Why It's Better. How To Do It.

Research shows that teaching EAP through sustained academic content prepares students for college classes. This session explains the benefits of using sustained content and how to design lessons that integrate the content with academic skills and vocabulary. Come learn how to better prepare your students for university courses.

John Brezinsky, Cambridge University Press, USA



Saturday, 12:00 pm–12:45 pm
Convention Center, D163

Teaching Digital Natives

Learners are growing up in an environment where they take technology for granted. This has affected the way they do things and how they think about things as well. The presenters explore the challenges of teaching this new generation and look at some of the tools available to help us.

George Pappas, Express Publishing, USA



Saturday, 12:00 pm–12:45 pm
Convention Center, D224

Technology-Supported English Language Teaching: The Role of Partnerships

Learners need access to authentic language, and we have set up partnerships with Microsoft, Intel, IBM and others who are committed to improving education. Using mobile phones and social media, learners gain increased support outside the class to activate their communicative skills. This session outlines how partnerships support learners.

Michael Carrier, British Council, United Kingdom (Great Britain)



Saturday, 12:00 pm–12:45 pm
Convention Center, C147

Three Issues to Transitioning ESL Students to College and Work

Transition skills should be taught at every level of an ESL program. The presenters, both classroom teachers, discuss and demonstrate how to address three key issues in order to prepare students for college and the workplace.

Rob Jenkins, Santa Ana College, USA

Staci Johnson, National Geographic Learning, USA

12:30 pm



Saturday, 12:30 pm–1:45 pm
Convention Center, Poster Session Area

Fun Using Bumper Stickers as Prompts

Bumper Sticker, the book, provides 363 photocopyable, thought provoking sayings to think, talk, and write about, plus a two-page introduction to this cultural phenomenon for ELLs and a user's guide with 14 techniques to engage students in activities strengthening language skills.

Andy Burrows, Pro Lingua Associates, USA

1:00 pm



Saturday, 1:00 pm–1:45 pm
Convention Center, D220

Analyzing Teacher Self-Efficacy for Delivering Culturally-Responsive Literacy Instruction for ELLs

Content Area: Teacher Education

Presenters describe a mixed-method study that utilizes an adapted version of the Culturally Responsive Teaching Self-Efficacy Scale to explore how preservice and in-service teachers evaluate their readiness to be culturally responsive in literacy instruction. The study investigates academic, demographic, and experiential factors that correlate with higher levels of perceived readiness.

Amie Sarker, Dallas Baptist University, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, Ballroom A3

Anglo-American International Classrooms in a French Primary School

Content Area: Bilingual Education

The French government promotes plurilingualism at primary level. How is it implemented? What are the benefits for children participating in an Anglo-American programme? What kind of achievements can be expected from French native speakers and bilingual or English native speakers working together? What professional competences does it require from teachers?

Patricia Monjo, University Montpellier 2, France

Violaine Gazaix, Direction Académique, France



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 1:00 pm–1:45 pm
Convention Center, D172

Are English Language Proficiency Exams Useful and Valid?

Content Area: Assessment and Testing

Assessing English language proficiency has become big business. English language proficiency exams are now used not only for academic purposes, but also for determining job eligibility, promotions, rate of pay, etc. But just how useful and valid are they, which are the best, and can they be considered politically incorrect?

Denis Cheng, Khalifa University, USA



Saturday, 1:00 pm–1:45 pm
Expo Hall Floor

Assessment Forum Roundtable

How can assessment help to focus your teaching on what matters to each student, eliminating wasted time and bypassing student frustration? Keynote speakers from the Assessment Forum Academic session discusses designs for formative assessment under the Common Core standards and highlight ways that assessment improves class placements, groupings, and instruction.

Lynne Díaz-Rico, California State University, San Bernardino, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, D226

Bring Your 'A' Game: Building Classroom Harmony Among Diverse Learners

Content Area: Higher Education

Nothing lights up a classroom like a game. Engaging games can teach target language and structures and create opportunities for uniting a diverse population. This vibrant experience lays the groundwork for successful communicative classrooms. Attendees participate in several games and discuss ways of adapting them to their students' needs.

Cara Tuzzolino-Werben, Nassau Community College, USA

Elizabeth Fonseca, Nassau Community College, USA



Saturday, 1:00 pm–1:45 pm
Expo Hall Floor

CCSS: How Do We Measure the Growth of ALL Children

Making student thinking visible in mathematics classrooms promotes teacher instructional effectiveness and student mathematics learning. The CCSS Mathematical Practices directly relate to strategies that support ELL. This roundtable discussion connects the use of a Practices Matrix, ELL, and visible thinking.

Shelly Chasse, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, D171

Contextualized Grammar in Writing: Advantages for Instruction

Content Area: Second Language Writing

Responding to the ongoing debate regarding the role of grammar in composition, new research shows that grammar needs to be taught, rhetorically, in the context of student writing. Using authentic samples, the presenters demonstrate successful practices of contextualized grammar instruction to improve the skills of both L1 and L2 students.

Maria Zlateva, Boston University, USA

Sarah Hanselman, Boston University, USA

Kimberly Shuckra-Gomez, Boston University, USA



Saturday, 1:00 pm–1:45 pm
Expo Hall Floor

Cultivating Ethics and Respect in the Classroom

We all want to be ethical and respectful, but in our cross-cultural contexts, it can be easy to miss nuances of the ways that respect and ethics are perceived by different students. Share research and teaching practice for making our classrooms just as respectful as we want them to be.

Nancy Ackles, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, Ballroom A4

Developing Intercultural Awareness

Content Area: Intercultural Communication

How can we become more aware of intercultural differences and help bridge cultural gaps? In this engaging and interactive presentation, we examine key concepts of intercultural communication and look at practical ways to help learners communicate more effectively when they interact with those from different cultural backgrounds.

Joe McVeigh, Independent Consultant, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, D164

Digitally Animated Debate: Before and After

Content Area: Video and Digital Media

This presentation examines how U.S. university-based ESL students used digital animated videos, either to prepare argumentative papers or as a method for revisiting and improving finished papers. Upper-level students benefited from using digital design tools prior to writing, while lower-level students saw benefits only after completing the paper.

Tony Cimasko, Miami University, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Saturday, 1:00 pm–1:45 pm
Convention Center, D161

Effective Tasks for Japanese Students

Content Area: Project-, Task-Based Teaching and Learning

Although task-based language teaching remains popular in English schools worldwide, some teachers of Japanese students have been frustrated when implementing tasks in the classroom. Which task types work best with Japanese students? How can teachers use tasks for assessment? The presenter addresses these questions and gives concrete examples.

Paul Wicking, Meijo University, Japan



Saturday, 1:00 pm–1:45 pm
Convention Center, C156

Effects of Cultural Nativization on Reading for EFL students

Content Area: English as a Foreign Language

This research-based presentation addresses the effects of cultural nativization on reading comprehension for Korean EFL students. Nativizing culturally unfamiliar text into familiar ones was shown to enhance reading comprehension. The presenters show how it can be incorporated into the curriculum to empower EFL learners.

Donghee Son, Texas A&M University, USA
Zohreh R. Eslami, Texas A&M University, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, C148

English Language Learner Use of Machine Translation and Web-Based MT

Content Area: Technology in Education

This session focuses on the presenters' research conclusions from examining teacher attitude towards and student usage of machine translators and web-based machine translators in the ESL classroom.

Emily Weiss, Queens College, USA
Federica Emiliani, Queens College, USA



Saturday, 1:00 pm–1:45 pm
Expo Hall Floor

ESP for Law Enforcement: Addressing Social Justice Issues Through Language

Globalization has heightened the need for ESP for law enforcement both through more frequent interactions between police and English-speaking visitors and increased operational training. A USDoS-EL Fellow working with Indonesian National Police leads a discussion on addressing social justice issues through ESP curricula in the context of capacity building.

Jaclyn Gishbaugher, Indonesia



Saturday, 1:00 pm–1:45 pm
Convention Center, D163

First Comes Understanding: Exploring Reasons for Arabic Speakers' Reading Difficulties

Content Area: Reading, Literacy

ESL teachers often observe that many native Arabic speakers experience difficulty with academic reading. The first step in developing effective instructional methods to help these students is understanding the complex sociocultural and linguistic reasons that make it difficult for native Arabic speakers to learn to read in English.

Molly McClennen, University of Illinois at Chicago, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, C140

From ELLs to ESL Teachers: Latina Teachers' Experiences

Content Area: Teacher Education

This session presents lived experiences of five Latina teachers who were once English language learners themselves and now are K–12 ESL teachers in a highly Hispanic-populated area. Some of the findings highlight challenges that they had to overcome to become certified teachers and their contributions to teaching ELLs.

Seonhee Cho, College of Mount Saint Vincent, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, Ballroom C3

Generous Reading: Harmonizing Heritage and Writing Assessment for ELLs

Content Area: Second Language Writing

How can we help teachers look beyond standard writing conventions in order to recognize the writing strengths of ELLs? This study investigates how Generous Reading of Student Writing (GRSW) affects teachers' attitudes and practices over the course of a school year by highlighting student strengths in writing.

Liza Speece, University of South Carolina, USA
Lucy Spence, University of South Carolina, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, D175

Harmonizing Language Learning and Social Responsibility

Content Area: Intensive English Programs

The presenter describes a multistage project wherein students research different charitable organizations online and, through a process of discussion, choose one to support. Students become experts on the topic, produce publicity materials, give presentations to other classes, hold bake sales with proceeds donated to charity, and write a reflective essay.

Gerry Luton, University of Victoria, Canada



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 1:00 pm–1:45 pm
Convention Center, A308

How Teachers, Administrators, and Institutions Can Facilitate Teacher Collaboration

Content Area: Higher Education

Based on research at a Japanese university on culturally diverse faculty members involved in cross-disciplinary collaborations, this presentation focuses on the advantages and disadvantages of the collaboration process, individual instructor characteristics that affect teacher collaboration, and institutional and administrative qualities that develop a supportive environment for collaborative activities.

Richmond Stroue, Soka University, Japan
Eri Fukuda, Soka University, Japan



Saturday, 1:00 pm–1:45 pm
Convention Center, D170

IMMERSE: A Professional Development Model for Challenged Settings

Content Area: Teacher Education

Based on a successful model applied at a large binational center, this presentation explains how language teaching institutions can implement multitiered, comprehensive professional development that allows new ESL/EFL teachers without previous studies and training to become effective, highly competent language teaching professionals over time.

Leonardo A. Mercado, Instituto Cultural Peruano Norteamericano (ICPNA), Peru



Saturday, 1:00 pm–1:45 pm
Convention Center, Ballroom C1

Implementing Language Programs Across Regions

Content Area: Program Administration

The challenge in diversifying English language learning programs is to make their universal features and principles applicable and relevant to students, notwithstanding differences in cultural and socioeconomic contexts. Presenters provide five principles to take into account when implementing language programs across culturally diverse regions based on experience in Guatemala.

German Gomez, Instituto Guatemalteco Americano, Guatemala
Rina de Gongora, Instituto Guatemalteco Americano, Guatemala
Ana Sylvia Ramirez, Instituto Guatemalteco Americano, Guatemala



Saturday, 1:00 pm–1:45 pm
Convention Center, C145

Improving Pronunciation and Teacher Education: A Gulf Perspective

Content Area: Speech, Pronunciation, and Listening

The purpose of this study is to (1) identify sound difficulties among EFL Arabic-speaking students enrolled in a teacher preparation program, and (2) implement an intervention to raise students' awareness and production of English sounds. Findings from the treatment and control group are discussed. Several sound discrimination exercises are offered.

Peter Parker, Zayed University, UAE



Saturday, 1:00 pm–1:45 pm
Expo Hall Floor

Intercultural Issues in English-Medium Programmes in Universities in Asia

This roundtable discussion engages with intercultural issues in English-medium university programs in Asia to address these questions: whose norms are to be followed in such programs?, what and how intercultural space is shared and negotiated?, and in what ways does studying in English-medium programs raise students' awareness of interculturality?

Phan Le Ha, Monash University, Australia



Saturday, 1:00 pm–1:45 pm
Convention Center, C154

Language Classrooms as Complex and Harmonious Systems

Content Area: Applied Linguistics

Drawing on the notion that classrooms are complex adaptive systems, presenters discuss a study showing that a teacher's pedagogical practices were relational; they developed through the interaction of the teacher, language learners, the physical setting, programmatic policies, supervisors' expectations, etc. Implications for classroom instruction and teacher preparation are discussed.

Lia Kamhi-Stein, California State University, Los Angeles, USA
Nairi Issaghlian, English Language Program, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, D225

Let Your Traditional Classroom Prepare Your Students for Online Classes

Content Area: Computer-Assisted Language Learning

Most ESL instructors have access to an online LMS, but many fear the learning curve required to learn its components. Students may have the same fears. This session encourages you to use small steps to help you and your students familiarize yourselves with the online classroom format.

Kim Welch, Dixie State College, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, D168

Motivating Students Through Curriculum: Evaluating and Redesigning Elective Courses

Content Area: Curriculum, Materials Development

Many IEPs offer supplemental courses, yet academic outcomes are not always satisfactory. One IEP's supplemental curriculum was redesigned based on student feedback and statistical analysis of participation and performance. The presenters discuss the curriculum redesign process, piloting, and results. Specific suggestions for curriculum evaluation and improvement will be provided.

Anna Eddy, University of North Texas, USA
Angela Landt, University of North Texas, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Saturday, 1:00 pm–1:45 pm
Convention Center, D162

Motivation in a Homogeneous IEP: The Big Picture

Content Area: Intensive English Programs

How might the home country, educational background, and current social life affect IEP students' desire to learn ESL? A large-scale survey and in-depth interviews with Asian and Arab students suggest new directions for research and IEP program design.

Lisa Levine, Michigan State University, USA
Paula Winke, Michigan State University, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, A309

Negotiating Goals and Plans in College Tutoring Sessions

Content Area: Discourse, Pragmatics

Who decides how time is spent in college tutoring sessions? How can tutors working with multilingual students effectively balance empowerment and learner-centeredness with the need for structure and to effective use of expert guidance? This presentation reports on conversation analysis of recorded tutoring sessions and practical applications to tutor training.

David Olsher, San Francisco State University, USA
Heather Swenddal, San Francisco State University, USA
Joel Swenddal, San Francisco State University, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, D167

Online Vocabulary Flash Cards and Beyond

Content Area: Vocabulary, Lexicon

Online flashcards encourage students to study vocabulary on their own. The presenters introduce several free websites and apps, highlight their advantages, demonstrate creating your own cards, show activities and games that these sites automatically create with your words, and suggest activities that extend this vocabulary study to real-life situations.

Lily Sorenson, Georgetown University, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, C141

Preparing Linguistically Responsive School Teachers for ELLs: Investigating Program Effectiveness

Content Area: Content-Based Language Instruction

This presentation reports the impact of 1-year long professional development on eight secondary school teachers educating ELLs. The presenter focuses on the results of a research project that investigates the teachers' expanded repertoire of knowledge and skills for addressing the academic, linguistic, and sociocultural needs of ELLs.

Yunyan Zhang, The Ohio State University, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, D173

Self-Editing Software for Students

Content Area: Computer-Assisted Language Learning

Can digital self-editing programs help students become more independent editors and develop a process approach to writing? These programs can facilitate students' metacognitive skills and encourage them to concentrate on the content of their texts. The presenters introduce teachers to software that will help students become more autonomous writers.

Sarah Martin, Qatar University, Qatar
Mary Whisenhunt, Qatar University, Qatar



Saturday, 1:00 pm–1:45 pm
Convention Center, C143

Successful Orientations for New ITAs

Content Area: Program Administration

What are the essential elements of a successful orientation for new ITAs? What information do ITAs want and need in order to begin functioning effectively as members of the university community? Experienced ITA trainers answer these and other questions in this session. Participants share experiences and gather resources.

Mary Romney, University of Connecticut, USA
Anne Halbert, University of Connecticut, USA



Saturday, 1:00 pm–1:45 pm
Convention Center, D166

Using Authentic Online Lectures to Promote Presentation and Speaking Skills

Content Area: Speaking, Pronunciation, Phonology, Listening

Using concrete examples from TED, Khan Academy, and YouTubeEDU, presenters share how they have used a variety of online lectures to promote their students' presentation skills, pronunciation, and metalinguistic awareness. They present sample activities and exercises that prepare students for academic presentations, debates, discussions, and even academic writing.

Liane Jeschull, Independent Scholar, USA
Marianne Borroff, Northern Virginia Community College, USA



Saturday, 1:00 pm–1:45 pm
Expo Hall Floor

Using Music for English Language Development

Teachers can breathe new life into ESL classes by capitalizing on the power of music for self-expression. Music is a form of universal communication that offers an emotionally satisfying, intellectually stimulating, and culturally uplifting experience. This discussion help assist teachers in planning lessons and finding resources for using music.

David Brooks, Kitasato University, Japan



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 1:00 pm–1:45 pm
Convention Center, C147

Using TED to Bridge Cultures and Enrich Language

Content Area: Intercultural Communication

TED.com offers students a vehicle for intercultural exploration through current global issues. By facilitating discussion about these topics, students discover the perspectives of their peers and themselves. The presenters share a format to encourage this illuminating exchange and thought-provoking conversation.

Anthony Lavigne, Kansai Gaidai University, Japan

Floyd Graham, Kansai Gaidai University, Japan



Saturday, 1:00 pm–2:30 pm
Convention Center, D221

Strengthening English Teacher Association Worldwide

Today ETAs face promises and perils in strong demands for English teachers because members have less time for associations peril from weak economies. Panelists from Europe, the Middle East, Africa, Asia, and the US share ways to strengthen ETAs.

Brock Brady, TESOL International Association, USA

Christine Coombe, TESOL Arabia, UAE

Joseph Marie-M'ba, West African English Teacher's Association, USA

George Pickering, IATEFL, USA

Uli Schrader, Central American-Caribbean Regional Association, USA



Saturday, 1:00 pm–2:15 pm
Convention Center, D160

Redefining Retirement Cinematically Through Mature Lenses

ELT educator Julian Edge's new retooling video is aired and discussed. Spanning the globe and decades, this session follows Edge's production, exploring ELT professionals' third act as themes of retirement are portrayed or alluded to by characters in diverse Hollywood films, rated R for retirement.

Charles Seltzer, Texas Intensive English Program, USA



Saturday, 1:00 pm–2:45 pm
Convention Center, C150

Are You Assessment Literate?: Developing Assessment Knowledge for the Classroom

Content Area: Assessment and Testing

The goal of this presentation is to increase confidence and competence in developing and evaluating language assessment. Three assessment specialists present the why, what, and how of assessment, presenting information about assessment basics, the concepts of reliability and validity, and the assessment of the four skills in the language classroom.

Diane Schmitt, Nottingham Trent University, United Kingdom
(Great Britain)

Lia Plakans, University of Iowa, USA

Deborah Crusan, Wright State University, USA



Saturday, 1:00 pm–2:45 pm
Convention Center, D227

Customizing Rubrics: Making Speaking Assessment More Reliable and Less Painful

Content Area: Speaking, Pronunciation, Phonology, Listening

A customized speaking rubric that fits the task and purpose of a speaking test makes the grading process faster and more consistent. In this workshop, participants learn and practice how to create, adapt, and use speaking rubrics for a variety of speaking tasks at all proficiency levels.

Daniel Buller, University of North Texas, USA

Donna Obenda, University of North Texas, USA

Fernando Fleurquin, University of North Texas, USA

Daniel Ball, University of North Texas, USA



Saturday, 1:00 pm–2:45 pm
Convention Center, C155

Developing Reading Comprehension Assessments

Content Area: Assessment and Testing

One challenge ESL teachers face is to ensure that the reading comprehension assessments they design to evaluate students' progress effectively tap a variety of reading skills. This workshop demonstrates how to select appropriate texts, identify relevant portions to test, and write questions that effectively activate different reading skills.

Fabiana MacMillan, Cambridge Michigan Language Assessments, USA

Mark Chapman, Cambridge Michigan Language Assessments, USA



Saturday, 1:00 pm–2:45 pm
Convention Center, A310

Exploring the International Undergraduate Experience: Harmonizing Voices, Honoring Differences

Content Area: Higher Education

Trending research about the internationalization of higher education often centers on international graduate students, administrators, and faculty. This colloquium shifts focus onto the positionings and experiences of international undergraduates in U.S. universities, highlighting their impact on multiple stakeholders. The presenters share their results from research and practice with international undergraduates.

Kristin Hiller, University of Utah, USA

Sonja Lind, University of California, Irvine, USA

Raichle Farrelly, University of Utah, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Saturday, 1:00 pm–2:45 pm
Convention Center, C146

Going Live Online: TESOL Faculty Experiences, Challenges and Successes

Content Area: Higher Education

A panel of online TESOL faculty discusses topics related to designing, launching and implementing a synchronous online MATESOL program. Audience questions are encouraged as key topics are discussed. Participants gain insight into how to develop programs and teach in this evolving arena in higher education.

Heather Robertson, University of Southern California, USA
Donna Brinton, University of California, Los Angeles, USA
Robert Filback, University of Southern California, USA
Eleanor Black Eskey, University of Southern California, USA
Gena Rhoades, University of Southern California, USA



Saturday, 1:00 pm–2:45 pm
Convention Center, D224

Harmonizing ESP Practice in EFL Contexts Through Curricular Innovation

Lack of suitable curricula is a major challenge to development of successful ESP programs in EFL contexts around the world. Issues involved are multiple, complex, and unique to EFL milieu. This EFL-ESP intersection session explores ways of harmonizing ESP practice through development of innovative curricula in diverse global EFL-ESP settings.

Jane Hoelker, Potential to Power Consultants, USA
Jeremy Sykes, National Taiwan University of Science and Technology, Taiwan
Suchada Nimmannit, Chulalongkorn University, Thailand
Najma Janjua, Kagawa Prefectural University of Health Sciences, Japan
Prithvi Shrestha, The Open University, United Kingdom (Great Britain)



Saturday, 1:00 pm–2:45 pm
Convention Center, Ballroom C2

Increasing Reliability of Scoring Rubrics for TESOL/NCATE Accreditation

Content Area: Assessment and Testing

Developing reliable scoring rubrics to be used with performance-based assessments of ESL teacher candidates is essential for TESOL/NCATE accreditation of teacher education programs. This session demonstrates how to use inter-rater reliability sessions for improving the reliability of scoring rubrics, improving the program, and providing professional development for faculty.

Lorraine Valdez Pierce, George Mason University, USA



Saturday, 1:00 pm–2:45 pm
Convention Center, C142

Multiple Perspectives: A Whole School Dedicated to ELL Success

Content Area: K–12

School graduates are expected to be competent communicators, critical readers, and flexible and creative lifelong learners who display intellectual stamina and collaborate with multiple others to solve novel problems. What does this mean for ELLs? This colloquium presents five perspectives on one school that is successfully answering this charge.

Aida Walqui, WestEd, USA
Joshua Garcia, International Newcomer Academy, USA
Robert Thompson, Fort Worth Independent School District, USA
Leo van Lier, Monterey Institute of International Studies, USA



Saturday, 1:00 pm–2:45 pm
Convention Center, C144

Myths About Pronunciation Teaching: Exploring Facts and Instructional Implications

Content Area: Speech, Pronunciation, and Listening

In this colloquium, pronunciation specialists turn to recent research to challenge six common misconceptions about the teaching of ESL pronunciation. They explore the roots of the myths, reasons for eliminating the myths, and relevant classroom practices. Topics include fossilization, accent reduction, teacher readiness, and nonnative-English-speaking pronunciation teachers.

Tracey Derwing, University of Alberta, Canada
Judy Gilbert, Consultant, USA
Ee-Ling Low, National Institute of Education, Singapore
John Murphy, Georgia State University, USA
Ron Thomson, Brock University, Canada
Lynda Yates, Macquarie University, Australia



Saturday, 1:00 pm–2:45 pm
Convention Center, D222

Practical Ways to Use Intercultural Rhetoric in Teaching L2 Writing

Recent research in intercultural rhetoric has explored several promising pedagogical techniques for implementing intercultural rhetoric in English language classes. This presentation demonstrates practical teaching techniques and offers a how to discussion that covers various ESL and EFL contexts, including East Asia and the Middle East.

Ulla Connor, Indiana University, USA
Xiaoye You, Pennsylvania State University, USA
Deron Walker, California Baptist University, USA
Nasima Yamchi, Higher Institutes of Technology, UAE



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 1:00 pm–2:45 pm
Convention Center, D165

Preservice Teacher Preparation: Teaching Adolescent ESL Writers in K–12

Content Area: Second Language Writing

What can we do to optimally prepare K–12 teachers for the reality of working with adolescent ESL student writing in their future classrooms? In this colloquium, the panelists explore different aspects of preservice ESL teacher preparation and make recommendations for teaching writing to this diverse student population.

Ditlev Larsen, Winona State University, USA

Youngjoo Yi, Georgia State University, USA

Lisa Seloni, Illinois State University, USA

Steve Athanases, University of California, Davis, USA

Juliet Michelsen Wahleithner, University of California, Davis, USA

Lisa Bennett, University of California, Davis, USA



Saturday, 1:00 pm–2:45 pm
Convention Center, Ballroom C4

Readers' Theatre: Building Fluency and Comprehension in the Content Areas

Content Area: Curriculum, Materials Development

Presenters guide participants in developing readers' theatre scripts from a variety of text structures, including expository texts, which can be used with English learners across content areas and grade levels. Presenters introduce three different kinds of readers' theatre approaches and guide participants in script development.

Lauren Artzi, Center for Applied Linguistics, USA

Annie Duguay, Center for Applied Linguistics, USA

Julie Mazrum, Center for Applied Linguistics, USA



Saturday, 1:00 pm–2:45 pm
Convention Center, D174

Travels in Turquoise: Immigration's Heritage in Migration

Content Area: Bilingual Education

This presentation explores historical and contemporary migration and immigration in the Southwest through the lens of turquoise, and the implications for contemporary anti-immigrant rhetoric and policies. What can we learn from the historic role of turquoise in the Southwest, and how can this inform our understandings of current immigration policies?

Dawn Wink, Santa Fe Community College, USA

2:00 pm



Saturday, 2:00 pm–2:20 pm
Convention Center, D226

ELLs as Digital Natives: Technology Tools for Sheltered ESL Classrooms

Content Area: Technology in Education

Teaching "Digital Natives" requires the integration of technologies into academic instruction. In this presentation, educators learn about free online resources and tools that can be used for individualized instruction, academic vocabulary, and assessment. Participants leave with research-based resources that can be immediately integrated into their sheltered classroom instruction.

Jeff Wiseman, Frisco Independent School District, USA



Saturday, 2:00 pm–2:45 pm
Convention Center, D225

A Little Help From My Friends: Mentoring Conditionally Admitted Students

Content Area: Intensive English Programs

Presenters describe a mentoring program in which conditionally admitted students receive a little help from their friends: peer mentors, faculty advisors, campus staff, and community volunteers as they transition to university life. Presenters outline curriculum and its impact in a large IEP. Participants receive a sample curriculum outline with activities.

Karen Asenavage, University of Delaware, USA

Scott Stevens, University of Delaware, USA

Rachel Lapp, University of Delaware, USA

Sean Stellfox, University of Delaware, USA



Saturday, 2:00 pm–2:45 pm
Convention Center, D170

A Technique to DIE for: Educating Teachers in South Africa

Content Area: Methodology

The presenter introduces a technique for teaching ESL methodology as developed during 2 years as faculty at the University of Fort Hare in rural South Africa. Using the DIE (Describe, Interpret, Evaluate) model from intercultural communication, the technique exposes students to interactive teaching activities and encourages a critical lens.

Colleen Shaughnessy, Penn State University, USA



Saturday, 2:00 pm–2:45 pm
Convention Center, Ballroom A3

Attention Is the Key, But What Is Key to Attention?

Content Area: Applied Linguistics

Drifting off in class is a common problem, and when students miss or don't understand information, it is often due to not paying adequate attention. How can we develop this skill of sustained concentration through simple classroom techniques and strategies?

Harisimran Sandhu, Retired Teacher, India



Saturday, 2:00 pm–2:45 pm
Convention Center, C148

Becoming More Engaged With Research in TESOL

Content Area: Teacher Education

To what extent are you engaging with research in TESOL? In this session, we report on a study of the professional reading practices of 61 adult ESL instructors and provide practical suggestions for enhancing ESL/EFL teachers' and administrators' engagement with TESOL research at the individual, small-group, program, and association levels.

Marian Rossiter, University of Alberta, Canada
Marilyn Abbott, University of Alberta, Canada
Sarvenaz Hatami, University of Alberta, Canada



Saturday, 2:00 pm–2:45 pm
Convention Center, C156

Correspondences Between International Tests of English and Proficiency Frameworks

Content Area: Assessment and Testing

There is an increasing interest and demand for crosswalks between scores assigned to popular English proficiency tests. This session reports on 2012 research conducted by the Institute for Test Research and Development at the University of Leipzig to establish correspondences between the TOEIC and ACTFL tests.

Helen Hamlyn, Language Testing International, USA
Erwin Tschirner, University of Leipzig, Germany



Saturday, 2:00 pm–2:45 pm
Convention Center, D173

Creating Virtual Reality Games for the ESL/EFL Classroom

Content Area: Computer-Assisted Language Learning

This session discusses the development, features, and pedagogic applications of a cutting-edge noncommercial 3D virtual environment game for learning English as a second or foreign language developed by the U.S. Department of State. Participants in the discussion receive resources on pedagogic applications of gaming.

Rick Rosenberg, U.S. Department of State, USA
Deborah Healey, University of Oregon, USA
Jacqueline Gardy, U.S. Department of State, USA
Jeff Kuhn, University of Ohio, USA



Saturday, 2:00 pm–2:45 pm
Convention Center, D164

Critically Evaluating Case Study Research in Second Language Writing

Content Area: Applied Linguistics

This session analyzes the different types of L2 writing research that falls under the broad category of "Case Study Research." The presenters critically examine the theoretical perspectives that motivated this research along with the recent trends.

Doug Flahive, Colorado State University, USA



Saturday, 2:00 pm–2:45 pm
Convention Center, D163

Examining Autonomous Learners' Success in an IEP

Content Area: Intensive English Programs

Learning behaviors and beliefs of autonomous learners from Saudi Arabia and China who are studying at an IEP will be examined. Using published research, the presenters identify underlying factors that contribute to the success of language acquisition in autonomous learners. Implications for the classroom teacher will be discussed.

Carol Ogden, University of North Texas, USA
Putthachat Angnakoon, University of North Texas, USA
Evan Arnold, University of North Texas, USA
Ratchadaporn Boonsong, University of North Texas, USA



Saturday, 2:00 pm–2:45 pm
Convention Center, C147

Extending Language Learning Beyond the EL Classroom

Content Area: Second Language Acquisition

Language practice and confidence that EL students gain while engaging in authentic settings is invaluable to comprehensive language development and cultural integration. This session presents adaptable peer mentoring models, in three settings, providing safe engaging learning opportunities beyond the traditional classroom. Bibliography and resources; Q&A.

Jill Shafer, University of North Dakota, USA
Ruth Weistein, Showa Boston, USA
Beatrice Hill, University of North Dakota, USA



Saturday, 2:00 pm–2:45 pm
Convention Center, C143

Harmonizing International Teaching Assistant (ITA) Email Communication

Content Area: Curriculum, Materials Development

ITAs vary in how successfully they utilize pragmatic skills in communicating via email with their students and professors. This session discusses findings from several diagnostics involving composing or responding to emails. The presenters share materials and strategies developed to address the challenges ITAs face when writing such emails.

Zeynep Altinsel, Michigan State University, USA
Elena Stetsenko, University of Minnesota, USA
Derina Samuel, Cornell University, USA
Colleen Meyers, University of Minnesota, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 2:00 pm–2:45 pm
Convention Center, D175

International Awareness Education, Bonding, and Change: Post Mega-Quake Japan

Content Area: Intercultural Communication

Japan has been recently promoting 'International Awareness Education' and English instruction in elementary schools. Using quantitative/qualitative data from before and after Japan's mega-quake, including postdisaster projects, this study examines English influence on children's language consciousness, Japanese heritage, and images of foreigners. Results indicated spontaneous trends: social action, diversity acceptance, bonding.

Laurel Kamada, Tohoku University, Japan



Saturday, 2:00 pm–2:45 pm
Convention Center, D167

Making It Meaningful: Writing Feedback With Videos and Hyperlinks

Content Area: Computer-Assisted Language Learning

Feedback on writing is limited by the medium, white space, and the teachers' time. This session explores two technology-enhanced methods of writing feedback: using screen-cast videos and hyperlinked error-corrections. Participants learn about these methods, which appeal to multiple learning styles and provide access to additional learning opportunities.

Kathleen Mitchell, Oregon State University, USA



Saturday, 2:00 pm–2:45 pm
Convention Center, C140

Managing Teachers' Associations and Organizing International Conferences on a Budget

Content Area: Teacher Education

The presenters, all key people in their national teachers' associations, discuss, share and exchange their experiences, views and best practice in managing teachers' associations and organizing seminars in the real situations we face, with limited financial means, few dedicated volunteers, and little support from the government.

Sandra Vida, IATEFL Slovenia, Slovenia

Daouda Sanguisso, Burkina English Teachers Association, USA

Fabrice Karenzi, Association of Teachers of English in Rwanda, Rwanda

Motikala Subba Dewan, Nepal English Language Teachers' Association, Nepal

Musa Hassan Syed, Higher Education Commission, Pakistan

Chinger Enrique Zapata Leal, Experimental Pedagogical University, Venezuela



Saturday, 2:00 pm–2:45 pm
Convention Center, D171

Noticing Language for Academic Reading and Writing

Content Area: Writing, Composition

In this session the presenter demonstrates how using a web-based, socially interactive platform for reading and annotating texts has scaffolded multilingual students toward noticing academic language in their reading of course texts and their peers' written texts.

Danielle Zawodny Wetzel, Carnegie Mellon University, USA



Saturday, 2:00 pm–2:45 pm
Convention Center, D166

Recording Student Speaking: Suggestions for Every Teacher's Toolkit

Content Area: Speaking, Pronunciation, Phonology, Listening

Can't be in five places at once during your class? Not enough time to have each student present individually? Need learners to hear themselves to 'notice'? Presenters share a variety of ways in which using audio-visual recordings of students' speech has helped in these common classroom situations and others.

Jennifer Rice, University of Oregon, USA

Korey Rice, University of Oregon, USA

Beth Sheppard, University of Oregon, USA



Saturday, 2:00 pm–2:45 pm
Convention Center, C154

Revisiting the Issue of Code-Mixing for Highly Proficient L2 Readers

Content Area: Reading, Literacy

This session describes patterns of bidirectional code mixing of proficient L2 learners representing a particular language pair (Korean as L1 and English as L2). Results support a constructive view of code-mixing as a resource to facilitate biliterate readers' understanding of challenging texts.

Hyun Joo Kwon, Texas State University at San Marcos, USA



Saturday, 2:00 pm–2:45 pm
Convention Center, D220

Teacher Motivation and Learning Strategy Instruction

Content Area: Teacher Education

Teachers' motivation increases through understanding how their students learn and how to help them achieve success. Identifying language learners' strategies forges an appreciation of each student's unique learning approach. Teaching students strategies for more effective learning provides teachers with the satisfaction of seeing their students become more successful language learners.

Anna Uhl Chamot, The George Washington University, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Saturday, 2:00 pm–2:45 pm
Convention Center, A308

Teaching Speech Acts Using Data-Driven Learning

Content Area: Discourse, Pragmatics

Data-driven learning is an approach to language learning in which students sort through examples of authentic language to recognize patterns and formulate rules of language use. In this presentation, we discuss the advantages and disadvantages of using data-driven learning to teach speech acts and how it can be done.

S. Kathleen Kitao, Doshisha Women's College, Japan
Kenji Kitao, Doshisha University, Japan



Saturday, 2:00 pm–2:45 pm
Convention Center, C145

The Effect of Pause Duration on Intelligibility

Content Area: Speaking, Pronunciation, Phonology, Listening

This session shares the results of a study designed to investigate pausing as a discourse feature in order to study its influence on native-speaker comprehension of nonnative speech. More than 100 native English speakers listened to one of the three passages and then completed a variety of comprehension tasks.

Mark Tanner, Brigham Young University, USA
Ryan Lege, Brigham Young University, USA



Saturday, 2:00 pm–2:45 pm
Convention Center, D172

Think Like a Video Game Designer to Build Better Courses

Content Area: Curriculum, Materials Development

Current research on video games has revealed how game design theory and game mechanics can motivate students and improve learning. The presenter introduces these concepts, collectively dubbed gamification, details those relevant to language learning, and shares techniques for thinking like a game designer to develop better courses through gamification.

Josh Wilson, Kansai Gaidai University, Japan



Saturday, 2:00 pm–2:45 pm
Convention Center, D162

Urban ESL Legends

Content Area: Higher Education

This study focuses on the folklore students tell each other and themselves about how best to learn English in a university program. An analysis of the results of a large-scale open-ended survey reveals patterns of responses related to linguistic, cultural, and national groups, as well as social and linguistic patterns.

Karl Uhrig, Kent State University, USA
Carole Goddard Dodson, Kent State University, USA



Saturday, 2:00 pm–2:45 pm
Convention Center, C141

Using Dilemmas of ESL Teaching in a TESOL Practicum

Content Area: Personal Development

Institutions of teacher education seek to develop the skills and knowledge for teaching ESL, yet often the dispositions for teaching are left out of the curriculum. Presenters share how dilemmas of being an ESL teacher, constructed and acted out within a teaching seminar, served to develop social-emotional intelligence.

Laura Baecher, Hunter College–CUNY, USA
Marcus Artigliere, New York City Department of Education, USA
Adrian Spatzer, New York City Department of Education, USA



Saturday, 2:00 pm–3:45 pm
Convention Center, D168

Talking the Talk, Walking the Walk: Developing Teachers' Interactional Awareness

Content Area: Teacher Education

Interaction lies at the center of everything teachers and learners do in classrooms, but language teacher education has often ignored discourse study in favor of content (i.e., language) and method. This colloquium aims to examine language teacher awareness of discourse, as well as features of interaction relevant to teaching practice.

Christine Jacknick, Borough of Manhattan Community College–CUNY, USA
John Beaumont, Borough of Manhattan Community College–CUNY, USA
Maureen Matarese, Borough of Manhattan Community College–CUNY, USA
Elisa Pigeron, Borough of Manhattan Community College–CUNY, USA
Scott Thornbury, The New School, USA
Steve Walsh, Newcastle University, United Kingdom (Great Britain)



Saturday, 2:00 pm–3:45 pm
Convention Center, A309

The Self-Employed Teacher: Tips on Starting and Operating a Business

Content Area: Personal Development

This workshop covers the essentials of starting and operating a teaching/tutoring business. Using her own experience of starting a successful training business, the presenter shows teachers the steps they can take to turn their passion into a paycheck. Participants work on their own plan during the workshop.

Blythe Musteric, Ovient, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 2:00 pm–6:00 pm
See registration for unsold tickets

Blending TESOL PreK–12 and Common Core Standards for Academic Success

Content Area: Standards

The workshop provides educators, working with ELLs, a path to developing academic language to meet content standards. Participants explore a marriage of TESOL's PreK–12 English Language Proficiency Standards and Common Core State Standards, developing ways to facilitate standards-based rigorous content instruction across all proficiency levels, language domains, and content areas.

Judith B. O'Loughlin, Language Matters Education Consultants, LLC, USA
Lynore M. Carnuccio, The Language Company, USA



Saturday, 2:00 pm–6:00 pm
See registration for unsold tickets

Incorporating Fun, Meaningful Games Into ESL Classes: Why and How

Content Area: Integrated Skills

Some ESL teachers treat games as occasional rewards. However, games do not have to be avoided like guilty treats. Well-planned ESL games can be a meaningful part of the main course of ESL lessons. This workshop explores why games should be used and how they can enrich teaching.

Karen Hilgeman, Intensive English Institute, USA



Saturday, 2:00 pm–6:00 pm
See registration for unsold tickets

Teaching Beginner and Intermediate ELLs With Tellable Picture Books

Picture books are ideal for teaching ELLs when they have tellability, meaning they are noteworthy given the particular teacher, students, and context. Thus they must be selected based on criteria compatible with ELT rather than just reading. Learn to select and match picture books to teaching strategies and English proficiencies.

Ana Lado, Marymount University, USA
Jessica Zapata, Marymount University, USA
Lourdes Lanzas, Marymount University, USA
Andrea Bermudez, Marymount University, USA
Candice Dangora, Marymount University, USA



Saturday, 2:00 pm–6:00 pm
See registration for unsold tickets

Techniques for Teacher Observation, Coaching, and Conferencing

Content Area: Teacher Education

This workshop, for anyone interested in teacher observation, explores guidelines for maximizing benefits of observations and conferences. Topics informed by current literature include etiquettes of observation, ways of promoting reflection, and techniques for giving useful feedback that recipients can comfortably hear.

Chris Stillwell, University of California, Irvine, USA



Saturday, 2:00 pm–6:00 pm
See registration for unsold tickets

The Power of Music and Song for English Language Development

Music and language are two of the most powerful tools in the human brain. Music and song work wonders in boasting language acquisition and learning. Come and share in the wonder! Resource packets and flash drive included.

Kristin Lems, National Louis University, USA

3:00 pm



Saturday, 3:00 pm–3:45 pm
Convention Center, D163

Building a Needs-Based IEP Curriculum From University Syllabi

Content Area: Accreditation

To attain and maintain accreditation, the presenters assessed how their IEP curriculum met students' needs. They analyzed university syllabi and interviewed faculty to find whether their program prepared EAP students for tasks required in university courses. The presenters reveal surprising results and show how IEPs can conduct similar needs analyses.

Thomas Riedmiller, University of Northern Iowa, USA
Lauren Rein, University of Northern Iowa, USA



Saturday, 3:00 pm–3:45 pm
Convention Center, D175

Building Peace Through Critical Literacy

Content Area: Reading, Literacy

EFL classrooms can play a significant role in transforming conflict and violence in society. The presenter discusses his research findings that support connecting individual students and their society through critical literacy as a means of resolving conflicts that stem from divisions, inequalities, and violence.

Dumrong Adunyarittigun, Thammasat University, Thailand



Saturday, 3:00 pm–3:45 pm
Convention Center, Ballroom C3

CLIL Research in Europe and Bilingual Instruction Practices in China

This session studies practices and research of CLIL in Europe and, and mainland China's enlightenment on bilingual instruction in higher education. Research findings on CLIL in Europe are summarized from language learning outcomes, content learning outcomes, students' learning attitudes, teachers' language, teachers' focus, and students' language.

Michelle XiaoJianfang, Guangdong University, China



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Saturday, 3:00 pm–3:45 pm
Convention Center, Ballroom C4

Critical Approaches to ELD/Content: Everyday Stereotyping and Academic Generalizing

Content Area: K–12

This session explores how ELL/bilingual elementary school teachers incorporated social justice into content/ELD lessons. Questions include: How did teachers weave social justice and student realities into ELD/content? How did students appropriate academic language to frame a social dilemma? How did lessons balance student and curricular perspectives on generalizing and stereotyping?

Kathryn Ciechanowski, Oregon State University, USA



Saturday, 3:00 pm–3:45 pm
Convention Center, D170

Developing Reflective Practices in an Online Environment

Content Area: Teacher Education

More and more teacher training programs are being delivered online. This presentation explores how to facilitate reflective teacher training in an online environment by exploiting the differences between online classes and face-to-face classes.

Lesley Painter-Farrell, The New School, USA



Saturday, 3:00 pm–3:45 pm
Convention Center, D223

English for Academic Purposes for EFL and EIL Kids

Content Area: Elementary School/ Primary Education

This discussion addresses issues impacting the development and implementation of an academic English language curriculum for primary school age learners.

Caroline Linse, Queen's University, Northern Ireland



Saturday, 3:00 pm–3:45 pm
Convention Center, D224

Importance of Peace Education Curriculum and Kairos Palestine in Schools

Content Area: Social Responsibility

Peace education is an essential tool for students to become engaged as global citizens. Panelists describe the importance of peace education through the use of the English language. Speakers discuss ways to incorporate peace education in curricula to benefit students' global perspectives.

Salameh Bishara, Evangelical Lutheran Church in Jordan and the Holy Land, Palestinian Territory

Qiang (Sandra) Guo, Northeast Normal University, China



Saturday, 3:00 pm–3:45 pm
Convention Center, C155

Individual Differences and Sociocultural Implications: A Pedagogical Perspective

Content Area: Sociolinguistics, Culture

The presenter identifies L2 learners' internal and external factors that affect language acquisition, examines the discrepancies between individual differences and negative sociocultural factors using a Korean example, and further provides alternative pedagogical strategies and recommendations that transcend challenging sociocultural factors while making the best use of individual characteristics.

Seong-Yoon Kang, Indiana State University, USA



Saturday, 3:00 pm–3:45 pm
Convention Center, A310

Journal Article Summary Sheets: Research Writing for International Graduate Students

Content Area: Second Language Writing

Incorporating scholarly source material into research writing is a daunting task, especially for non-native writers. An effective technique for organizing sources, improving analysis and synthesis, and avoiding plagiarism is using journal article summary sheets. These sheets can benefit both students and instructors in a research writing course.

Joshua Atherton, University of Texas Arlington, USA



Saturday, 3:00 pm–3:45 pm
Convention Center, D220

Kimchee Smiles and Freedom Fries: Disentangling Cross-Cultural Emotional Communication

Content Area: Intercultural Communication

Stereotypically, Americans are blunt like their freedom fries, and Koreans' fiery emotions match their fiery cuisine. Do breakdowns in emotional communication lie at the heart of these stereotypes? Find out how emotions are interpreted across cultures and how to help students avoid misunderstandings through better cross-cultural emotional communication.

Eric Reynolds, Woosong University, Korea, Republic of



Saturday, 3:00 pm–3:45 pm
Convention Center, C144

L2 Listening Instruction: A Descriptive Study

Content Area: Speech, Pronunciation, and Listening

L2 listening instruction, though included in many language classrooms, has seldom been examined or described in detail. What features interact when teachers address listening? This presentation reports on an analysis of 10 teachers' listening instruction and encourages attendees to examine their own listening-related classroom practices.

Joseph Siegel, J.F. Oberlin University, Japan



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 3:00 pm–3:45 pm
Convention Center, C147

Legal English Curriculum Redesign

Content Area: English for Specific Purposes

Curriculum design should be ongoing for all ESP programs. Presenters explain how an intensive legal English program for international LL.M students attending U.S. universities evolved to include shorter assignments in all skill areas, focusing on academic legal culture.

Debra Lee, Vanderbilt University, USA
Susan Barone, Vanderbilt University, USA



Saturday, 3:00 pm–3:45 pm
Convention Center, D227

Making Reading Personal: A Programmatic Approach to Fostering Reader Success

Content Area: Curriculum, Materials Development

IEP teachers routinely encounter students who are underprepared for academic reading demands and who quickly become discouraged. How do teachers motivate students to become successful readers? Integrating extensive reading program-wide personalizes reading, increasing reader motivation. Specific suggestions for extensive reading materials, activities and teacher training will be provided

Hannaliisa Savolainen, Northern Arizona University, USA
Jackie Evans, Northern Arizona University, USA



Saturday, 3:00 pm–3:45 pm
Convention Center, D222

Medium of Instruction: Impacts on Classroom Discourse, Proficiency and Identity

Content Area: Language Policy and Planning

Mol can either strengthen or alienate students' linguistic heritage. Focusing on the context of the Maldives where English is a foreign language but also the Mol in schools, this situational analysis highlights the effects of language policy on classroom practices, students' bilingual proficiency and their cultural identity.

Naashia Mohamed, Maldives National University, Maldives



Saturday, 3:00 pm–3:45 pm
Convention Center, D164

Methods of Teacher Training for Providing Feedback to Multilingual Writers

Content Area: Teacher Education

What are different methods of teacher training regarding providing feedback to multilingual writers? Presenters discuss results from two fieldwork projects that used various methods: teacher candidates giving written feedback on student texts; candidates giving writing center consultations, and candidates facilitating peer feedback among student-writers themselves in a peer online system.

Cate Crosby, University of Cincinnati, USA
Christine Rosalia, Hunter College–CUNY, USA



Saturday, 3:00 pm–3:45 pm
Convention Center, D161

Proficiency and Professionalism: Arab Female Teachers' Perceptions and Experiences

Content Area: Nonnative English Speakers in TESOL

This session investigates Arab female teachers' perceptions and experiences of their identity as nonnative speaker teachers of English in Saudi Arabia, an expanding circle country. In-depth interviews with the participants reveal their confidence in their proficiency and professionalism as well as in their NNEST identity compared to native speaker teachers.

Fauzia Shamim, Taibah University, Saudi Arabia



Saturday, 3:00 pm–3:45 pm
Convention Center, D162

Re-Evaluating the Speaking and Listening Demands of University Classes

Content Area: Intensive English Programs

IEP oral and aural skills courses aim to prepare ELLs for success in academic contexts, but do these courses focus on the skills that ELLs will actually encounter in university coursework? Based on our observational research, we suggest skill areas that need more focus and sample activities to address them.

Korey Rice, University of Oregon, USA
Nate Soelberg, University of Oregon, USA
Jennifer Rice, University of Oregon, USA
Beth Sheppard, University of Oregon, USA
Brendan DeCoster, University of Oregon, USA
Rachel Drummond-Sardell, University of Oregon, USA



Saturday, 3:00 pm–3:45 pm
Convention Center, D165

Supporting Reading in a Postsecondary L2 Writing Class

Content Area: Integrated Skills

This practice-oriented presentation models techniques for supporting L2 reading tasks in a university-level L2 writing class. Based on the presenters' own First Year Composition classes for L2 writers, the demonstrated techniques promote students' development of reading strategies, academic vocabulary, and reading-to-write connections.

Shannon Fitzsimmons-Doolan, Texas A&M Corpus Christi, USA
Stephen Doolan, Texas A&M Corpus Christi, USA



Saturday, 3:00 pm–3:45 pm
Convention Center, C141

Teacher Agency and Education: A Case Study With Peruvian Teachers

Content Area: Teacher Education

This case study examines the purposes, process, and outcomes of an international professional development program for EFL teachers from Peru. Research focuses on teacher agency and key outcomes for classroom improvement, as well as teacher-identified needs for ongoing educational reform in support of improving instructional effectiveness.

Sherry Steeley, Georgetown University, USA

Christa Hansen, Georgetown University, USA

Suzanne Matula, Georgetown University, USA

Esther Ruth Olin Mandujano, Colegio 3082 Paraiso Florido, Peru



Saturday, 3:00 pm–3:45 pm
Convention Center, D221

Teaching Common Knowledge and Avoiding Plagiarism: A Three-Step Approach

Content Area: Writing, Composition

Academics often use the concept of common knowledge to judge whether an idea needs citation. However, common knowledge changes across cultures and contexts. This session provides easily adaptable, collaborative, and fun activities to show students what common knowledge is, when citations are needed, and how plagiarism can be avoided.

Alice S. Lee, University of Macau, Macau

Miranda Sin I Ma, University of Macau, Macau



Saturday, 3:00 pm–3:45 pm
Convention Center, C143

Teaching Tolerance Through World Religions in the ESOL Classroom

Content Area: Intercultural Communication

Part of becoming a world citizen means learning about the rich diversity of religions in our global village. The ESOL classroom can be an exciting place to explore this topic while promoting language skills and cross-cultural understanding. This session introduces innovative activities for teaching about world religions in content-based classrooms.

Kip Cates, Tottori University, Japan



Saturday, 3:00 pm–3:45 pm
Convention Center, C156

To Speak, Not to Speak: How Communicative Are Turkey's EFL Classrooms?

Content Area: English as a Foreign Language

As a country within the expanding circle of English, Turkey implemented a new English-as-a-foreign-language (EFL) policy promoting communicative language teaching in 1997. From surveys and interviews with EFL teachers in Turkey, this study found serious implementation issues, such as lack of materials and training in communicative teaching.

Melike Unal-Gezer, Texas A&M University, USA

L. Quentin Dixon, Texas A&M University, USA



Saturday, 3:00 pm–3:45 pm
Convention Center, C140

Video-Based Observation of Teaching: Opportunity for Teacher Empowerment

Content Area: Video and Digital Media

The ease and availability of digital video-recording and the prevalence of performance-based teacher evaluation has moved teachers to video-based observation in increasing numbers. How can video records of teaching be harnessed for maximum benefit for teachers' self-awareness? Participants are encouraged to consider meaningful ways to implement video-based observation.

Laura Baecher, Hunter College–CUNY, USA

Robert Oprandy, University of the Pacific, USA



Saturday, 3:00 pm–3:45 pm
Convention Center, D173

What Is the Role of iPads in the ESL Classroom?

Content Area: Technology in Education

Many IEPs are currently investigating best practices in using iPads for English language learning. This discussion focuses on how iPads are currently being used by programs and by individual teachers. Participants discuss device management and successful activities using iPad in the language classroom.

Susan Beddes, Oregon State University, USA

Victor Reyes, Oregon State University, USA



Saturday, 3:00 pm–4:15 pm
Convention Center, D160

Integrating Marginalized Identities to Interrupt the Normative Curriculum

Are our ELT classrooms really inclusive? How can we include all students, regardless of gender and sexual identity? In this session, presenters demonstrate how marginalized queer identities are often absent from English language classrooms and provide strategies and resources for inclusion. Participants discuss their own observations, insights, questions and challenges.

Krista Bittenbender Royal, University of South Florida, USA

Federico Salas-Isnardi, Texas A&M University, USA



Saturday, 3:00 pm–4:15 pm
Convention Center, A308

Revisiting Successful Organizing Models in TESOL: ReScaffolding the Ivory Tower

Join the Forum on Fair Employment at TESOL for a look at comprehensive models of organizing workers that includes examples of successful techniques and strategies that are characteristic of an organization that negotiates successfully for fair employment practices within our academic institutions.

Carmen Roman-Murray, San Francisco City College, USA

Karen Stanley, NC State University, USA

Jane Ryan Desnouee, LeHigh University, USA

Jack Longmate, Olympic College, USA

Cynthia Wiseman, Borough of Manhattan Community College–CUNY, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 3:00 pm–4:45 pm
Convention Center, D226

Creating Our Own Pathways: Institutional Alternatives to Corporate Partnership Models

Content Area: Intensive English Programs

Universities with existing IEPs are being targeted by corporate educational services providers for partnerships, resulting in credit-bearing matriculation pathway programs for international students who still require ESL support. In this colloquium, directors of various university-based IEPs in the United States share perspectives vis-à-vis their university-developed alternatives to corporate partnership models.

Carter Winkle, Barry University, USA

Randy Hardwick, DePaul University, USA

Tobie Hoffman, Drexel University, USA

Jacqueline McCafferty, Rowan University, USA

Nicole Sealey, George Mason University, USA

Scott Stevens, University of Delaware, USA



Saturday, 3:00 pm–4:45 pm
Convention Center, D174

Curriculum Design for Bilingual Education in Brazil: Multidimensional-Discursive Approach

Content Area: Bilingual Education

In this workshop we share and discuss how a multidimensional-discursive approach, developed from a Bakhtinian perspective, can be combined with content and language integrated learning (CLIL) in the development of middle and secondary bilingual school EFL curricula.

Rita Ladeia, Carpe Diem Bilingual Education, Brazil



Saturday, 3:00 pm–4:45 pm
Convention Center, C148

Demystifying Academic Career Paths for Nonnative Graduate Students and Scholar

Content Area: Nonnative English Speakers in TESOL

Highlighting victory narratives of established nonnative TESOL professionals, this colloquium uncovers institutional structures, practices, and expectations and addresses strategies leading to success at critical turning points in career trajectories in diverse types and contexts of higher education institutions in various geographical areas. Presenters share insights for successfully navigating institutional systems.

Ryuko Kubota, University of British Columbia, Canada

Katya Nemtchinova, Seattle Pacific University, USA

Lucie Moussu, University of Alberta, USA

Ling Shi, University of British Columbia, Canada

Xue Song Gao, University of Hong Kong, Hong Kong

Manka Varghese, University of Washington, USA

Yilin Sun, South Seattle Community College, USA



Saturday, 3:00 pm–4:45 pm
Convention Center, C145

ESL and Science Teachers Partnering: Collaborative Lesson Development Works!

Content Area: Content-Based Language Instruction

The distinctive linguistic features of science text pose a challenge to ELLs, going well beyond content-specific academic vocabulary. When ESL teachers partner with science colleagues to plan lessons, they increase capacity and see improved student outcomes. Participants work with a partner to re-create a science lesson, tailoring it for ELLs.

Bonnie Baer-Simahk, Fitchburg Public Schools, USA

Patricia Aube, Fitchburg Public Schools, USA



Saturday, 3:00 pm–4:45 pm
Convention Center, C142

Everything You've Wanted to Know About Suffixes and More

Content Area: Personal Development

Students benefit in multiple ways from understanding suffixes, but if we are going to teach our students about morphology, we need to really understand the complexity of word parts ourselves. In this engaging, hands-on workshop, participants engage in a variety of activities to better understand suffixes.

Jennifer Green, University of Connecticut, USA



Saturday, 3:00 pm–4:45 pm
Convention Center, D172

Guiding ELLs Through Citation and Research: Practice and Discussion

Content Area: Computer-Assisted Language Learning

The presenters explain and model a method for teaching the how, what, where, and why of citation to college-bound ELLs. They discuss how to introduce quotation and paraphrasing, how students can find relevant and reliable sources, and how to use citation and bibliography management software.

Bobby Wiggins, University of Oklahoma, USA

Jon Malone, University of Maryland, USA

Tom Hoyt, University of Oklahoma, USA



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



Saturday, 3:00 pm–4:45 pm
Convention Center, Ballroom A2

Harmony in ESP Practice With Computers, Video, and Digital Media

Study of English language of their respective specialties poses great challenges for ESP learners as it involves reading, writing, listening, and speaking using complex texts with technical terminology. This ESP-CALL-VDM intersection explores ways to facilitate learning and create harmony in ESP practice by using computers or video or digital media.

Najma Janjua, Kagawa Prefectural University of Health Sciences, Japan

Mark Krzanowski, University of Westminster, United Kingdom (Great Britain)

Prithvi Shrestha, The Open University, United Kingdom (Great Britain)

Christine Sabieh, Notre Dame University, Lebanon

Nellie Deutsch, Teacher, Canada

Kenneth Chi, Fu Jen Catholic University, Taiwan

Marvin Hoffland, Senior Lecturer, Austria

Camille Jones, ED White ES Houston ISD, USA

Valerie Cross, Indiana University, USA

Mika Mokko, Indiana University, USA

Michelle Scholz, Oregon State University, USA



Saturday, 3:00 pm–4:45 pm
Convention Center, D167

Helping Teachers Implement the Common Core State Standards With ELLs

Content Area: Content-Based Language Instruction

This presentation provides step-by-step guidance in teaching methods that will help ELLs meet the Common Core State Standards in English Language Arts. It is intended for mainstream teachers, English-as-a-second-language specialists, coaches, and professional development providers who work with English-language learners in Grades 4-12.

Diane August, American Institutes for Research, USA

Erin Haynes, American Institutes for Research, USA

Rosie Garcia-Belina, MidContinent (MC3) Comprehensive Center, USA

Mary Bridgforth, Springdale Public Schools, USA

Amy Suzanne King, University of Missouri–Kansas City, USA



Saturday, 3:00 pm–4:45 pm
Convention Center, D171

Meeting the Needs of Teachers Teaching in Resource-Challenged Situations

Content Area: Curriculum, Materials Development

Many teachers are working in resource-challenged situations: the lack of appropriate textbooks or materials, whiteboards or equipment, or Internet connection. Panelists describe their international contexts and challenges and then give examples of how they are using creativity and resourcefulness to address these challenges and meet the needs of their learners.

Itje Chodidjah, Education Consultant, USA

Chollada Suawong, Islamic College of Thailand, Thailand

Mauricio Arango, Centro Colombo Americano, Colombia

Kagnarith Chea, Australian Centre for Education, Cambodia

Marie-Michele Drouinaud, Mate-TESOL, Haiti

Damon Anderson, U.S. Embassy, Bangkok, Thailand

Suchada Nimmannit, Chulalongkorn University Language Institute, Thailand



Saturday, 3:00 pm–4:45 pm
Convention Center, C146

Opportunities and Challenges in Teaching and Researching L2 Reading

Much research on L2 reading has been conducted and reported, and yet L2 reading remains a challenge to different age groups at multiple levels (e.g., learning to read, or developing reading skills for higher levels of proficiency). This presentation discusses issues, challenges, and strategies for teaching and researching reading.

William Grabe, Northern Arizona University, USA

Neil J. Anderson, Brigham Young University, USA

Ke Xu, Borough of Manhattan Community College–CUNY, USA

Fredricka L. Stoller, Northern Arizona University, USA

Lawrence Jun Zhang, University of Auckland, New Zealand



Saturday, 3:00 pm–4:45 pm
Convention Center, Ballroom C2

Preparing Teachers to Understand and Meet Learners' Psychological Needs

Content Area: Teacher Education

Teacher-preparation programs recognize practicing and prospective teachers need to understand and meet students' psychological needs, but existing hierarchies and typologies can be complex and unwieldy. Participants synthesize multiple approaches into a simple matrix and use it to assess specific learners' emotional needs and plan ways to satisfy them.

Cheryl Eason, University of Central Missouri, USA

4:00 pm



Saturday, 4:00 pm–4:45 pm
Convention Center, C144

A Fresh Look at Articulatory Setting and Intelligibility

Content Area: Speech, Pronunciation, and Listening

Articulatory setting, or "voice quality setting," received considerable attention beginning around the 1960s, though it later fell into the background. More recent research reinforces that it is a key component in pronunciation instruction. The presenters discuss the effect of articulatory setting on intelligibility and suggest applications to the classroom.

Richard Robison, Azusa Pacific University, USA

Dreah Stratton, ELS Language Centers, USA

Laura Jacob, Mt. San Antonio College, USA



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 4:00 pm–4:45 pm
Convention Center, D165

A Multidimensional Approach to Teaching Writing From Sources

Content Area: Second Language Writing

Do you struggle with getting your students to stop plagiarizing? Do you recognize patchwriting as part of the learning process but have trouble moving students to acceptable forms of academic writing? This presentation offers a multidimensional approach to teaching text-based writing with sample activities.

Ilka Kostka, Southern Connecticut State University, USA
Jennifer Mott-Smith, Towson University, USA
Zuzana Tomaš, Eastern Michigan University, USA



Saturday, 4:00 pm–4:45 pm
Convention Center, D227

Camp English: Preparing a Short-Term Intensive English Language Experience

Content Area: Higher Education

OMG! We just found out we have one week to create an English language immersion camp for fifty-nine students. And we did it. This presentation describes how to create and execute a successful short-term experience for international students of varying levels of competency.

Elizabeth Reyes, Elgin Community College, USA
Susanna Minton Graham, Elgin Community College, USA



Saturday, 4:00 pm–4:45 pm
Convention Center, D162

A Worthy Investment?: ELL Student Perceptions of Critical Thinking

Content Area: Intensive English Programs

The rising population of international students seeking higher education in the United States calls upon us to re-examine the basic tenets of American education, specifically the emphasis on critical thinking. What are ELL students' attitudes towards this way of thinking? What are the implications for a multicultural academic English classroom?

Renee Lynch, University of Washington, USA



Saturday, 4:00 pm–4:45 pm
Convention Center, D168

Collaborating Outside the Box: New Partnerships to Support Secondary ELLs

Content Area: Social Responsibility

Secondary newcomers face numerous challenges from successful acculturation and integration to navigating and negotiating academic coursework and school systems. The presenters share two extracurricular programs—during the summer and after school—that support secondary ELLs outside of the traditional school day.

Judy Sharkey, University of New Hampshire, USA
Laura Baecher, Hunter College–CUNY, USA
Wendy Perron, University of New Hampshire–Manchester, USA



Saturday, 4:00 pm–4:45 pm
Convention Center, C147

Acquisition of Mathematics Registers by College-Bound Arabic ELLs

Content Area: English for Specific Purposes

ELLs are often disadvantaged in college mathematics courses in English. Arabic students perplexed by prepositions, irregular plurals, obscure vocabulary, and specialized terminology have difficulty following lectures, asking questions, and dealing with written mathematics. Presenters share tools, techniques, and correlations with analytic skills and compare with Chinese and other L1 groups.

Nathan Kohn, Boston University, USA
Jennifer Lacroix, Boston University, USA



Saturday, 4:00 pm–4:45 pm
Convention Center, C143

Cross-Cultural and Pragmatics Training for Succeeding in Job Interviews

Content Area: Intercultural Communication

Cross-cultural and pragmatics training can help learners acquire the skills for succeeding in job interviews. Learn how to design a training which incorporates videotaped models of interviews with native speakers, role-plays, and vocabulary exercises; discover why undergraduate international students credited this workshop with helping them land jobs in the U.S.

Lisa Leopold, Monterey Institute of International Studies, USA



Saturday, 4:00 pm–4:45 pm
Convention Center, D163

Assessing Vocabulary Increment in Achievement Test

Content Area: Assessment and Testing

This presentation investigates the validity of using phonological form recognition task to assess L2 learners' vocabulary increment in IEP programs. Findings indicate that albeit such a task does not reflect the role of listening context, it is a good instrument to gauge students' vocabulary knowledge increment.

Linxiao Wang, Northern Arizona University, USA
Qiandi Liu, Northern Arizona University, USA



Saturday, 4:00 pm–4:45 pm
Convention Center, C155

Effects of Language Showering in Young Learners' Pronunciation Development

Content Area: English as a Foreign Language

This presentation introduces a longitudinal study connected to a classroom trial of language showering at an elementary school in Finland. The technique involved exposing first- and second-grade students to limited daily use of English. The results show whether this type of low-immersion activity affects pronunciation development in young learners.

Virpi Bursiewicz, University of Jyväskylä, Finland



Saturday, 4:00 pm–4:45 pm
Convention Center, D170

EFL Learning Opportunities Around the Digression of Classroom Talk

Content Area: Discourse, Pragmatics

This conversation-analytic session explores the structural and functional features of digression in EFL classroom talk. By examining the link between rambling talk and the original subject, EFL teachers may be able to maximize learning opportunities and minimize the less meaningful chitchat during digression in the classroom.

Seo Hyun Park, Ohio State University, USA



Saturday, 4:00 pm–4:45 pm
Convention Center, A309

English for Scientists: Confronting the Challenges of Publishing in L2

Content Area: Curriculum, Materials Development

This session reports on the design and implementation of a blended English for specific academic purposes program for research-active faculty at an Egyptian university. Presenters share and discuss course materials from both face-to-face and online phases, together with program outcomes.

Radmila Popovic, World Learning, USA

Neil O'Flaherty, World Learning, USA



Saturday, 4:00 pm–4:45 pm
Convention Center, C156

Falling Through the Cracks: Learners, Teachers, and High-Stakes Assessment

Content Area: Assessment and Testing

How can learners and teachers cope under the pressures of high-stakes language tests? This discussion examines perspectives of these stakeholders through the lens of presenters' personal encounters with high-stakes testing with the ultimate goal of generating possible solutions and strategies for learners and teachers alike.

Jennifer Uhler, U.S. Department of State, USA

Jerry Frank, U.S. Department of State, USA



Saturday, 4:00 pm–4:45 pm
Convention Center, D173

iPads: Challenges and Solutions

Content Area: Technology in Education

What are the challenges of using iPads in a university-level English for academic purposes classroom? What strategies work? What are some successful, or favorite, apps? This discussion is for university-level educators who currently use iPads or plan to use iPads in the future.

Suzan Stamper, Hong Kong Institute of Education, Hong Kong

Aaron Schwartz, Ohio University, USA



Saturday, 4:00 pm–4:45 pm
Convention Center, C141

Is Perception Reality? Mainstream Teacher Beliefs for Working With ELLs

Content Area: Teacher Education

Presenters provide results from a mixed-method research study titled, 'Perceptions and Efficacy Beliefs for Teaching ELLs: Do they Matter?'. They share three main findings from 144 in-service teachers surveyed indicating that these salient descriptors are critical in the continued support of quality teacher education programs.

Yune Tran, George Fox University, USA



Saturday, 4:00 pm–4:45 pm
Convention Center, C140

Locating L2 Teacher Education in the Community

Content Area: Teacher Education

How can we connect teacher learning inside graduate TESOL classrooms with learning outside the classroom where teachers can interact with immigrant learners and their families? The presenters invite you to hear about a new certificate program that has opened up opportunities to make community service a legitimate professional development outcome.

Tenley Harrison, San Francisco State University, USA

Maricel Santos, San Francisco State University, USA

Christina Lorimer, Fulbright Program, Brazil

Corrie McCluskey, San Francisco State University, USA



Saturday, 4:00 pm–4:45 pm
Convention Center, C154

Low-Level Placement Testing: Theory, Research, Development, and Practice

Content Area: Assessment and Testing

Traditional placement instruments are typically inappropriate for placement of students with little English. In response to increasing low-level placement needs, the presenters developed, validated, and implemented a battery of instruments based on a review of existing testing techniques and theories of early stages of second language acquisition and morphosyntactic development.

Daniel Reed, Michigan State University, USA

Aaron Ohlrogge, Michigan State University, USA

Heekyoung Kim, Michigan State University, USA



Saturday, 4:00 pm–4:45 pm
Convention Center, D164

Novices' Struggles With Conceptual Framing in Writing Papers for Publication

Content Area: Writing, Composition

Publishing in English is increasingly required in academia. Of the many difficulties TESOL novices have writing a publishable article, the conceptual framing is one of the most challenging. Using reviews of manuscripts submitted to TESOL-related journals and research guide advice, the presenters identify common problems with framing and suggest solutions.

Christine Pearson Casanave, Temple University–Japan, Japan

Yongyan Li, Hong Kong University, Hong Kong



Academic Session



Colloquium



Discussion Group



Exhibitor Session



Forum Session



Intersection



Saturday, 4:00 pm–4:45 pm
Convention Center, D161

Piece of Cake! Idiom Activities and the Importance of Intonation

Content Area: Nonnative English Speakers in TESOL

Idioms pop up everywhere and are often met with confused looks by our students. How can teachers incorporate idioms into classroom settings in a fun, communicative, and student-centered way? More important, how can we teach the intonation of idioms to achieve students' maximum intelligibility? The presenter shares research-supported activities.

Andrew Schneider, Kanazawa Graduate School of Medical Science, Japan



Saturday, 4:00 pm–4:45 pm
Convention Center, A310

Sketching Phrasal Verbs

Content Area: Vocabulary, Lexicon

This session demonstrates a new technique for teaching phrasal verbs. By the end of the presentation, participants will be able to employ a technique that pushes students to analyze phrasal verbs conceptually, establishes systematicity in idiomatic and multiple meanings, promotes student autonomy, and builds on students' creativity.

Benjamin White, Marshall University, USA



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(909) 537-3952
jciano@csusb.edu



Invited Speaker



Practice-Oriented



Research-Oriented



Roundtable



Teaching Tip



TESOL in Focus



Workshop



tesolpress

Books | Journals | Research | Media

SESSIONS BY THE AUTHORS OF NEW TESOL BOOKS

Teacher Development: An Ongoing Process

THURSDAY, 21 MARCH - 2:00–2:45 pm, Convention Center Room C145

The knowledge base of teaching is constantly changing. Learn practical approaches to teaching skills based on cutting edge research.

Language Teaching Insights From Other Fields

THURSDAY, 21 MARCH - 3:00–3:45 pm, Convention Center Room C145

Reinvigorate your teaching, foster creativity, and alleviate burnout using insights from fields as disparate as positive psychology, public speaking, bartending, and marketing.

Integrating Digital Video Media in 21st Century Classrooms: Ten Studies

SATURDAY, 23 MARCH - 10:00–10:45 am, Convention Center Room C145

Hear 10 exceptional ideas for integrating video technology in the TESOL classroom.

HOW TO PUBLISH WITH THE TESOL PRESS

How to Get Published in ESOL and Applied Linguistics Serials

THURSDAY, 21 MARCH - 2:00–4:45 pm, Convention Center Room C144

Meet a panel of working journal editors and learn how to submit an academic article.

Publishing in TESOL Journal

FRIDAY, 22 MARCH - 9:45–11:00 am, Convention Center Room C143

Join the editor to get information and ask questions about getting published in TJ.

I Want to Write a Book

FRIDAY, 22 MARCH - 2:00–3:45 pm, Convention Center Room C145

Interact with TESOL's Book Publications Committee and get guidance from experienced authors and editors.

Poster Sessions

Poster Sessions are self-explanatory exhibits that allow participants to engage in informal discussion. For each poster session there will be a corresponding bulletin board display. Conference attendees may stroll through the poster session area to discuss the topics with presenters. The displays and presenters change each day. **Poster sessions are located on the Expo Hall floor.**

THURSDAY, 21 MARCH 2013

12:30 pm–1:45 pm

AL Asymmetric and Symmetric Sentential Conjugation

Content Area: Applied Linguistics

Amanda Yousuf-Little, ELS Language Centers/Miami, USA

HE Autonomous Learning in a Team-Taught Graduate Reading Course in Japan

Content Area: Higher Education

Tetsuya Kagata, Osaka Kyoiku University, Japan

Haruyo Yoshida, Osaka Kyoiku University, Japan

NNEST Capable or Incapable of Teaching Culture by NNESTs

Content Area: Intercultural Communication

Hiromi Takayama, University of Iowa, USA

EE Caught Between Special Education and English Language Learning

Content Area: High School/Secondary Education

Paul Abraham, Simmons College, USA

Maria Hegarty, Newton Public Schools, USA

Lindy Forester, Marlborough Public Schools, USA

EE Culturally Sensitive Assessments for Monitoring Progress With Reading Comprehension

Content Area: Learning Disabilities, Special Needs

Sara Jozwik, Illinois State University, USA

Yojanna Cuenca-Sanchez, Illinois State University, USA

MW De Linguis: a Digital Journal for English Teachers

Content Area: Materials Writers

Dulce Montes de Oca, Unam Enp Plantel 6, Mexico

Mercedes Camacho, Unam Enp Plantel 6, Mexico

CALL Digital Media in Developing Polish EFL Learners' Intercultural Competence

Content Area: Computer-Assisted Language Learning

Aleksandra Wach, Adam Mickiewicz University, Poland

Mirosław Pawlak, Adam Mickiewicz University, Poland

AL Effective Correction in Form-Focused Instruction

Content Area: Second Language Acquisition

Cary Hitchcock, ELS Language Services, USA

ESP English for Security Professionals

Content Area: Curriculum, Materials Development

Peggy Garza, George C. Marshall Center, USA

PA ESL Program Design: The Un-Classroom

Content Area: Program Administration

Katie Crowder, University of North Texas, USA

SLW Glogsters, Videos, and Other Concepts: Producing Writing and Reading Motivation

Content Area: Second Language Writing

Gilda Martinez-Alba, Maryland TESOL, USA

SPL Harmonizing Speech and Music: Awakening Neural Pathways for Pronunciation Awareness

Content Area: Methodology

Shirl Terrell, Collin College, USA

SS Harmonizing Teaching and Reaching English Learners in Secondary School Classrooms

Content Area: High School/Secondary Education

Liliana Minaya-Rowe, University of Connecticut, USA

Dara Bowling, Windham Public Schools, USA

Beverly Lanier, Windham Public Schools, USA

IC Harmonizing With Africa — Understanding African ESL Students' Cultural Contexts

Content Area: Intercultural Communication

Lois Malone, Arizona State University, USA

BE How the Mass Media Influences Bilingual Education Policy

Content Area: Language Policy and Planning

Nori J. Naylor, University of California, Riverside, USA

EFL Improving ESL Students' Communicative Abilities Through an Interactive Laboratory

Content Area: Speaking, Pronunciation, Phonology, Listening

Rai d'Honoré, East Carolina University, USA

Lori Kincannon, East Carolina University, USA

EFL

L2 Teachers and Learners and Technology in ESP Courses*Content Area: English for Specific Purposes*

Camila Hofling, Federal University of São Carlos, Brazil

HE

Making or Breaking It: A Teaching Philosophy Study*Content Area: Personal Development*

Kalie Larson, University of North Texas, USA

EE

Opportunities Collaboration—Perceived Obstacles for ESL and Mainstream Teachers*Content Area: Elementary School/ Primary Education*

Michelle Plaisance, University of North Carolina Charlotte, USA

Tina Heafner, University of North Carolina Charlotte, USA

IC

Practical Strategies for Critical Thinking in Communication*Content Area: Curriculum, Materials Development*

Eva Fanjanirina Andrianarivo, English Teaching Program, Madagascar

ESP

Presentations on Corporate Culture in a University ESP Course*Content Area: English for Specific Purposes*

Mitaka Yoneda, Mukogawa Women's University, Japan

CALL

Projecting the Second Language Classroom Into the Virtual World*Content Area: Computer-Assisted Language Learning*

Lisa Jeon, University of North Texas, USA

TE

Reflective Journals as a Source of Professional Refinement*Content Area: Teacher Education*

Vania Rodrigues, Casa Thomas Jefferson - Brazil, USA

SS

Relationship Between Defensive Strategies and Social Comparison in L2 Learning*Content Area: High School/Secondary Education*

Shinji Fujii, Hiroshima University, Japan

IEP

Saudi Arabian Cultural Mission Students: Learning and Parenting in America*Content Area: Content-Based Language Instruction*

Amy Roither, Webster University, USA

PA

Score Setting in Placement of ELLs in Colleges and Universities*Content Area: Higher Education*

Jacqueline M. Cunningham, City Colleges of Chicago, USA

Corona Agila, City Colleges of Chicago, USA

IC

Student-Created Intercultural Simulations*Content Area: Intercultural Communication*

Joseph Dias, Aoyama Gakuin University, Japan

IEP

Successful Cultural Activities for IEP Students*Content Area: Intercultural Communication*

Thu Tran, Missouri University of Science and Technology, USA

Roberta Morgan, Missouri University of Science and Technology, USA

TE

Technological Connections in a Peace Corps MI-TESOL Program*Content Area: Other*

Jeff Popko, Eastern Michigan University, USA

Kate Stacey, Eastern Michigan University, USA

RC

The Educational Experiences of Haitian Adolescents With Limited Formal Schooling*Content Area: High School/Secondary Education*

Lindsay Vecchio, University of Florida, USA

SLW

The Influences of Intertextuality and Plagiarism on Multilingual Student Writing*Content Area: Second Language Writing*

Miki Mori, The University of California, Davis, USA

ITA

Undergraduate Students' Perceptions of International Teaching Assistants in Different Disciplines*Content Area: International Teaching Assistants*

Asma Khan, Southern Illinois University Carbondale, USA

Marla Mallette, Southern Illinois University Carbondale, USA

AE

Using Literary Texts in Language Classes*Content Area: Intercultural Communication*

Ilknur Oded, Defense Language Institute, USA

Yaniv Oded, Defense Language Institute, USA

TE

Where Can I Find Research Resources?*Content Area: Personal Development*

Susan Gilfert, Kwansei Gakuin Daigaku Language Center, Japan

ITA

Writing as a Catalyst for Spoken Fluency*Content Area: Curriculum, Materials Development*

Rebecca Oreto, Carnegie Mellon University, USA

Cara Costello, Carnegie Mellon University, USA

FRIDAY, 22 MARCH 2013

12:30 pm–1:45 pm

AE

An Online Community for Harmonizing Faculty and Staff Professional Development

Content Area: Program Administration

Aleen Marsh, Florida State College at Jacksonville, USA
Catherine Rifkin, Florida State College at Jacksonville, USA

PA

Creating a Dynamic Interactive Electronic Newsletter for Alumni

Content Area: Intensive English Programs

Jenell Williams, Kansas State University, USA
Leena Chakrabarti, Kansas State University, USA

ITA

Developing Communicative Competence through Participation in an ITA Program

Content Area: Higher Education

Sandra Rezende, UTSA, USA

EFL

Ensuring Language Acquisition of Rural Learners Through Games

Content Area: Higher Education

Sanjay Arora, Government Post Graduate College, India

ESP

ESP Courses and Materials for Interculturally Minded Dietitians: Issues and Challenges

Content Area: English for Specific Purposes

Akiko Tsuda, Nakamura Gakuen University, Japan

IEP

Eye Openers: 1-hr. Classroom Exchanges Between ESL and University Students

Content Area: Intercultural Communication

Rebecca Guler, ELS Language Centers, USA

HE

Flipped Classrooms: Applying Academic Strategies in Textbooks to Authentic Materials

Content Area: Higher Education

Robyn Brinks Lockwood, Stanford University, USA
Kelly Sippell, University of Michigan Press, USA

SLW

Genre and Second Language Writing: A Marriage of Concepts

Content Area: Second Language Writing

Marshall Klassen, Purdue University, USA

ESP

Harmonizing ESP Classes Through Effective Course Design and Instructor Collaboration

Content Area: English for Specific Purposes

Mark Labinski, Fox Valley Technical College, USA

PA

Hearing Students' Voices: Focus Groups for ESL Program Improvement

Content Area: Curriculum, Materials Development

Mary Benedetti, University of Cincinnati, USA
Anita Szabo, University of Cincinnati, USA
Ting Xiao, University of Cincinnati, USA
Yukiko Nishida, University of Cincinnati, USA
Leticia Barajas, University of Cincinnati, USA
Irene Trunick, University of Cincinnati, USA

AL

How to Give Corrective Feedback to Students of Diverse Backgrounds

Content Area: Applied Linguistics

Huan Yang, University of Pennsylvania, USA

EE

Integrating Proficiency Standards Into Elementary Science Instruction

Content Area: Content-Based Language Instruction

Abigail Bartoshesky, Southern Methodist University, USA
Martha Carlisle, Southern Methodist University, USA
Flavia Vlasa, Southern Methodist University, USA

IC

Intercultural Experiences of Erasmus Students: Harmony in Diversity

Content Area: Intercultural Communication

Irena Vodopija, University of Rijeka, Croatia

SLW

L1 Use During L2 Writing: Student Perspectives on Its Value

Content Area: Second Language Writing

Katherine Evans, University of California, Davis, USA

BE

Lessons Learned From National Language and Literacy Development in Ghana

Content Area: Bilingual Education

Ari Sherris, Teachers College Columbia University, USA

HE

Literacy Engineering Discourse Collaboration: Practice Realities

Content Area: Content-Based Language Instruction

Marcelle Harran, Nelson Mandela Metropolitan University (NMMU), USA

EFL

Metacognitive Awareness and Reading Strategy Use of EFL Korean Students

Content Area: Reading, Literacy

Kay Hong-Nam, Texas A&M University, USA
Larkin Page, Texas A&M University, USA

IC

Negotiating Meaning of Intercultural Topics in Japanese Learner-Learner Interactions

Content Area: Intercultural Communication

Fumiko Kurihara, Chuo University, Japan
Fumiko Sato, Chuo University, Japan

NNEST

Perceptions of NNSTs: Comparing Research With Experience*Content Area: Nonnative English Speakers in TESOL*

Daniela Wagner-Loera, University of Maryland, USA
 Natalia Kozyakova, Darussafaka Educational Institutions, Turkey

TE

Project NEXUS: Teachers Improving Mathematics and Science Instruction for ELLs*Content Area: Project-, Task-Based Teaching and Learning*

Rossana Ramirez-Boyd, University of North Texas, USA
 Karthigeyan Subramaniam, University of North Texas, USA

SPL

Speaking Clearly: A Speech Articulation Intervention for ELLs*Content Area: Speech, Pronunciation, and Listening*

Mariel Ridley, Georgian Court University, USA
 Lili Bruess, Georgian Court University, USA

EFL

The Important Role of the Teacher in Early Language Learning*Content Area: English as a Foreign Language*

Gun Lundberg, Umeå University, Sweden
 Evelien Krikhaar, Radboud University, Netherlands

AE

Thinking Inside the Box: Raising Awareness of Identity*Content Area: Adult Education*

Jasmilan Lehal, Trinity Western University, Canada
 Yuyue Zeng, Trinity Western University, Canada

CALL

Three Resources to Make a Successful Course Website*Content Area: Computer-Assisted Language Learning*

Ryan Boyd, University of Illinois at Urbana-Champaign, USA
 Iftikhar Haider, University of Illinois at Urbana-Champaign, USA

AE

Top Ten Essentials for Itinerant Adult ESL Educators*Content Area: Adult Education*

Monica Maxwell-Paegle, Georgetown University, USA

HE

Understanding the Research Process: An Undergraduate ELLs' Library Guide*Content Area: Technology in Education*

Lindsay Hansen, University of Utah, USA

SS

Using Dictation for Multiple Assessments*Content Area: High School/Secondary Education*

Ruth Griffith, Kean University, USA

IEP

Using Newspapers for Reading Skills Enhancement and Cultural Awareness*Content Area: Reading, Literacy*

Winnie Cragg, Mukogawa Fort Wright Institute, USA

SATURDAY, 23 MARCH 2013

12:30 pm–1:45 pm

SPL

Academic Field Studies: Bridges Across Academic and Community Cultural Divides*Content Area: Speech, Pronunciation, and Listening*

Cynthia Lennox, Duquesne University, USA
 Kathleen Barnard, Duquesne University, USA
 Susan Todhunter, Duquesne University, USA
 Jeanette Clement, Duquesne University, USA

SLW

Academic Identity During Second Language Writing Centers*Content Area: Writing, Composition*

Robert Connor, Tulane University, USA

PA

Administrators Are Essential to the Success of ELLs*Content Area: K–12*

Patricia Verbovszky, West Chester Area School District, USA

AE

Adult ESL Materials Development Made Easy*Content Area: Curriculum, Materials Development*

Betsy Parrish, Hamline University, USA

AE

Creative Ways of Using Dictation in Your Adult ESL Class*Content Area: Adult Education*

Alice Niyondagara, NOCCCD, USA

TE

ELs Learning With Teacher Candidates in Developing a Stage Play*Content Area: Project-, Task-Based Teaching and Learning*

Yanan Fan, San Francisco State University, USA

IC

English Interjections in Intercultural Communication*Content Area: Intercultural Communication*

Fangyuan Yang, Indiana University of Pennsylvania, USA

SR

Global Education Through Language Learning: A Gateway to Social Awareness*Content Area: High School/Secondary Education*

Gladys Focho, University of Bamenda, Cameroon

EFL

Idiom Comprehension Strategies of Foreign Language Learners: A Think-Aloud Study*Content Area: Second Language Acquisition*

Nadezda Pimenova, Ball State University, USA

IC

Incorporating World Heritages and Cultures in Thematic Units for TEYL*Content Area: Elementary School/ Primary Education*

Chaouki M'kaddem, Ministry of Education, Tunisia, Tunisia

ESP

Investigating ESL Writers' Plights at Two Dissertation Writing Groups

Content Area: Second Language Writing

Yin Lam Lee, Ohio State University, USA

IEP

Montessori Manipulatives to Engage Adults in ESL Grammar and Writing

Content Area: Curriculum, Materials Development

Amanda Sekour, Texas International Education Consortium, USA

Miriam Parris, Texas International Education Consortium, USA

CALL

Multimedia QR Quest Using Smartphones

Content Area: Computer-Assisted Language Learning

Jared Sandler, Gimcheon University, Korea, Republic of

Drew Mountain, Gimcheon University, Korea, Republic of

SS

On Common Ground: Creating Access to the CCSS for ELLs

Content Area: Standards

Rosita Apodaca, University of Pittsburgh, USA

Kia Myrick McDaniel, Prince George's County Public Schools, USA

Joie Austria, Prince George's County Public Schools, USA

Belinda Campbell, Prince George's County Public Schools, USA

Alison Hanks-Sloan, Prince George's County Public Schools, USA

ITA

Supporting ITAs Through the Stages of Mastery

Content Area: Content-Based Language Instruction

Peggy Allen Heidish, Carnegie Mellon University, USA

EE

Teacher Beliefs About Elementary School English Teaching in Japan

Content Area: Elementary School/ Primary Education

Haruyo Yoshida, Osaka Kyoiku University, Japan

Yukio Ikari, Osaka City University, Japan

Sachiko Takahashi, Notre Dame Seishin University, Japan

Fumiko Fukuhara, Notre Dame Seishin University, Japan

Emiko Izumi, Kyoto University of Education, Japan

Mari Kochiyama, Kansai University of International Studies, Japan

AL

Teaching Academic English to Undergraduate Students: Reflecting on Co-Teaching Experiences

Content Area: Teacher Education

Patricia de Oliveira Lucas, Federal University of São Carlos, Brazil

Cristiane Oliveira Campos-Gonella, Federal University of São Carlos, Brazil

Eliane Hércules Augusto-Navarro, Federal University of São Carlos, Brazil

IEP

The Cosby Show: A Big Hit in Listening/Speaking Classes

Content Area: Intensive English Programs

Meredith Kemper, University of Central Arkansas, USA

HE

The Missing Link: Collocations

Content Area: Second Language Acquisition

Jenia Ivanova, University of Utah, USA

NNEST

The Strategies in Apologies of Turkish Learners of English

Content Area: Teacher Education

Canan Eliçin, Istanbul Technical University, Turkey

SS

Tried and True: Differentiated Vocabulary Instruction for All ELL Levels

Content Area: Content-Based Language Instruction

Cheryl Tupper, Springdale Public Schools, USA

Lorena Calderon, Springdale Public Schools, USA

Laura Etchison, Springdale Public Schools, USA

HE

Washback of College English Benchmark Policy on Students in Taiwan

Content Area: Assessment and Testing

Hsiu-yu Chu, Ming Chi University of Technology, Taiwan

IEP

Yes, No, Maybe Comprehension Assessments: Valid, Reliable, Easy to Use

Content Area: Assessment and Testing

Ashley Hastings, Global Language Education Services, USA

Brenda Murphy, Shenandoah University, USA

Barbara Wheatley, Global Language Education Services, USA



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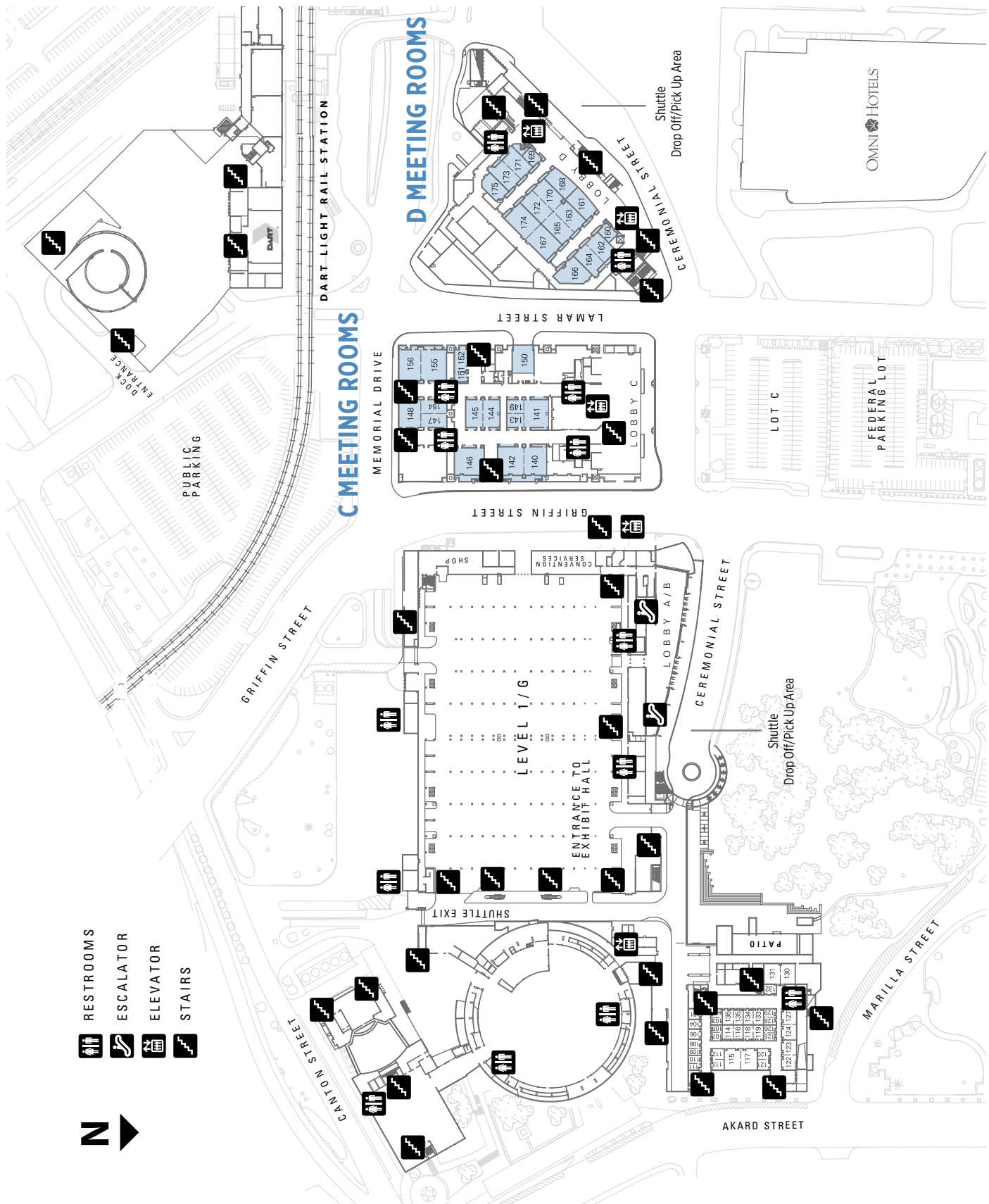
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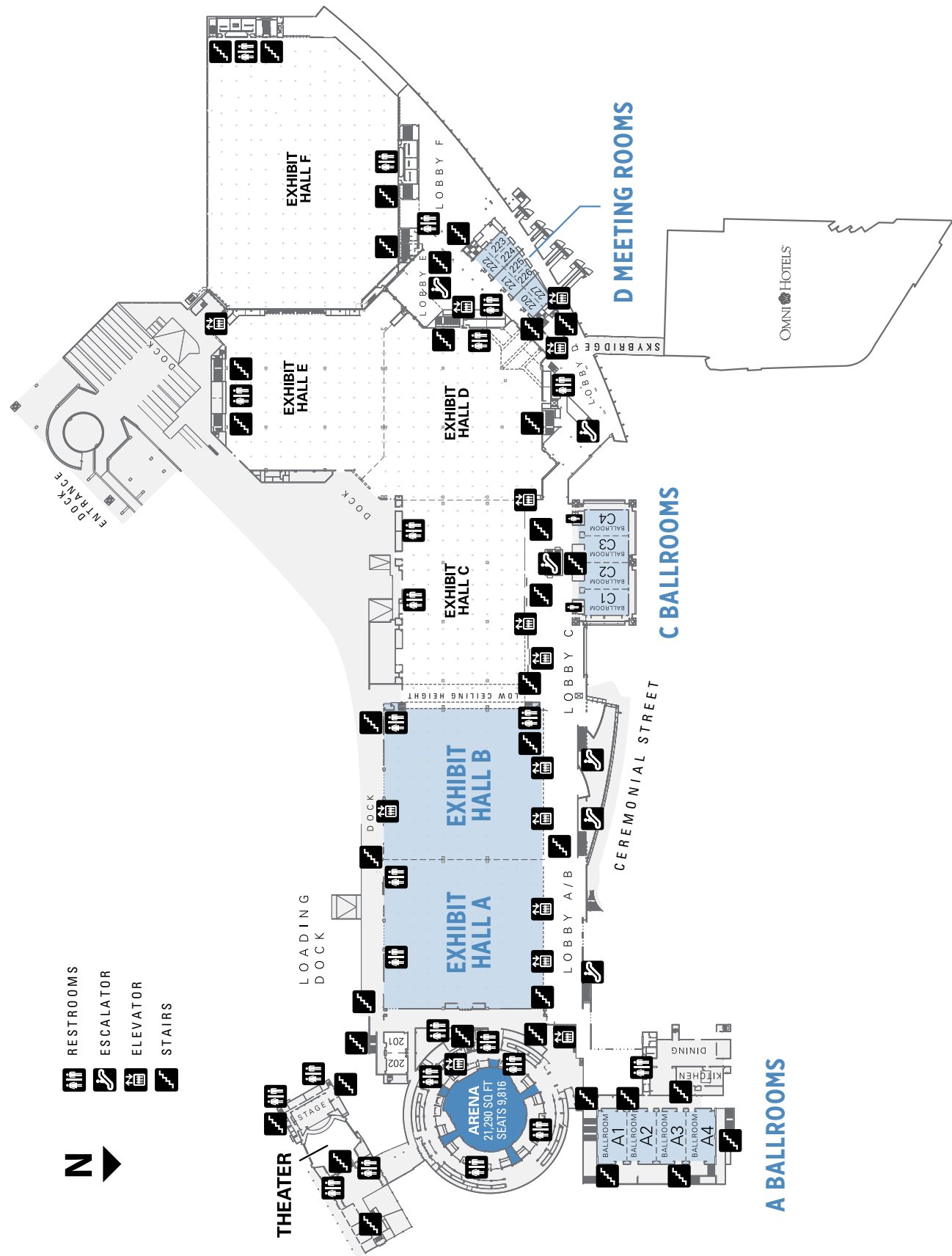
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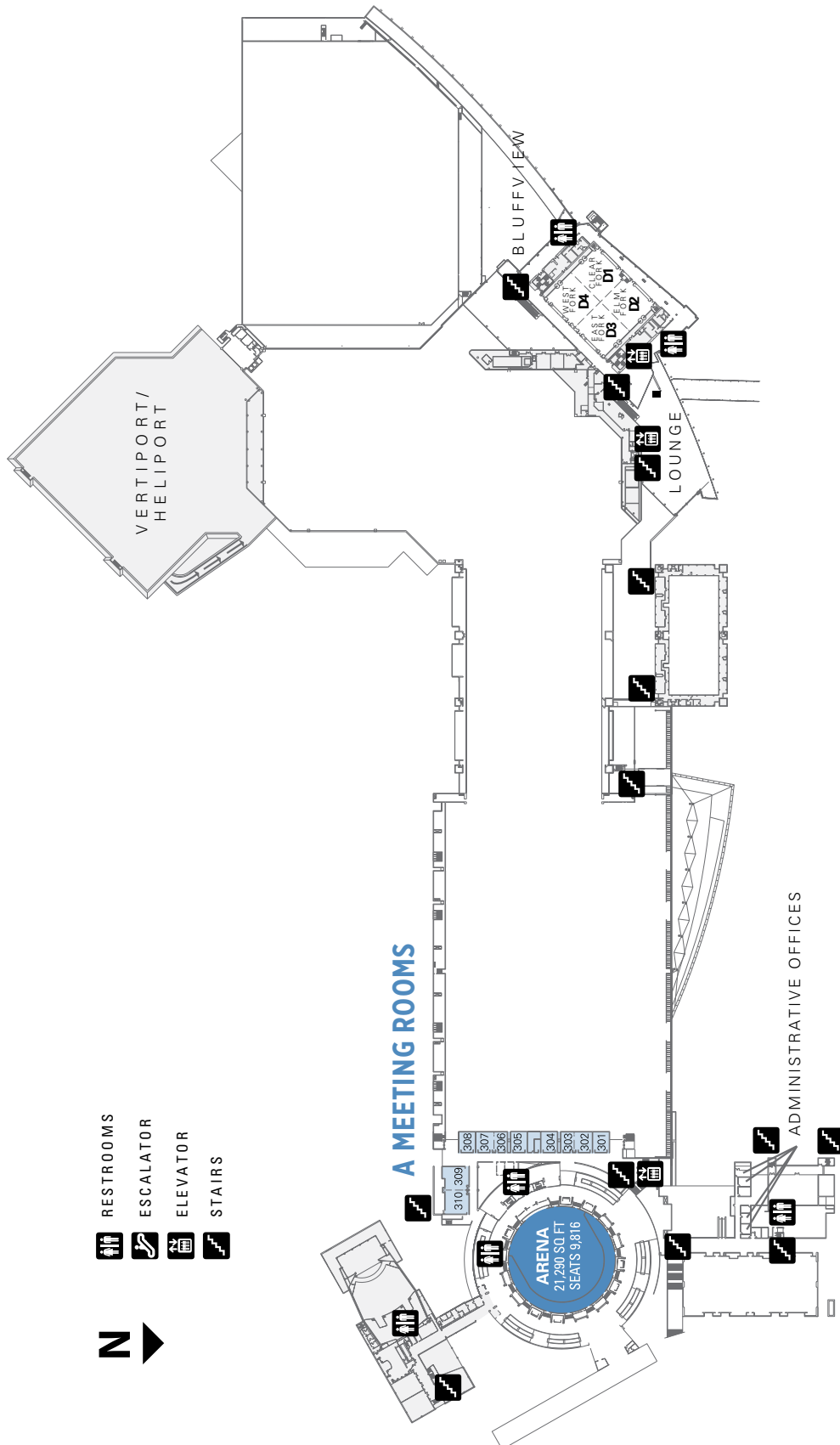
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MAPS



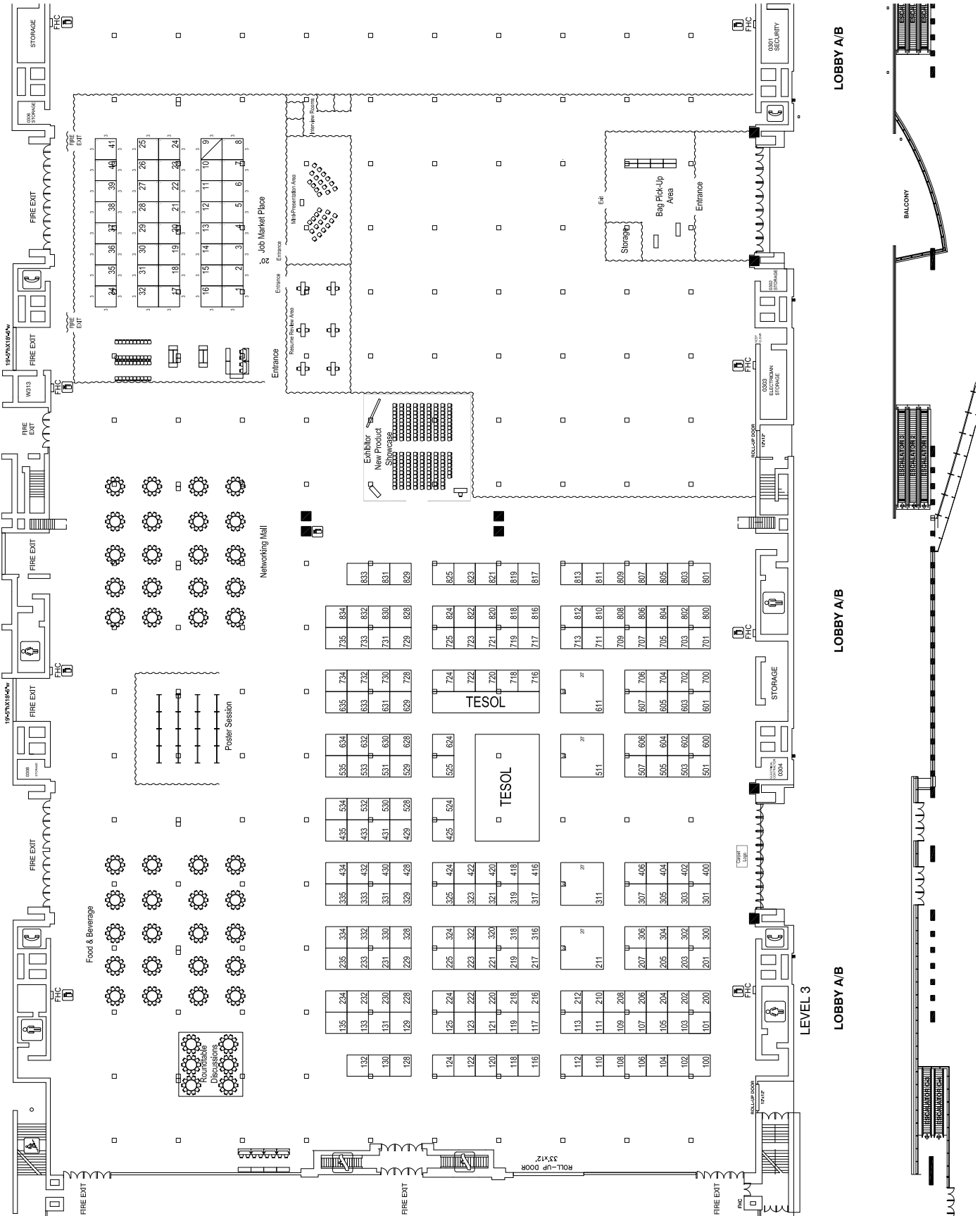
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LEVEL 3 MEZZANINE



English Language Expo Exhibit Hall Map

EXHIBITORS



Exhibitor Booth Numbers

Please check the addendum for cancellations and changes.

Advance Consulting for Education, Inc.....	630	Merriam-Webster Inc.....	704, 706
Alta Book Center Publishers.....	705	MM Publications.....	322, 324
American Federation of Teachers.....	817	Monterey Institute of International Studies.....	800
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Anaheim University.....	432	National Geographic Learning.....	300-307
Annenberg Learner.....	223	New Readers Press/ProLiteracy.....	400, 402
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BOOTH #630

Advance Consulting for Education, Inc.

2617 Cushing Rd
Mississauga, ON L5K 1X4 Canada
Phone: +1 416.884.2993
Contact: Dianne Tyers

Advance Consulting for Education, Inc., specializes in English language teacher training. We have a suite of eight training courses, both online and classroom based, for teachers at various stages of their careers. We also run The PD Exchange, an online store for professional development videos created by ESL experts.

BOOTH #705

Alta Book Center Publishers

PO Box 1736
Provo, UT 84603 USA
Phone: 800.ALTA.ESL
Contact: Simone Almendares-Berman

Alta Book Center is a publisher of English language teaching and learning materials. Alta's teacher development materials provide activities that make language teaching more effective, less time-consuming, and more learner centered.

BOOTH #817

American Federation of Teachers

555 New Jersey Ave, N.W.
Washington, DC 20001 USA
Phone: +1 202.879.4461
Contact: Giselle Lundy-Ponce

The AFT represents 1.5 million pre-K through 12th-grade teachers; paraprofessionals and other school-related personnel; higher education faculty and professional staff; federal, state and local government employees; nurses and healthcare workers; and early childhood educators.

BOOTH #228

American TESOL Institute of FL

8875 Hidden River Parkway, Ste #300
Tampa, FL 33637 USA
Phone: +1 813.975.7404 ext. 3
Contact: Leigh Blanchard

American TESOL Institute (ATI) was incorporated in 2004 to meet the global demand for professionally trained English teachers and provides TESOL certification courses. ATI's mission is the standardizing of an introductory English teacher training program for individuals wishing to teach English.

BOOTH #432

Anaheim University

Office of Admissions, Rm 110
1240 S. State College Blvd
Anaheim, CA 92806 USA
Phone: +1 714.772.3330
Contact: David Bracey

Anaheim University is an accredited institution of higher learning offering online Masters, Graduate Diploma and Certificate Programs in TESOL as well as a Teaching English to Young Learners Certificate program. Many of Anaheim University's faculty are past presidents of TESOL International Association.

BOOTH #223

Annenberg Learner

1301 Pennsylvania Ave N.W., Ste 302
Washington, DC 20004 USA
Phone: +1 202.783.0500
Contact: Michele McLeod

Preview Annenberg Learner's interactive website: Connect with English. Students can view the video story of Rebecca Casey, practice using English vocabulary and grammar, and improve their comprehension on this free website. Explore our multidisciplinary collection of learning resources all with closed captions. (www.learner.org; 800-LEARNER).

BOOTH #129

ASC-ReLANpro

2012 Gates Ave, Unit B
Redondo Beach, CA 90278 USA
Phone: 310.735.4275
Contact: Ralf Porankiewicz

ASC-ReLANpro is dedicated to the achievement of excellence in providing innovative technology to educators and students to learn the skills they need to compete, cooperate, and excel in today's workplace by changing the face of education by creating software that helps teachers to achieve their goals.

BOOTH 730

Avant Assessment

BOOTH #724

Barron's Educational Series, Inc.

250 Wireless Blvd
Hauppauge, NY 11788 USA
Phone: 800.645.3476 ext. 211
Contact: Frederick Glasser

Barron's is a publisher of TOEFL, TOEIC, IELTS prep books, adult ESL learning resources, and Spanish and bilingual children's books.

BOOTHS #720, 722

Benchmark Education

629 Fifth Ave
Pelham, NY 10803 USA
Phone: +1 914.637.7255
Contact: Kristin DeMarco

Benchmark Education (www.benchmarkeducation.com) publishes ESL and Spanish resources that help ELs meet the Common Core and other new standards for literacy, language, and content. Products include the Content Connections Big Books, English Explorers language-leveled texts, Genre Workshop books, and RIGOR intervention series for older ELs reading at primary levels.

BOOTH #430

BrainPOP ESL

71 W. 23rd St, 17th Floor
New York, NY 10010 USA
Phone: +1 212.574.6032
Contact: Arturo Guajardo

BrainPOP ESL is the newest addition to BrainPOP's products. Lessons involve an animated movie and supporting features that reinforce vocabulary, grammar, pronunciation, reading comprehension, and writing.

BOOTHS #206, 208

British Council

Bridgewater House, 58 Whitworth St
Manchester, M1 6BB UK
Phone: +44 16 1957 7651
Contact: Amy Rogers

The British Council is the UK's cultural relations organisation, with a remit to widen the knowledge and use of the English language across the world. We work in the following areas: language policy, English language teaching and training, and qualification.

BOOTH #107**Cambium Learning Technologies**

24 Prime Park Way
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Phone: +1 978.590.0289
Contact: David Bradburn

IntelliTools® and Kurzweil Educational Systems™ are part of Cambium Learning Technologies. IntelliTools is a leading provider of assistive technology hardware and software for pre-K–5 classrooms. Kurzweil Educational Systems, Inc. is recognized as a leading provider of text-to-speech software for individuals with learning difficulties, and the blind or vision impaired.

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Phone: +144 1223 552 853
Contact: Annamaria Biroova

Cambridge English: Advanced is a secure, international English language exam. It provides an in-depth assessment of the high level of English needed for academic success. It is globally accepted by more than 3,000 institutions and can be taken at 1,300 exam centres worldwide. It supports all major varieties of English.

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Phone: +1 212.337.5006
Contact: Carine Mitchell

Cambridge publishes ESL texts (print and digital), including Ventures, Interchange (new Fourth Edition), and Touchstone; skills texts for language schools and colleges, including Grammar and Beyond; academic preparation and developmental writing texts; and professional development materials. Cambridge is also the sole source for McGraw-Hill ESL in the USA.

BOOTH #328**CaMLA**

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Phone: +44 1223 553 260
Contact: Amy Shaw

CaMLA is a not-for-profit collaboration between the University of Michigan and the University of Cambridge, two institutions with long and distinguished histories in the field of English language assessment, teaching, and research. CaMLA examinations are widely utilized and recognized by schools, universities, and employers worldwide. For more information, visit www.CambridgeMichigan.org

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Phone: +1 858.292.2900 ext. 143
Contact: Andrea Shields

CASAS, an independent not-for-profit organization, offers the most widely used system for assessing the basic language skills of adults in common life and work situations. CASAS provides a framework for implementing quality programs with a built-in standardized accountability system.

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Phone: +1 215.765.3260
Contact: Rebecca Freeman Field

Caslon Publishing and Consulting is an independent publisher that makes practical leadership guides, teacher resources, and foundations textbooks in ELL education for administrators and teachers. Leadership, shared responsibility, capacity building, and advocacy; differentiating core content instruction for ELLs K–12; special education for ELLs; biliteracy; secondary ELLs. Customizable for any context.

BOOTHS #404, 406**Center for Applied Linguistics**

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Contact: Sophia Birdas

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Contact: Margo Cunniffe

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Contact: Bob Stock

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1350 Bayshore Hwy, Ste 850
Burlingame, CA 94010 USA
Phone: +1 847.516.2563
Contact: Andrew Berrafato

DynEd is a multimedia English language learning software, research-based multimedia ELL/ESL courseware. DynEd's neuroscientific approach develops four language skills of listening, speaking, reading, and writing while it monitors and directs students' progress. DynEd's curriculum covers all learner levels from pre-K through adults with unique courseware for each level.

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1050 South Foster Dr
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Contact: Daphne Donaldson

The East Baton Rouge Parish School System is a large urban school district located in South Louisiana. We educate more than 43,000 students on more than 80 campuses. We are looking for certified ELL and foreign language teachers. Visit our website at www.ebrschools.org for more information.

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Contact: Ian Bosiak

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Contact: Elizabeth Claire

Elizabeth Claire, Inc., produces Easy English NEWS, a monthly newspaper for high school and adult immigrants, in addition to 20 books by Elizabeth Claire.

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Phone: +1 617.602.7932
Contact: Teddy Rice

Ellevation is a software company committed to developing online tools that help ESL professionals save time, ensure compliance, and improve instruction.

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Contact: Dawne Holz

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www.heinemann.com.

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Phone: +39 34000 54541

Contact: Lucia Astuti

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IELTS is an English proficiency test designed to test communicative abilities of nonnative speakers who want to study or work in English-speaking environments. It's accepted by more than 7,000 organizations worldwide, including more than 3,000 U.S. institutions and programs, and includes all standard varieties of English—American, Australian, and British.

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Contact: Donna Joseph

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Contact: Ryan Stacy

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Phone: +1 315.214.2461
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Contact: T.J. Reid

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<i>lcalderon@sdaie.org</i>		Chan, Elisabeth	98, 113	<i>kemcinto@yahoo.com</i>	
Calderon, Roxy	121	Chan, Hoi Yuen	74	Cimasko, Tony	149
Camacho, Mercedes	169	<i>hchan@uwoyo.edu</i>		<i>tony.cimasko@muohio.edu</i>	
<i>mercami28@yahoo.com</i>		Chan, Marsha	55, 86, 128	Cirineo, Nelli	90
Campbell-Larsen, John	61	<i>marsha@sunburstmedia.com</i>		<i>ncirineo@usfedu</i>	
<i>joncamlar@hotmail.com</i>		Chan, Peter	73	Civera, Isabel	116
Campbell, Belinda	173	<i>peter.chan@byu.edu</i>		<i>icivera@ub.edu</i>	
<i>belind.campbell@pgcps.org</i>		Chan, Sang	125	Clark Cummings, Martha	98
		<i>chansang@isu.edu</i>		Clark Kennedy, Josephine	140
				<i>josephine.kennedy@worldlearning.org</i>	
				Clark, Carol	123
				<i>cclark@aucegypt.edu</i>	

Clark, Ray81, 129
ray@prolinguaassociates.com

Clasen, Mary Pat49
clasentmp@yahoo.com

Clason, Ron98
clason.1@osu.edu

Clayton, Thomas110
tmclay@uky.edu

Cleary, Kevin24, 52
cleary.isc@tmd.ac.jp

Clement, Jeanette64, 172
clement@duq.edu

Clement, Rob101, 111, 140
robcanuk@gmail.com

Cloud, Nancy40, 44, 82
ncloud@ric.edu

Cobb, Christine67
cmcobb@yahoo.com

Coffelt, Erica92
coffelt@ohio.edu

Coffelt, Luke47, 131
lukecoffelt@yahoo.com

Cohen, James77
jcohen2@niu.edu

Collier, Catherine21, 36, 39, 93
drcatherine.collier@gmail.com

Colombo, Michaela80
wyman@edutel.com

Conaway, Christy109
cconaway@missouristate.edu

Connery, Cathrene140
cconnery@ithaca.edu

Connor, Robert172

Connor, Ulla111, 154
uconnor@iupui.edu

Connors, Anne94
aconnors@academyart.edu

Conroy, Ellen122
conroy@ksu.edu

Coombe, Christine29, 121, 138, 153
ccoombe@hct.ac.ae

Cooper, Ayanna79, 98
rarb4@msn.com

Copenhaver-Johnson, Jeane140
jcopenhaverjohnson@ithaca.edu

Copland, Fiona98
f.m.copland@aston.ac.uk

Cordoba, Patricia121
pcordobac@gmail.com

Corrie, Carolyn113
cjcorrie@yahoo.com

Cortez, Vanessa95
vcortez@austin.utexas.edu

Costa, Celina75
ccosta@georgebrown.ca

Costello, Cara170
carap@andrew.cmu.edu

Cote, Robert146
rcote@email.arizona.edu

Cowper, Edith61
edithdell@aol.com

Coy, Stephanie84
sscoy@iupuc.edu

Cragg, Winnie172
winniec@mfwi.edu

Crandall, Marian146
mcrandall@ets.org

Crassas, Maria94
melliker@gmail.com

Crewes, Geoffrey63

Crosby, Cate161
catecrosby@gmail.com

Cross, Valerie164
valcross528@gmail.com

Crowder, Katie169
katiecrowdr46@gmail.com

Crowther, Dave100
crowther@unr.edu

Crumpler, Beth56
adaptivelearnin@gmail.com

Crusan, Deborah25, 68, 153
deborah.crusan@wright.edu

Cuenca-Sanchez, Yojanna169

Cummins, Jim15, 23, 42, 55, 141
jcummins@oise.utoronto.ca

Cunningham, Jacqueline M.170
jcunningham@ccc.edu

Curry, Mary Jane57
mjcurry@warner.rochester.edu

Curtis, Andy42

Custodio, Brenda37, 122
bcustodi@columbus.k12.oh.us

D

d'Honoré, Rai169
dhonor@ecu.edu

Dangora, Candice159

Daniel, Mayra77
mcdaniel@niu.edu

Daniel, Shannon94
shannon.m.daniel@vanderbilt.edu

Darmiyati, Ludiya110
ludiyadarmiyati@yahoo.com

Davis, Jessica40

Day, Cathy54
eday@emich.edu

de Courcy, Michele24, 52
michele.decourcy@unisa.edu.au

De Felice, Denise140
denisefelice@gmail.com

de Gongora, Rina18, 151
rdegongora@iga.edu

de Jong, Ester71, 98
edejong2@gmail.com

de la Vega, Arturo68
avega@interlingua.com.mx

de Oliveira Lucas, Patricia173
patypatinha@yahoo.com.br

de Oliveira, Luciana98, 141
luciana@purdue.edu

Deardorff, Darla K.37

DeCapua, Andrea126
adecapua@cnr.edu

Decker, James124
tesolbrandon@yahoo.com

DeCoster, Brendan161
decoster@uoregon.edu

deKoven, Aram13, 21, 70, 94, 135
dekovea@uwec.edu

Delaney, Caryl145
caryldelaney@hotmail.com

Delgado de Bernal, Dora47
alwaysmexico@yahoo.com

Delija, Shpresa97
shzdr268@yahoo.com

DelliCarpini, Margo14, 52, 83, 93, 94
margo.dellcarpini@lehman.cuny.edu

DeMola, Sarah72, 123
sarah.demola@gmail.com

Denner, Peter125
dennpete@isu.edu

Dermody, Julia114
jdermody@chccs.k12.nc.us

Deroo, Matthew49
matthew.deroo@elic.org

DeRouen, Courtney141
cderouen@pce.uw.edu

Derwing, Tracey154
tderwing@ualberta.ca

DeSmidt, Heather50
hrdesmidt@gmail.com

Desnouee, Jane Ryan162

Deutsch, Nellie16, 164

Devadason, Iris Selina58
devadason.iris@gmail.com

Devkota, Kamal Raj131
kamaldev2004@hotmail.com

Di Lello, Domingos56
betodilello@gmail.com

Dias, Joseph170

Diaz-Maggioli, Gabriel42

Díaz-Rico, Lynne15, 101, 139, 149
lynnediazrico@yahoo.com

Díaz, Alejandra143
adiaz@cultural.pe

Dikli, Semire59
semire1@yahoo.com

Dixon, L. Quentin162
qdixon@tamu.edu

Doley, Lark18, 114

Doman, Evelyn77
born2travel1970@yahoo.com

Donahue, Meghan118
mdonahue@peacecorps.gov

Dong Jinwei, Kevin144
200911932@oamail.gdufs.edu.cn

Donker, Richmond57
richmond.donkor@mytwu.ca

Doolan, Stephen137, 161
stephen.doolan@tamucc.edu

Dornbusch, Angela 48 <i>angeladornbusch@hotmail.com</i>	Evans Fanaeian, Emily 43, 141 <i>eevans2@wisc.edu</i>	Filback, Robert 154 <i>filback@usc.edu</i>
Dörnyei, Zoltán 21, 49, 60 <i>zoltan.dornyei@nottingham.ac.uk</i>	Evans, Beth 16	Fillman, Stephanie 147 <i>stephanie@prosperaleads.org</i>
Doty, Julie 82 <i>julie.doty@unt.edu</i>	Evans, Jackie 161	Fitzsimmons-Doolan, Shannon 137, 161 <i>smf93@nau.edu</i>
Dougherty, Ellen 16	Evans, Katherine 171 <i>ktevans@ucdavis.edu</i>	Flager, Joyce 105 <i>joycef@cruzio.com</i>
Dove, Maria 40	Evans, Mathew 125 <i>evans.mathew@gmail.com</i>	Flahive, Doug 156 <i>doug.flahive@colostate.edu</i>
Doyle, Terrence 117 <i>grayling.doyle@gmail.com</i>	Evans, Norman 37, 51, 65, 100, 128 <i>norman_evans@byu.edu</i>	Flamm, Cynthia 99 <i>cynthiaflamm@yahoo.com</i>
Doyran, Feyza 70	Evans, Todd 25, 66 <i>tevans@prolitteracy.org</i>	Fleurquin, Fernando 14, 28, 29, 122, 140, 153 <i>Fernando.Fleurquin@unt.edu</i>
Dressler, Constanze 98	Evers, Chris 98 <i>cevers100@gmail.com</i>	Fleury, Claudio 16
Drouinaud, Marie-Michele 164 <i>drouinaud2000@yahoo.fr</i>	F	Flores, Vincent 18, 95 <i>vflores@fulbright.or.kr</i>
Drummond-Sardell, Rachel 161 <i>rachelds@uoregon.edu</i>	Faez, Farahnaz 123 <i>ffaez@uwo.ca</i>	Focho, Gladys 172 <i>ngwifocho@yahoo.fr</i>
Drury, Roger 16	Fagan, Drew 76 <i>dsf2114@columbia.edu</i>	Foerster Luu, Anne Marie 14, 64 <i>annemarie_foersterluu@mcpsmd.org</i>
Du, Qian 106 <i>du.57@buckeyemail.osu.edu</i>	Fan, Hongli 66 <i>fanh@cortland.edu</i>	Folse, Keith 62, 68, 101, 117, 141 <i>keith.folse@ucf.edu</i>
Duarte, Scott 102 <i>duarte@udel.edu</i>	Fan, Yanan 172 <i>yanan@sfsu.edu</i>	Fonseca, Elizabeth 149 <i>elizabeth.fonseca@ncc.edu</i>
Duguay, Annie 155 <i>aduguay@cal.org</i>	Fantini, Alvino 101 <i>alvino.fantini@sit.edu</i>	Ford, Karen 67
Dunsmore, Kailonnie 25, 74	Farnsworth, Timothy 62, 133 <i>tfarnswo@hunter.cuny.edu</i>	Forester, Lindy 169
Dwyer, Eric 14, 66, 97 <i>eric.dwyer@fiu.edu</i>	Farrell, Thomas S.C. 14, 41, 72	Forte, Ellen 14, 140
E	Farrelly, Raichle 153 <i>raichle.farrelly@utah.edu</i>	Forth, Jennifer 58 <i>jforth@ku.edu</i>
Eason, Cheryl 164	Fathman, Christopher 61	Foshee, Michelle 141 <i>mfoshee@uw.edu</i>
Eddy, Anna 49, 102, 151 <i>anna.eddy@unt.edu</i>	Faulkner-Bond, Molly 92 <i>mfaulkner-bond@edcount.com</i>	Foster, Jacqueline 54
Edwards, Guy 63	Faulkner, Roosevelt 84 <i>rtfaulkn@indiana.edu</i>	Franchitti, Abby 58 <i>arfran@gmail.com</i>
Edwards, Nicholas 137 <i>nicholas.edwards@mail.harvard.edu</i>	Faust, Heidi 109 <i>faust.heidi@gmail.com</i>	Franco-Fuenmayor, Susanna 44
Effiong, Okon 98	Faux, Nancy 57 <i>nfaux@vcu.edu</i>	Frank, Jerry 166 <i>jerroldjfrank@yahoo.com</i>
Eguez, Jane 62, 110 <i>jeguez@casas.org</i>	Feak, Christine 85, 112 <i>cfeak@umich.edu</i>	Franklin, Paige 125 <i>Paige.Franklin@Gallaudet.edu</i>
Eliçin, Canan 173	Feather, Renee 29	Fránquiz, María E. 42
Elliott, Robert 141	Feltman, Paul 73 <i>pfeltman@wes.org</i>	Frantz, Roger 55 <i>roger.frantz@pearson.com</i>
Elsheikh, Aymen 103 <i>elsheikhaymen@hotmail.com</i>	Feng, Hui-Hsien 106 <i>hhfeng@iastate.edu</i>	Frazier, Stefan 78 <i>stefan.frazier@sjsu.edu</i>
Emert, Toby 107 <i>temert@agnesscott.edu</i>	Fenning, Amy 70 <i>amyf@uca.edu</i>	Freeman, David 21, 39, 58, 93, 141 <i>david.freeman@utb.edu</i>
Emiliani, Federica 150 <i>femiliani100@gmail.com</i>	Fernandez, Julieta 115 <i>julieta@psu.edu</i>	Freeman, Donald 107, 139, 146 <i>donaldfr@umich.edu</i>
Endress, Mary Ann 24, 52 <i>marymendress@katyisd.org</i>	Fernandez, Miguel 58 <i>mferna20@csu.edu</i>	Freeman, Yvonne 21, 39, 58, 93, 104, 141 <i>yvonne.freeman@utb.edu</i>
Erfan, Amira 140 <i>234nyu@gmail.com</i>	Fernandez, Rebeca 101	French, Leif 122 <i>lfrench@uqac.ca</i>
Ernst-Slavit, Gisela 44 <i>gernst@wsu.edu</i>	Fernsten, Puck 147 <i>puck.fernsten@pearson.com</i>	Frendo, Evan 98
Errihani, Mohammed 124 <i>errihani@purduecal.edu</i>	Ferraro, Marisa 107 <i>MarisaFerraro@aol.com</i>	Friedman, Greg 95 <i>greg.friedman@oregonstate.edu</i>
Eslami, Zohreh R. 78, 99, 145, 150 <i>zeslami@tamu.edu</i>	Ferraz, Roberta 89 <i>robertaferraz@abaweb.org</i>	Frodesen, Jan 112, 140 <i>frodesen@linguistics.ucsb.edu</i>
Estell, Marti 73		Fujii, Shinji 170 <i>shinjifujii@nifty.com</i>
Etchison, Laura 173 <i>letchison@sdaile.org</i>		

Fujioka, Mayumi	51
<i>mfujioka42@hotmail.com</i>	
Fukuda, Eri	151
<i>efukuda@soka.ac.jp</i>	
Fukuhara, Fumiko	173
<i>fumikofk@post.ndsu.ac.jp</i>	
Funderburk-Razo, Rosa Maria	124
<i>funderburk_razo@yahoo.com.mx</i>	

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Gabriel, Raafat	81
<i>mrraafat@aucegypt.edu</i>	
Gaer, Susan	16, 92, 118
<i>susangaer@gmail.com</i>	
Gafurov, Kakhramon	142
<i>kahramon_gz@yahoo.com</i>	
Gang, Shen	18, 108
<i>shengang@chinadaily.com.cn</i>	
Gao, Xue Song (Andy)	92, 163
<i>xsgao@hku.hk</i>	
Garcia de Paredes, Ana	78
<i>lizzie@els.edu.pa</i>	
Garcia-Belina, Rosie	15, 36, 164
<i>rbelina@ou.edu</i>	
Garcia, Joshua	154
<i>jgarcia@fwisd.org</i>	
Gardy, Jacqueline	58, 156
<i>gardyja@state.gov</i>	
Garton, Sue	23, 43, 98
<i>s.garton@aston.ac.uk</i>	
Garza, Peggy	120, 169
<i>garzap@marshallcenter.org</i>	
Gatbonton, Elizabeth	122
<i>elizabeth.gatbonton@concordia.ca</i>	
Gates, Chester	136
<i>chester.gates@comcast.net</i>	
Gault, Thomas	64
<i>thomasgault@siu.edu</i>	
Gautam, Ganga	78
<i>gangag@gmail.com</i>	
Gayle, Kurk	54
<i>k.gayle@tcu.edu</i>	
Gazaix, Violaine	148
<i>violaine.gazaix@ac-montpellier.fr</i>	
Gebremedhin, Katherine	73
<i>kgebreme@wes.org</i>	
Gee, Roger	16
Gentry, Earlene	58, 101, 140
<i>gentryearlene@yahoo.com</i>	
George, Becky	143
<i>beckyg@lcc.hawaii.edu</i>	
Gerena, Linda	133
<i>lgerena@york.cuny.edu</i>	
Ghosn, Irma-Kaarina	113
<i>ighosn@lau.edu.lb</i>	
Giddens, Kevin	104, 140
<i>kevin.giddens@sit.edu</i>	
Gilbert, Judy	103, 154
<i>judybgilbert@comcast.net</i>	
Giles, Lori	49
<i>lgiles@miami.edu</i>	
Gilfert, Susan	170
Gill Salunkhe, Minette	98
<i>pazen2006@yahoo.com</i>	
Gillette, Barbara	121
<i>gillette@udel.edu</i>	
Gilpatrick, Marjaneh	117
<i>marjaneh.gilpatrick@gcu.edu</i>	
Gishbaugher, Jaclyn	150
<i>jaclynjgish@gmail.com</i>	
Gjergo Strati, Ekaterina	97
<i>ekaterina_gjergo@yahoo.co.uk</i>	
Glenn, Christtan	146
Goddard Dodson, Carole	158
<i>cgoddar5@kent.edu</i>	
Godfrey, LeeAnne	84
<i>berg1207@umn.edu</i>	
Goetsch, Karin	119
<i>goett007@umn.edu</i>	
Goldstein, Karen	39
Goldstein, Lynn	53
<i>lgoldstein@miis.edu</i>	
Goldstone, Linda	96
<i>golds240@umn.edu</i>	
Gole, Skip	40
Gomez, German	18, 151
<i>ggomez@iga.edu</i>	
Gong, Gwendolyn	23
Gonzales, Ray	120
<i>ray.gonzales@montgomerycollege.edu</i>	
Gonzalez Del Castillo, Alla	53
Goodwin, Janet	141
Gordon, Deborah	132
<i>dbgordon52@cox.net</i>	
Gorsuch, Greta	70
<i>greta.gorsuch@ttu.edu</i>	
Gossard, Julie	39
Gould, Elizabeth	132
<i>egould@ku.edu</i>	
Grabe, William	49, 164
<i>william.grabe@nau.edu</i>	
Graham-Marr, Alastair	127
<i>al@abax.co.jp</i>	
Graham, Floyd	153
<i>fgraham@kansai.ac.jp</i>	
Graham, Nicole	87, 129
<i>nicole@englishcentral.net</i>	
Graney, John	91
<i>john.graney@sfcollge.edu</i>	
Grant, Linda	41, 55
<i>lhgrant@bellsouth.net</i>	
Grant, Patricia	122
<i>grantp@duvalschoools.org</i>	
Grant, Rachel	122
<i>rag022@aol.com</i>	
Graves, Kathleen	146
<i>gravesk@umich.edu</i>	

Green, Ashley	112
<i>aegreen@odu.edu</i>	
Green, Jennifer	163
<i>jdgreen0605@yahoo.com</i>	
Greene, Susan	105
<i>sgreene@princeton.edu</i>	
Greig, Jo	104, 147
<i>j.greig@macmillan.com</i>	
Greybeck, Barbara	133
<i>bjg018@shsu.edu</i>	
Griffin, Robert	67
<i>rgriffin@okcu.edu</i>	
Griffith, Ruth	172
<i>rgriffit@kean.edu</i>	
Grill, Jennifer	146
<i>jgrill@fsu.edu</i>	
Grillo, Christina	98
<i>cnmorreale@gmail.com</i>	
Grode, Jennifer	103
<i>jgrode@miis.edu</i>	
Gromik, Nicolas	137
<i>gromik.n.a@gmail.com</i>	
Grove, Nuray	72
<i>ngrove@richmond.edu</i>	
Gu, Peiya	18, 56
<i>pygu@suda.edu.cn</i>	
Guler, Rebecca	124, 171
<i>rguler@els.edu</i>	
Guo, Qiang (Sandra)	160
Gusich, Jordan	47
<i>jordangusich@gmail.com</i>	
Gutierrez Arvizu, Maria Nelly	126
<i>mng33@nau.edu</i>	

H

Haan, Jennifer	145
<i>jhaan1@udayton.edu</i>	
Habib, Anna	137
<i>ahabib@gmu.edu</i>	
Hagen, Stacy	145
<i>stacyhagen@centurytel.net</i>	
Hahn, Laura	124
<i>lhahn@illinois.edu</i>	
Haider, Iftikhar	172
Hakuta, Kenji	15, 19, 23, 79, 122
<i>hakuta@stanford.edu</i>	
Halbert, Anne	152
<i>anne.halbert@uconn.edu</i>	
Hales, Steven	111
<i>shales@millikin.edu</i>	
Hall, Charles	143
<i>charleshall@rocketmail.com</i>	
Hall, Denis	144
<i>d.hall@snhu.edu</i>	
Hamlyn, Helen	156
<i>helen.hamlyn@languagetesting.com</i>	
Hamon, Pascal	127
<i>pascalhamon@missouristate.edu</i>	
Han, Ju Young	50
<i>jujubeehan@gmail.com</i>	

Hanan, Susan 79 <i>susan.hanan@slps.org</i>	Henriksen, Linda 59 <i>lkhenriksen@yahoo.com</i>	Hofling, Camila 170 <i>cahofling@hotmail.com</i>
Hanks-Sloan, Alison 173 <i>alison.hanks@pgcps.org</i>	Hepford, Elizabeth 54 <i>tud51632@temple.edu</i>	Holaway, Julie 142 <i>holawayj@yahoo.com</i>
Hanselman, Sarah 149 <i>hanselms@bu.edu</i>	Herath, Sreemali 79, 135 <i>sreemalih@yahoo.com</i>	Holck-Addis, Leah 52
Hansen, Christa 162 <i>clh38@georgetown.edu</i>	Hércules Augusto-Navarro, Eliane 173 <i>eaugustonavarro@gmail.com</i>	Hollinger, Lisa 82 <i>lisa.hollinger@unt.edu</i>
Hansen, Lindsay 172	Hereth, Sreemali 99 <i>sreemalih@yahoo.com</i>	Holm, Ingrid 114 <i>holm@acad.umass.edu</i>
Hanson-Smith, Elizabeth 58, 126 <i>ehansonsmi@yahoo.com</i>	Hermeling, Kari Dyrli 110	Hong-Nam, Kay 171 <i>kay.hongnam@tamuc.edu</i>
Hardigree, Christine 100	Hernandez, Arturo 58 <i>aehernandez@uh.edu</i>	Hong, Chi-yin 106 <i>cathyhong0419@hotmail.com</i>
Hardwick, Randy 163 <i>rhardwic@depaul.edu</i>	Hernández, Tatiana 121 <i>thernandez@uned.ac.cr</i>	Hong, JaeHwa 57 <i>waterenv@yahoo.co.kr</i>
Harklau, Linda 15, 19, 122	Herrera, Mario 63 <i>mario.herrera@pearson.com</i>	Honigsfeld, Andrea 40
Harper, Candace 18, 105 <i>charper@coe.ufl.edu</i>	Herrick, Emily 48 <i>eherrick1@unl.edu</i>	Hood, Michael 125 <i>hood.michael@nihon-u.ac.jp</i>
Harran, Marcelle 171 <i>marcelle.harran@nmmu.ac.za</i>	Hidalgo-Avilés, Hilda 124 <i>hildahgo@yahoo.com</i>	Hook, Laura 24, 138 <i>laura_hook@hcpss.org</i>
Harrington, David 87 <i>davidh@languagesolutionsinc.com</i>	Higgins, Christina 23, 43, 100, 116 <i>cmhiggin@hawaii.edu</i>	Hopkins, Andrea 79 <i>andrea.hopkins@oregonstate.edu</i>
Harris, Molly 65 <i>mollyelh@go.byuh.edu</i>	Hijkata, Yuko 109	Hoppe, Cara 142 <i>ckhoppe@gmail.com</i>
Harrison, Tenley 166 <i>tenleyh@gmail.com</i>	Hilgeman, Karen 159	Horn, Bradley 103 <i>hornbm@state.gov</i>
Harrold, Ruth 58 <i>rharrold@unf.edu</i>	Hill, Beatrice 156 <i>beatrice.j.hill@gmail.com</i>	Horwitz, Elaine 18, 83, 101 <i>horwitz@mail.utexas.edu</i>
Hartig, Alissa 99 <i>ajh329@psu.edu</i>	Hill, Kelly 100 <i>kltb@uab.edu</i>	Hos, Rabia 103 <i>rabia.hos@zirve.edu.tr</i>
Hastings, Ashley 173 <i>hastings@glesismore.com</i>	Hille, Kathryn 92 <i>streeter@ohio.edu</i>	Howard, Amanda 71 <i>amanda.howard@buid.ac.ae</i>
Hatami, Sarvenaz 60, 156	Hiller, Kristin 119, 153 <i>kristin.hiller@gmail.com</i>	Howard, Lori 62, 103, 110 <i>lbhoward@casas.org</i>
Haupt, John 47 <i>jhaupt2011@gmail.com</i>	Hillier, Solimar 127	Howland, Allison 84 <i>ahowland@iupuc.edu</i>
Hawkins, Maggie 23, 43, 116 <i>mhawkins@education.wisc.edu</i>	Himmel, Jennifer 106, 126 <i>jhimmel@cal.org</i>	Hoyt, Tom 163 <i>tom.hoyt@ou.edu</i>
Hayik, Rawia 143 <i>rhayik@indiana.edu</i>	Hinkel, Eli 18, 70, 95, 140 <i>elihinkel@yahoo.com</i>	Hu, Guangwei 75 <i>guangwei.hu@nie.edu.sg</i>
Haynes, Erin 15, 164 <i>ehaynes@air.org</i>	Hinojosa, Vanessa 68 <i>vhinojosa@hotmail.com</i>	Hua, Jennifer 111 <i>huachennju@gmail.com</i>
Haynes, Judie 42, 120 <i>judieh@optonline.net</i>	Hinton, Kip Austin 48 <i>kipito@yahoo.com</i>	Huang, Jiuhan 125, 138 <i>jhuang@regent.edu</i>
Heafner, Tina 170 <i>tina.heafner@uncc.edu</i>	Hirata-Edds, Tracy 61 <i>tracy@ku.edu</i>	Huang, Zhihong 18, 56 <i>helenzh@163.com</i>
Healey, Deborah 16, 37, 58, 109, 113, 156 <i>dhealey@uoregon.edu</i>	Hirvela, Alan 14, 73	Huensch, Amanda 93 <i>huensch@illinois.edu</i>
Healey, Kelly 82 <i>healeyk@psdri.net</i>	Hiser, Nancy 147 <i>nhiser@englishtalkshop.com</i>	Hughes, Eric 81 <i>eshughe2@usf.edu</i>
Heather, Julian 133 <i>jheather@csus.edu</i>	Hitchcock, Cary 169 <i>cary.hitchcock@gmail.com</i>	Humphries, Steven 136 <i>shumphri@su.edu</i>
Hegarty, Maria 169 <i>maria_hegarty@newton.k12.ma.us</i>	Hite, Clare 78 <i>clarehite@gmail.com</i>	Hunt, Cindy 41
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Henrichsen, Lynn 132 <i>lynn_henrichsen@byu.edu</i>	Hoffland, Marvin 164	
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aibrahim@uottawa.ca		Jetter, Mary	115, 141	ckando@ftc.gov	
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ikari@lit.osaka-cu.ac.jp		Jiang, Jingjing	137	jiheun0717@neo.tamu.edu	
Inbar-Lourie, Ofra	78	jij423@mail.harvard.edu		Kang, Okim	53, 70, 111
ofrain@post.tau.ac.il		Jiang, Lei	48	Okim.Kang@nau.edu	
Ingels, Sue	124	jianglei@fsc.neu.edu.cn		Kang, Seong-Yoon	160
ingels@illinois.edu		Jiang, Ying	120	skang1@sycamores.indstate.edu	
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e_iragiliati@yahoo.com		Johnson, Britt	102	kaotungwei@hotmail.com	
Irizar, Adita	67	brjohns@uoregon.edu		Karakaya, Kadir	55
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tonyirizar@yahoo.com		carol.johnson@renlearn.com		Karant, Priscilla	138
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stompson@ku.edu		johnsoho@ucmail.uc.edu		kafamem@yahoo.fr	
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nairila2@gmail.com		kej1@psu.edu		jekatchen@yahoo.com	
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jeniabg@aol.com		baileyjohnson@hotmail.com		chigusa.katoku@wvm.edu	
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cjacknick@bmcc.cuny.edu		Johnson, Staci	41, 57, 75	Keithley, Maureen	41
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lauraruthjacob@yahoo.com		Jones, Barbara	147	kkelch@alliant.edu	
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jainrashi@yahoo.com		inalcotck@gmail.com		ekelley@hcc.edu	
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vsjakar@gmail.com		chjones@els.edu		Kelley, Molly	131
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mark.a.james@asu.edu		mdjemail@gmail.com		Kemp, A. C.	62
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janjua@chs.pref.kagawa.jp		stjones18@gmail.com		Kemper, Meredith	173
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dephanie@gse.upenn.edu		jonestamara@hotmail.com		Kendall, Martha	129
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jjaquays@umflint.edu		sjozwik@gmail.com		Kennedy, Deborah	117
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centro.idiomas@unisucra.edu.co		Juarez, Brenda	111	Kerekes, Julie	76
Javier, Eljee	66	bjuarez@educ.umass.edu		julie.kerekes@utoronto.ca	
ejavier@me.com		Junqueira, Luciana	116	Kertzner, David	98, 118
Jee, Min Jung	126	lucyjunqueira@yahoo.com.br		dkertzner@proactive-english.com	
minjungjee@gmail.com		Justin Jernigan	135	Khalid, Abdul Habib	52
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jjeffery@unm.edu		patricia.juza@baruch.cuny.edu		dattakaur.khalsa@umuc.edu	
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jenkins_rob@sac.edu		Kaeiser, Matthew	60	asma@siu.edu	
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maydelljenks@katyisd.org		Kagata, Tetsuya	169	anastasiakhodakova@gmail.com	
Jeon, Lisa	170	kagata@cc.osaka-kyoiku.ac.jp		Kibler, Amanda	23, 79, 100, 144
lisa.jeon@unt.edu		Kama, Mandy	52	akk2v@eservices.virginia.edu	
Jernigan, Justin	135	kamam@georgetown.edu		Kieslra, Nathan	36
jjerniga@ggc.edu		Kamada, Laurel	157	Kilic, Aysel	146
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				dkim@scad.edu	

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<i>kimheek@msu.edu</i>		Kramer, Eileen	133	<i>stuarthlanders@missouristate.edu</i>	
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<i>grinplus@gmail.com</i>		<i>lkrauth_02@yahoo.com</i>		Lanier, Beverly	169
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<i>kingas@umkc.edu</i>		Krikhaar, Evelien	172	<i>rlapp@udel.edu</i>	
King, Celeste	95	<i>e.krikhaar@let.ru.nl</i>		Laquerre, Theresa	56
<i>celeste.king@oregonstate.edu</i>		Krzanowski, Mark	98, 164	<i>tlaquerre@abschools.org</i>	
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<i>lmorris@philasd.org</i>		Kuhlman, Natalie	14, 73, 140	<i>dlarsen@winona.edu</i>	
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<i>rus.kiser@gmail.com</i>		Kuhn, Jeff	58, 141, 156	<i>kalielarson@yahoo.com</i>	
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<i>kkitao217@yahoo.com</i>		Kuizenga Romijn, Elizabeth	106, 126	<i>anthony_lavigne@yahoo.com</i>	
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<i>kkitao217@yahoo.com</i>		Kurihara, Fumiko	171	<i>shannonwlaw@gmail.com</i>	
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<i>clkit96@gmail.com</i>		Kurihara, Yuka	113	<i>elawrick@gmail.com</i>	
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<i>mklassen@purdue.edu</i>		Kurzer, Kendon	51	<i>ha.phan@monash.edu</i>	
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<i>kkleiber1@gsu.edu</i>		Kusey, Crystal	108	<i>jleach@ftc.gov</i>	
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<i>gabriela_klekova@yahoo.com</i>		Kwon, Hyun Joo	157	<i>jenniferlebedev@yahoo.com</i>	
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<i>mknab@ets.org</i>		L		Lee, Debra	16, 135, 161
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<i>bknez@pfri.hr</i>		Lacroix, Jennifer	165	Lee, Joseph J.	117
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<i>krknight1@hotmail.com</i>		Ladeia, Rita	163	Lee, Marisa	65
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<i>shaun3745@gmail.com</i>		<i>ana.lado@marymount.edu</i>		<i>sjlee0307@gmail.com</i>	
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<i>katayama@kuins.ac.jp</i>		<i>thays@abaweb.org</i>		<i>lee.2951@buckeyemail.osu.edu</i>	
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<i>enzyme@bu.edu</i>		<i>laing86@gmail.com</i>		<i>jandara85@gmail.com</i>	
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<i>kostkai1@southernct.edu</i>		<i>jblakin@gmail.com</i>		<i>michael.k.legutke@anglistik.uni-giessen.de</i>	
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<i>kozakxzsuzsanna@gmail.com</i>		<i>moses@moseslam.com</i>		<i>jasmilanlehal@gmail.com</i>	
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<i>nataliakozyakova@yandex.ru</i>		<i>dlo4@psu.edu</i>		<i>rayjun.lei@gmail.com</i>	

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<i>vlemos@hotmail.com</i>		Liu, Qiandi	165	MacMillan, Fabiana	65, 87, 153
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<i>lennox@duq.edu</i>		Liu, Yingliang	135	Mady, Callie	120
Leon, Roberto S.	65	<i>yliu@ggc.edu</i>		<i>calliem@nipissingu.ca</i>	
<i>rleon@go.byuh.edu</i>		Lobo, Katherine	21, 135	Magdaleno, Raul	44
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<i>bleshinger@centralistip.k12.ny.us</i>		Lomperis, Anne	98, 118	Magy, Ronna	128
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<i>collolearn@gmail.com</i>		Lopes-Murphy, Solange	96	<i>ahmar.mahboob@sydney.edu.au</i>	
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<i>lnewlevine@aol.com</i>		<i>lopezmario@yahoo.com</i>		Malazzo, Sharon	21, 134
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<i>rollielewis@gmail.com</i>		<i>clorimer1127@gmail.com</i>		Mallett, Karyn	137
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<i>springvero2@yahoo.com.mx</i>		<i>looseyk@gvsu.edu</i>		Mallette, Marla	170
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<i>liguo@msu.edu</i>		<i>eeling.low@nie.edu.sg</i>		Malone, Jon	163
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<i>juzillie@gmail.com</i>		Lubkin, Jennifer	52	Malone, Lois	169
Li, Yongyan	166	<i>jel72@georgetown.edu</i>		<i>lois.malone@asu.edu</i>	
<i>yongyan@hku.hk</i>		Lukens, Laura	95, 112	Malupa-Kim, Miralynn	38, 56
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<i>hyojung@msu.edu</i>		<i>lum@yorku.ca</i>		Mancilla, Lorena	141
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<i>lifelin.nnlei@gmail.com</i>		<i>squosheila@bnu.edu.cn</i>		Mantegna, Sarah	114
Lin, Shu-Yuan	125	Luton, Gerry	150	<i>professora.sarah.mantegna@gmail.com</i>	
<i>linm@purdue.edu</i>		<i>gluton@uvic.ca</i>		Marcenaro Bonsignore, Gabriela	131
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<i>slind@uci.edu</i>		<i>luvisne3@gmail.com</i>		Marchesoni, Lilian	54
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<i>lindg027@umn.edu</i>		<i>eluyendy@emich.edu</i>		Marcus, Pamela	133
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<i>karen.lioy@unt.edu</i>				<i>markow@wisc.edu</i>	
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Little, William	52			<i>aleen.marsh@fscj.edu</i>	
<i>wslittle@yahoo.com</i>				Marshak, Sofia	134
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<i>dliu@as.ua.edu</i>				Marshall, Helaine	120
Liu, Jun	18, 56, 142			<i>helaine.marshall@liu.edu</i>	
<i>junliu@gsu.edu</i>				Martin-Beltrán, Melinda	50, 94, 127
				<i>memb@umd.edu</i>	

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M'kaddem, Chaouki	172
<i>chaoukimkaddem@gmail.com</i>	
Ma, Jia	124
<i>majia1978@hotmail.com</i>	
Ma, Miranda Sin I	162
<i>mirandama@umac.mo</i>	

Martin, Pamela	113	McGuinness, Mary	93	Minaya-Rowe, Liliana	169
<i>pmartin@peacecorps.gov</i>		<i>marymcg@ku.edu</i>		Mingot, Comfort Davis	58, 101
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Martin, Teresa	65	<i>mcintosh@purdue.edu</i>		Minicz, Elizabeth	108
<i>teresalovestravel@gmail.com</i>		McLarty, Bob	129	<i>eminicz@harpercollege.edu</i>	
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<i>gmartinez@towson.edu</i>		<i>s-mcmillan@onu.edu</i>		<i>grahamcracker6@mac.com</i>	
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<i>martinezm@ltsidschools.org</i>		<i>benmcmurry@gmail.com</i>		<i>emitchell@PCE.UW.EDU</i>	
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<i>summer@ku.edu</i>		<i>paul.mcpherron@hunter.cuny.edu</i>		<i>kara.mitchell@ucdenver.edu</i>	
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<i>vmaurer@fas.harvard.edu</i>		Mercado, Leonardo A	115, 144, 151	Molla, Fernanda	40
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<i>maxwellm@georgetown.edu</i>		Mercer, Sarah	82	<i>monaghanm@sacredheart.edu</i>	
Maza-Millán, Benjamín	68	<i>sas_mercer@yahoo.com</i>		Monjo, Patricia	148
<i>bmaza@interlingua.com.mx</i>		Mercuri, Sandra	21, 91, 100, 111	<i>patricia.monjo@wanadoo.fr</i>	
Mazrum, Julie	155	<i>sandra.mercuri@utb.edu</i>		Montagano, Pierre	80
<i>jmazrum@cal.org</i>		Meredith, Nancy	144	Montes de Oca, Dulce	169
McCabe, Jen	42	<i>nmeredith1@gmail.com</i>		<i>dulcemontesdeoca@yahoo.com.mx</i>	
McCafferty, Jacqueline	163	Merrills, Kayra	50, 127	Moore, Catherine	119, 147
<i>mccafferty@rowan.edu</i>		<i>kayra_11@hotmail.com</i>		<i>camoore@fullerton.edu</i>	
McCarthy, Emily	112	Messekher, Hayat	59	Moore, Paula	127
<i>emily.mccarthy@usdoj.gov</i>		<i>hmessekher@yahoo.com</i>		<i>paulamoore@missouristate.edu</i>	
McClendon, Lennox	101	Meyer, Anna	94	Mora, Yinnia	121
McClennen, Molly	150	<i>annameyer@gmail.com</i>		<i>ymora@uned.ac.cr</i>	
<i>mmccle8@uic.edu</i>		Meyers, Colleen	108, 156	Moran, Katherine	135
McClintic, Katie	54	<i>meyer002@umn.edu</i>		<i>kate.moran@gmail.com</i>	
<i>katiemccclintic@gmail.com</i>		Micek, Tim	102	Moran, Meghan	114
McCloskey, Mary Lou	15, 59, 76, 80, 109	Michaud, Christina	37	<i>mkm338@nau.edu</i>	
<i>mlmcc@mindspring.com</i>		Michelsen Wahleithner, Juliet	155	Morey, Janet	64
McCluskey, Corrie	166	<i>jwahleithner@ucdavis.edu</i>		<i>janmorey94@gmail.com</i>	
<i>corriemc@sonic.net</i>		Miekley, Joshua	47, 131	Morgan, Brian	79
McComb, Brenda	137	<i>jbmiekley@gmail.com</i>		<i>bmorgan@yorku.ca</i>	
<i>bmccomb@yorku.ca</i>		Mihai, Florin	103	Morgan, Roberta	170
McCormick, Amy	101	<i>florin.mihai@ucf.edu</i>		<i>birdie@mst.edu</i>	
McCormick, Dawn	29	Mileham, Jean	49	Mori, Miki	170
McCrory, Monica	125	<i>jean_mileham@umit.maine.edu</i>		<i>msmori@ucdavis.edu</i>	
<i>utgrad78751@gmail.com</i>		Millard, Joanne	74	Mossman, Sabrina	84
McDuff, Fife	121	<i>jmillard@yorku.ca</i>		<i>mossmans@indiana.edu</i>	
McGranahan, Shaila	44	Miller, Carla	82	Motha, Suhanthie	111, 122, 142
McGrath Moreira, Kimberly	49, 60, 92	<i>carlamiller30@yahoo.com</i>		<i>smotha@u.washington.edu</i>	
<i>kmcgrath@miami.edu</i>		Miller, Charles	109	Mott-Smith, Jennifer	165
McGregor, Kristen	81	<i>Miller777@missouristate.edu</i>		<i>jmottsmith@towson.edu</i>	
<i>kmcgreger@usf.edu</i>		Milofsy, Alison	87	Mouhanna, Mohammed	61
McGregor, Alison	116	Mina, Lilian	134	<i>mmouhanna@uaeu.ac.ae</i>	
<i>mcalison@utexas.edu</i>		<i>lilian.mina@gmail.com</i>		Moulden, Gorden	121
				<i>gordmoulden@yahoo.com</i>	

Mountain, Drew173
drewmountain@gmail.com

Moussu, Lucie100, 121, 163
moussu@ualberta.ca

Murphy, Brenda49, 173
bmurphy@su.edu

Murphy, John154
jmmurphy@gsu.edu

Murray, Alice18, 56
murrayam@state.gov

Murray, Denise25, 55
denise.murray@mq.edu.au

Musanti, Sandra100
sandra.musanti@utb.edu

Musteric, Blythe158
blythe@ovient.com

Myrick McDaniel, Kia21, 49, 173
kia.mcdaniel@pgcps.org

N

Naghtorabi, Christy82
cnaghto@usf.edu

Nakayama, Thomas13, 21, 48, 51
t.nakayama@neu.edu

Naqvi, Rahat68
rnaqvi@ucalgary.ca

Nassif, Lama83
lnassif@mail.utexas.edu

Naylor, Nori J.169
norinaylor@netscape.net

Nelson, Gayle112
gaylenelson@gsu.edu

Nemeth, Karen38

Nemtchinova, Katya126, 163
katya@spu.edu

Nero, Shondel139
shondel.nero@nyu.edu

Netti, Lori49
lnetti@vinu.edu

Newbegin, Mary75
newbegin.r@rcn.com

Newbern, Claudia138
clau926@hotmail.com

Newfield, Denise23, 100

Nickerson, Jane125
jane.nickerson@gallaudet.edu

Nicolae, Ioana122
inicolae@education.concordia.ca

Nimmannit, Suchada154, 164
da9246@yahoo.com

Nisbet, Deanna85, 125
deannis@regent.edu

Nishida, Yukiko171
nishido@mail.uc.edu

Niyondagara, Alice172

Noack, Eric79
eric.noack@oregonstate.edu

Noble, Jonathan71
noble@email.arizona.edu

Nolin-Smith, Kate70
nolinsk@uwec.edu

Norton, Bonny13, 21, 92, 101, 136
bonny.norton@ubc.ca

Nowlan, Andrew96
nowlan1979@gmail.com

Numrich, Carol105
can1@columbia.edu

Nunan, David18, 82, 138, 147
davidcnunan@gmail.com

O

O'Connell, Stephen116
soconn@umd.edu

O'Flaherty, Neil166
neil.oflaherty@sit.edu

O'Loughlin, Judith B.21, 37, 39, 60, 133, 159
joesiteach@aol.com

O'Neal, Debra52
oneald@ecu.edu

O'Sullivan, Julie75
juliesullivan@yahoo.com

Obenda, Donna121, 153
donna.obenda@unt.edu

Ochieng, Milcah A.57
mochieng@madisoncollege.edu

Oded, Ilknur170

Oded, Yaniv170

Ogden, Carol156
cogden@unt.edu

Ohlrogge, Aaron166
ohlrogg1@msu.edu

Oirya, John73
oirya@hotmail.com

Okello, Sara120
sokello@umflint.edu

Olin Mandujano, Esther Ruth162
estherolin@hotmail.com

Oliveira Campos-Gonella, Cristiane173
crisgonella@gmail.com

Olshansky, Beth66, 108
beth.olshansky@comcast.net

Olsher, David23, 152
olsher@sfsu.edu

Omori, Lydia108
lomori@harpercollege.edu

Oprandy, Robert162
roprandy@pacific.edu

Ordoñez, Higinio18, 64
higiniomex@gmail.com

Oreto, Rebecca119, 170
rrebholz@andrew.cmu.edu

Orlova, Natalia126
nataliaorlova@seznam.cz

Orr, Janet76
jkorr@tealservices.net

Ortactepe, Deniz81
denizortactepe@yahoo.com

Ota, Akiko95
akikotressoles@gmail.com

Overman, Nancy52, 89
overmann@georgetown.edu

Owens, Stephanie124

Oya, Erika71
erikaoya@hotmail.com

P

Packer, Shira118, 136
spacke@yorku.ca

Padrón, Yolanda44

Page, Larkin171
larkin.page@tamuc.edu

Paine, Charles127
cpaine@unm.edu

Painter-Farrell, Lesley42, 160
painterl@newschool.edu

Palacios, Natalia125

Panferov, Suzanne13, 73
tesolskp@gmail.com

Pappamihel, Eleni54
pappamihel@uncw.edu

Pappas, George148

Paredes, Elsie91
paredese@vt.edu

Paris, Barbara-Jane40

Park, Gloria57, 142
gloria.park@iup.edu

Park, Jeong-bin Hannah64, 125
hannahjbpark@gmail.com

Park, Minjung139
mjp735@gmail.com

Park, Seo Hyun166
park.1050@osu.edu

Parker, Peter151
peter.parker@zu.ac.ae

Parnami, Shilpa91
shilpaparnami@gmail.com

Parris, Miriam173
parrismiriam@aol.com

Parrish, Betsy172
bparrish@hamline.edu

Parrish, Claire125
clairemeadows@gmail.com

Pashby, Patricia83, 99
pashby@uoregon.edu

Patel, Tarana70, 72, 123
tarana.patel@gmail.com

Patti, Christine90
christine.patti@knoxschools.org

Pavicic Takac, Visnja78
vpavicic@ffos.hr

Pawlak, Mirosław169
pawlakmi@amu.edu.pl

Payant, Caroline50
cpayant2@gsu.edu

Payne, Ellen69

Pearson, Kate65
kep39@go.byuh.edu

- Peerce, Megan 94, 102
mpeerce@umd.edu
- Pelletier, Danielle 61
- Pennycook, Alastair 18, 78
alastair.pennycook@uts.edu.au
- Perea, Luis 55, 110, 132
joseluisperea@msn.com
- Perez Carranza, Celso 97
celsopeca@hotmail.com
- Perez, Heidi 80
hdperez@lawrence.k12.ma.us
- Perlman, Randi 50
randiperl@tamu.edu
- Perron, Wendy 165
wendy.perron@unh.edu
- Pessoa, Silva 69
spessoa@qatar.cmu.edu
- Petron, Mary 133, 138
map042@shsu.edu
- Petrovich, Aleksandra 123
petrovic@uw.edu
- Pettit, Deborah 36, 50
dtpettit@fcps.edu
- Peyton, Joy Kreeft 21, 57, 133, 143
jpeyton@cal.org
- Phillabaum, Scott 78
sphillabaum@gmail.com
- Phillips-Zee, Laura 122
lphilzee@ksu.edu
- Pickering, George 153
- Pickering, Lucy 18, 60, 70
lucy.pickering@tamuc.edu
- Piechocinski, Beata 74, 136
beatak@yorku.ca
- Pierson, Cheri 84
cheri.pierson@wheaton.edu
- Pigeron, Elisa 158
- Pilleux, Enrique 69
enrique_pilleux@ctb.com
- Pimenova, Nadezda 172
npimenova@bsu.edu
- Pineiro, Carol 145
chp@bu.edu
- Pinto, Maria 74
maevid@hotmail.com
- Plaisance, Michelle 134, 170
mplaisan@uncc.edu
- Plakans, Lia 25, 68, 153
lia-plakans@uiowa.edu
- Pocock, Aija 84
apocock@iupuc.edu
- Polat, Nihat 72
polatn@duq.edu
- Pollard, Laurel 69, 89, 125
lpollard@dakotacom.net
- Pollock, Pamela 54
pamelapollock@fas.harvard.edu
- Popko, Jeff 170
apopko@emich.edu
- Popovic, Radmila 139, 166
rpopovic27@yahoo.com
- Popovic, Romila 104
rodmila.popovic@worldlearning.org
- Porter, Abby 102, 109, 134
amporter@uoregon.edu
- Porter, Catherine 124
cporter@cntrmail.org
- Powell, Kathryn 108
kpowell@harpercollege.edu
- Poythress, Linda 114
lpoythress@chccs.k12.nc.us
- Pransky, Ken 43
- Prastiwi, Irene Budi 80
irene.prastiwi@sjsu.edu
- Preiss, Sherry 147
sherry.preiss@pearson.com
- Price, Rebecca 143
rprice@howardcc.edu
- Prieto, Gaby 128
laura.rodgers@hwtears.com
- Primo, Lynda Heidi 91
mindweave@hotmail.com
- Prin, Julio 78
jprin.cvadelcentro@gmail.com
- Puspawati, Indah 89
indahpuspa@yahoo.com
- Q**
- Quarterman, Carolyn 41
- Qing, Huang 18, 108
- Qingkai, Zeng 18, 108
- R**
- Ramírez, Ricardo 24, 75
ri_rha@hotmail.com
- Ramirez-Boyd, Rossana 172
rossana.boyd@unt.edu
- Ramirez, Ana Sylvia 18, 151
aramirez@iga.edu
- Ramírez, J. Andrés 58
- Ramirez, Maria 94
ramirez@unlv.nevada.edu
- Ramirez, Jesus 22, 80
- Randolph, Patrick T. 68, 96
patrick.randolph@wmich.edu
- Randrianasolo, Sara 126
srandria@purdue.edu
- Rauser, Karen 36, 121
kcrauser@gmail.com
- Ravitch, Lara 102, 134
ravitch@uoregon.edu
- Ray, Robin 104
- Razafimahazo, Andrea 95
arazafimahazo@yahoo.fr
- Rebman, Randall 77
randall.rebman@nau.edu
- Reed, Daniel 166
reeddan@msu.edu
- Reed, Marnie 37, 49, 112
tesol@bu.edu
- Reeves, Jenelle 134
jreeves2@unl.edu
- Rein, Lauren 159
lauren.rein@uni.edu
- Renahan, Amy 141
arenahan@pce.uw.edu
- Renkema, Teresa 102
trenkema@kuyper.edu
- Reppen, Randi 66
- Resta, Paul 60
- Reule, Meagan 135
meaganreule@gmail.com
- Reutebuch, Colleen 95
- Revels, Christy 43, 141
coachchrisyr@gmail.com
- Revelle, Carol 110
carol.revelle@unt.edu
- Rey, Lourdes 47
arey@uninorte.edu.co
- Reyes Maldonado, Rogelio Emmanuel 78
krista.bittenbender@gmail.com
- Reyes, Elizabeth 49, 165
ereyes@elgin.edu
- Reyes, Guillermo 18, 64
demoscorp@hotmail.com
- Reyes, Kristi 24, 59
- Reyes, Victor 162
victor.reyes@oregonstate.edu
- Reynolds, Dudley 18, 81, 112
dreynolds@cmu.edu
- Reynolds, Emily 29
- Reynolds, Eric 160
reynolds.tesol.mall@gmail.com
- Reynolds, Kate Mastruserio 70
reynolkm@uwec.edu
- Rezende, Sandra 171
georgsan@windstream.net
- Rhoades, Gena 154
genausc@gmail.com
- Rice, Jennifer 157, 161
jar@uoregon.edu
- Rice, Korey 157, 161
korey@uoregon.edu
- Rice, Philip 131
philrice@udel.edu
- Ridley, Mariel 172
mariel_ridley@yahoo.com
- Riebe, Katherine 49
riebe@uwm.edu
- Riedmiller, Thomas 159
thomas.riedmiller@uni.edu
- Rifkin, Catherine 171
catherine.rifkin@fscj.edu
- Rindler, Bruce 56
brindler@bu.edu
- Ringler, Marjorie 52
ringlerm@ecu.edu

Scott, Gladys 75 <i>ScottG@wpunj.edu</i>	Shibata, Katie 63	Solis, Jorge L. 43
Screen, Andrew 52 <i>aps57@georgetown.edu</i>	Shin, Dong-shin 144 <i>dshin@brockport.edu</i>	Solórzano, Helen 112 <i>hsolorzano@comcast.net</i>
Scullin, Bethany 59	Shohamy, Elana 15, 19, 23, 79, 122 <i>elana@post.tau.ac.il</i>	Son, Donghee 150 <i>earthlink@tamu.edu</i>
Sealey, Nicole 137, 163 <i>nsealey@gnu.edu</i>	Short, Deborah 21, 90, 118 <i>dshort@cal.org</i>	Song, Jayoung 60 <i>jaycalm@hotmail.com</i>
Seaman, Alan 74, 84 <i>alan.seaman@wheaton.edu</i>	Shrestha, Prithvi 154, 164 <i>p.n.shrestha@open.ac.uk</i>	Song, Kim 53, 134, 141 <i>songk@umsl.edu</i>
Searby, Sally 101 <i>ssearby@cambridge.org</i>	Shuckra-Gomez, Kimberly 149 <i>kmsbarth@bu.edu</i>	Song, Si-chun 78, 99 <i>liacssc@neo.tamu.edu</i>
Seely, Contee 126 <i>contee@cpli.net</i>	Siczek, Megan 112 <i>msiczek@gwu.edu</i>	Song, Sunyung 93 <i>culno1@gmail.com</i>
Segota, John 29, 100	Siegel, Joseph 160	Sorenson, Lily 89, 152 <i>las222@georgetown.edu</i>
Seig, Mary Theresa 110 <i>mtseig@bsu.edu</i>	Silberstein, Sandra 90 <i>tq@uw.edu</i>	Sosa, Carlos 115 <i>carlos.sosa@sit.edu</i>
Sekour, Amanda 173 <i>mandigunn@yahoo.com</i>	Silva, Cecilia 141 <i>c.silva@tcu.edu</i>	Soto, Mary 58
Sellen, Joanne 51 <i>je-sellen@wiu.edu</i>	Silva, Tony 72, 126 <i>tony@purdue.edu</i>	Spada, Nina 147
Seloni, Lisyia 57, 155 <i>lseloni@ilstu.edu</i>	Silverman, Rebecca 94 <i>rdsilver@umd.edu</i>	Spatzer, Adrian 158 <i>adrian.spatzer@gmail.com</i>
Seltzer, Charles 153 <i>charles.ellsworth51@gmail.com</i>	Simons, Jack 134 <i>jdsWC3@mail.umsl.edu</i>	Speece, Liza 150
Shaaban, Kassim 99 <i>shaaban@aub.edu.lb</i>	Simpson, Ashley 125	Spence, Lucy 150 <i>lucyspence@sc.edu</i>
Shackles, Jennifer 36	Singh, Navin 82 <i>nks23@nau.edu</i>	Spence, Mary Gordon 19, 53 <i>mg@askmarygordon.com</i>
Shafer, Jill 156 <i>jill.shafer@email.und.edu</i>	Sinha, Manisha 75, 139 <i>manisharajsinha@yahoo.co.in</i>	Spezzini, Susan 76, 112 <i>spezzini@uab.edu</i>
Shamim, Fauzia 161 <i>fauzia.shamim@gmail.com</i>	Sinha, Yogesh 75, 139 <i>yogeshksinha@yahoo.co.in</i>	Sprow Forte, Karin 118 <i>kms588@psu.edu</i>
Shaoqian, Luo 107	Sippell, Kelly 96, 171 <i>ksippell@umich.edu</i>	Staben, Jennifer 37
Shapiro, Shawna 74 <i>sshapiro@middlebury.edu</i>	Siskin, Claire Bradin 18, 137 <i>csiskin@edvista.com</i>	Stacey, Kate 170 <i>kstacey1@emich.edu</i>
Sharkey, Judy 165 <i>judy.sharkey@unh.edu</i>	Slavit, Gisela Ernst 140	Stack, Lydia 15, 76, 80, 109 <i>lstack@mac.com</i>
Sharpe, Pamela 49 <i>sharpe@teflprep.com</i>	Smallwood, Betty 15, 43, 145 <i>bsmallwood@cal.org</i>	Stacy, Adrienne 103 <i>astacy@miis.edu</i>
Sharrow, Aimee 54	Smith, Catherine 72 <i>casmith099@gmail.com</i>	Staehr Fenner, Diane 54, 98, 102, 140 <i>dstaehrfenner@tesol.org</i>
Shaughnessy, Colleen 155 <i>colleenas@gmail.com</i>	Smith, Dorolyn 29	Staley, Kendra 71 <i>kstaley327@hotmail.com</i>
Shaw, Donna 69, 113 <i>dshaw@uoregon.edu</i>	Smith, Eve 52	Stamper, Kory 129 <i>stamper@ied.edu.hk</i>
Shaw, Erin 123 <i>erin_m_shaw@yahoo.com</i>	Smith, Hilary 24, 114 <i>hilary_smith@xtra.co.nz</i>	Stamper, Suzan 111, 166
Shaw, Rachael M. 22, 115, 127 <i>rachael.m.shaw@uscis.dhs.gov</i>	Smith, Kathleen 97 <i>kat_c_smith@yahoo.com</i>	Stanley, Karen 162
Shehadeh, Ali 61 <i>ali.shehadeh@uaeu.ac.ae</i>	Smith, Nora 133 <i>nsmith@bu.edu</i>	Staples, Shelley 70 <i>Shelley.Staples@nau.edu</i>
Shen, Lydia 48 <i>lus152@psu.edu</i>	Smith, Pete 19, 127 <i>psmith@uta.edu</i>	Starr, Laura 55 <i>laura.starr@pearson.com</i>
Sheppard, Beth 135, 157, 161 <i>bshpeppar@uoregon.edu</i>	Smith, Tara 37	Statan, Larry 126 <i>leds123@mac.com</i>
Sherriffs Hall, Ellen 131 <i>ellens@mfwi.edu</i>	Snyder, Amy 69	Staub, Mary 90 <i>marystaub@yahoo.com</i>
Sherris, Ari 171 <i>Arieh.sherris@gmail.com</i>	Soelberg, Nate 161 <i>nsoelber@uoregon.edu</i>	Steeley, Sherry 162 <i>sls229@georgetown.edu</i>
Shewell, Justin 29	Sokolik, Maggie 112 <i>sokolik@berkeley.edu</i>	Stefanski, Amanda 94 <i>stefanski.amanda@gmail.com</i>
Shi, Ling 163	Sokolowski, Peter 81 <i>psokolowski@merriam-webster.com</i>	Steinberg, Roberta 51 <i>rgsteinberg@mountida.edu</i>

Steingraeber, Margaret 72, 123 <i>amsteingraeber@gmail.com</i>	Swenddal, Joel 152 <i>joel.swenddal@gmail.com</i>	Thinsan, Snea 16
Steinhardt, Rachel 69	Swender, Elvira 97 <i>eswender@actfl.org</i>	Thomas, Beth 107 <i>thomas53@purdue.edu</i>
Stellfox, Sean 155 <i>stellfox@udel.edu</i>	Syed, Musa Hassan. 157 <i>mozizhassan@gmail.com</i>	Thomas, Suneeta 126
Stephen, Pindie 140 <i>pstephen@iom.int</i>	Sykes, Jeremy 70, 154 <i>cjeremysykes@yahoo.com</i>	Thompson, Robert 137 <i>rthomps@asu.edu</i>
Stetsenko, Elena 156 <i>stets002@umn.edu</i>	Szabo, Anita 171 <i>anitamaczy@gmail.com</i>	Thompson, Robert 154 <i>robert.thompson1@fwisd.org</i>
Stevens, Scott 155, 163 <i>sstevens@udel.edu</i>	T	Thompson, Shirley 129 <i>shirl.thom@gmail.com</i>
Stevens, Vance 111 <i>vancestev@gmail.com</i>	Tabaku, Lisa 41, 80 <i>ltabaku@cal.org</i>	Thomson, Ron 154 <i>ron.thomson@brocku.ca</i>
Stewart, Emily 105	Tafari, Vilma 14, 53, 140 <i>tafanivilma@yahoo.com</i>	Thornbury, Scott 158
Stewart, Mary Amanda 110 <i>mary.stewart@unt.edu</i>	Takahashi, Sachiko 173 <i>yumchance@yahoo.co.jp</i>	Thorpe, John 137 <i>thorpe.john@cox.net</i>
Stillwell, Chris 59, 76, 159 <i>StillwellC@aol.com</i>	Takatsu, Noriyuki 57 <i>welcome_mat_for_you@yahoo.co.jp</i>	Tilson, Ann 122 <i>atilson@ku.edu</i>
Stinnett, Max 120 <i>stinnett@ksu.edu</i>	Takayama, Hiromi 169 <i>hiromi-takayama@uiowa.edu</i>	Tindall, Evie 85, 125 <i>evietin@regent.edu</i>
Stipe, Marianne 90 <i>mstipe@willamette.edu</i>	Tannenbaum, Elizabeth 104 <i>elizabeth.tannenbaum@sit.edu</i>	Tindle, Kate 138 <i>ktindle@seiservices.com</i>
Stipek, Jan 137 <i>jan.stipek@ibo.org</i>	Tanner, Mark 158 <i>mark_tanner@byu.edu</i>	Tinker Sachs, Gertrude 29, 57, 122 <i>gtinkersachs@gsu.edu</i>
Stoller, Fredricka L. 49, 71, 164 <i>fredricka.stoller@nau.edu</i>	Tapia Carlin, Rebeca Elena 97 <i>rebetapc@yahoo.com.mx</i>	Todeva, Elka 104 <i>elka.todeva@worldlearning.org</i>
Stratton, Drea 164 <i>dstratton@els.edu</i>	Tarpey, Tara 138	Todhunter, Susan 172 <i>todhunters@duq.edu</i>
Strauss, Janet 73 <i>jstrauss@nisl.net</i>	Tatton-Harris, Heather 145 <i>heathertatton@gmail.com</i>	Tomaš, Zuzana 120, 165 <i>ztomas@emich.edu</i>
Stremle, Kay 143 <i>kstremle@emich.edu</i>	Taveggia, Diane 132 <i>dtaveg@ku.edu</i>	Tomczik, Hilary 86 <i>hilary.tomczik@els.ucsb.edu</i>
Stroka, Ogerta Koruti 135	Taylor, Jackie 25, 72 <i>Jackie@jataylor.net</i>	Tomeho-Palermi, Maria 40
Strong, Sandra 86 <i>lmarofsky@readnaturally.com</i>	Taylor, Karen 129 <i>info@colorvowelchart.org</i>	Topal, Hatice 103 <i>hatice.topal@zirve.edu.tr</i>
Stroupe, Richmond 14, 61, 140, 151 <i>richmond@soka.ac.jp</i>	Taylor, Laura 114 <i>ljtaylor@iastate.edu</i>	Torres, Christina 47
Suarez, Debra 69, 127 <i>debra.suarez@ed.gov</i>	Taylor, Linda 62 <i>ltaylor@casas.org</i>	Tosky King, Elena 134 <i>eltosky@uncc.edu</i>
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<i>ehul@marymount.edu</i>		<i>jutarat.v@chula.ac.th</i>		<i>ambwarre@indiana.edu</i>	
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<i>jenniferuhler@gmail.com</i>		<i>sandra.vida@iatefl.si</i>		<i>esllauren@gmail.com</i>	
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Vanderhoff, Donna	22, 137	<i>sandyw303@aol.com</i>		Westwood, Virginia	128
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<i>vandricks@usfca.edu</i>		<i>mwald@berkeley.edu</i>		Wetzl, Ana	134
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<i>lauretavavla@yahoo.com</i>		<i>awalqui@wested.org</i>		<i>sylvia.whitman@marymount.edu</i>	

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<i>pwicking@hotmail.com</i>	
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<i>rebecca.wilner@gmail.com</i>	
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<i>ichifish@gmail.com</i>	
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<i>dawn@dawnwink.com</i>	
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<i>joan@joanwink.com</i>	
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<i>cwinkle@mail.barry.edu</i>	
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<i>wisemanj@friscoisd.org</i>	
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<i>withrowrobinson.tina@gmail.com</i>	
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<i>mwong@apu.edu</i>	
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<i>swong1@gmu.edu</i>	
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<i>minahwoo@howardcc.edu</i>	
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<i>rwood@ets.org</i>	
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<i>fromzerotoessay@gmail.com</i>	
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<i>wyg@mail.cjcu.edu.tw</i>	

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Xiao, Ting	171
<i>xiaotg@mail.uc.edu</i>	
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<i>200911932@oamail.gdufs.edu.cn</i>	
Xu, Ke	111, 141, 164
<i>kexu@aol.com</i>	

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<i>b.yaman@utoronto.ca</i>	
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<i>nasima.yamchi@gmail.com</i>	
Yang, Fangyuan	172
<i>yfy1023@gmail.com</i>	
Yang, Huan	171
<i>huanyang@gse.upenn.edu</i>	
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<i>huichun.yang123@gmail.com</i>	
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<i>lyasen@willamette.edu</i>	
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<i>lynda.yates@mq.edu.au</i>	
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<i>hyavuz@anadolu.edu.tr</i>	
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<i>byazan@umd.edu</i>	
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<i>aidenyeh@yahoo.com</i>	
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<i>yeum@sookmyung.ac.kr</i>	
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<i>yji@gsu.edu</i>	
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<i>ryocum@nkcschools.org</i>	
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<i>hyoshida@cc.osaka-kyoiku.ac.jp</i>	
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<i>xuy10@psu.edu</i>	
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<i>ayoung@els.edu</i>	
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<i>mindybyoung@gmail.com</i>	
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<i>a.youngb@knights.ucf.edu</i>	
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<i>yousuf.little@gmail.com</i>	
Yu, Bin-Bin	96
<i>bbyu@mail.lhu.edu.tw</i>	
Yu, Li-Tang	60
<i>cdpsttarng@gmail.com</i>	
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<i>sarya.qiong@gmail.com</i>	
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<i>ayuldashev@psu.edu</i>	

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<i>dzacarian@collaborative.org</i>	
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<i>jzadina@uno.edu</i>	
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<i>kzantal-wiener@seiservices.com</i>	
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<i>chingerzapata@yahoo.com</i>	
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<i>dfz@andrew.cmu.edu</i>	
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<i>zemach@comcast.net</i>	
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<i>dzen@semo.edu</i>	
Zeng, Yuyue	57, 172
<i>jiujiang85@hotmail.com</i>	
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<i>gzgheib@gmu.edu</i>	
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<i>cz35@nau.edu</i>	
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<i>donglan.zhang@auckland.ac.nz</i>	
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<i>lj.zhang@auckland.ac.nz</i>	
Zhang, Qi	81
<i>qzhang5@mail.usf.edu</i>	
Zhang, Yunyan	152
<i>zhang.598@buckeyemail.osu.edu</i>	
Zhao, Jun	51
<i>helenzhao72@hotmail.com</i>	
Zhao, Qing	80
<i>qing_zhao@student.uml.edu</i>	
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<i>zhao.358@osu.edu</i>	
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<i>juanitaz@yorku.ca</i>	
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NOTE: All 12:30 pm–1:45 pm sessions are poster sessions and can be found on pgs. 169–173.

ACCREDITATION

SATURDAY

3:00 pm–3:45 pm Building a Needs-Based IEP Curriculum From University Syllabi

ADULT EDUCATION

THURSDAY

7:30 am–7:50 am Revive Discussions in Multilevel ESL Classes Through “Speed-Dating”
 7:30 am–7:50 am Teacher’s Tutorial for Integrating Corpus in Vocabulary Lesson Planning
 10:00 am–10:45 am Don’t Think for Them. Think With Them Through Cognitive Coaching
 10:00 am–11:45 am Project-Based Learning Made Easy
 11:00 am–11:45 am Starting Off Right: Effective Adult ESL Orientation and Intake Practices
 2:00 pm–3:45 pm Supporting Skilled Immigrants—An ESL Practitioner’s Toolkit
 1:00 pm–1:45 pm Learning English From the Occupy Movement: Public Space Pedagogy

FRIDAY

10:00 am–10:45 am Redesigning a Master’s in TEFL Program to Meet European Standards
 10:00 am–11:45 am Authentic Language Learning Opportunities That Lower the Affective Filter
 10:00 am–11:45 am ESL 101: Personalized Professional Development for Adult ESL Teachers
 10:00 am–12:45 pm Examining New NRS Policy: Perspectives and Implications for Adult ESOL
 12:30 pm–1:45pm Thinking Inside the Box: Raising Awareness of Identity
 12:30 pm–1:45pm Top Ten Essentials for Itinerant Adult ESL Educators
 1:00 pm–1:45 pm Exploring Early Literacy: Adult Low-Literacy ESL Teachers Learn From Kindergarten
 1:00 pm–1:45 pm Now Presenting: Academic Readiness Projects to Engage Adult Learners
 2:00 pm–2:45 pm Confronting Linguistic Enclaves: Creating Opportunities for L2 Practice

3:00 pm–3:45 pm Creating Materials to Help Adults With Low Literacy Avoid Fraud
 4:00 pm–4:45 pm Incorporating Authentic Materials and Activities in the Adult ESL Classroom

SATURDAY

7:30 am–7:50 am How Empathetic Responses Enhance Discussions in Multilevel ESL Classes
 7:30 am–7:50 am No Clickers Needed: Leveraging Socrative in the ESL Classroom
 7:30 am–8:15 am Equipping Visually Impaired ESL Learners With the Language to Thrive
 10:00 am–10:45 am Adult ESL Students With Learning Disabilities: Recognize and Teach
 10:00 am–10:45 am Metacognitive Strategy Instruction and Reading Performance of Adult ESL Learners
 11:00 am–11:45 am ESL Learners Embracing Diversity
 12:30 pm–1:45pm Creative Ways of Using Dictation in Your Adult ESL Class

APPLIED LINGUISTICS

THURSDAY

12:30 pm–1:45pm Asymmetric and Symmetric Sentential Conjugation
 1:00 pm–1:45 pm Exploring Genre and Grammar Relations in (Written) Output Practice
 3:00 pm–3:45 pm Effective Language Teaching Conceptual Mismatch in the Middle-East
 3:00 pm–3:45 pm Towards Resourceful Speakers

FRIDAY

7:30 am–8:15 am “Repeat After Me”: Reconceptualizing Repetition in Language Teaching and Learning
 12:30 pm–1:45pm How to Give Corrective Feedback to Students of Diverse Backgrounds
 1:00 pm–1:45 pm EFL Teachers’ Pragmatic Evaluation of Learners’ Face-Threatening Acts
 3:00 pm–3:45 pm Teaching ELLs Across Disciplines: A Collaborative-Inquiry and Participatory Analysis Perspective
 4:00 pm–4:45 pm Validating ELLs’ Linguistic Resources by Positioning Them as Experts

SATURDAY

1:00 pm–1:45 pm Language Classrooms as Complex and Harmonious Systems
 2:00 pm–2:45 pm Attention Is the Key, But What Is Key to Attention?
 2:00 pm–2:45 pm Critically Evaluating Case Study Research in Second Language Writing

ASSESSMENT AND TESTING

THURSDAY

7:30 am–8:15 am	TOEFL vs. TOEIC vs. IELTS
10:00 am–10:45 am	Harmonizing Nontraditional Assessments With a Traditional Culture
10:00 am–11:45 am	Current Trends in the Assessment of English Language Learners
1:00 pm–1:45 pm	Considering Language, Heritage, and Culture in Assessment
1:00 pm–2:45 pm	The Future of ELL Assessment: LAS Links Online
3:00 pm–3:45 pm	Investigating the Cognitive Validity of an L2 Reading Test

FRIDAY

10:00 am–10:45 am	The ACTFL Proficiency Guidelines 2012
1:00 pm–1:45 pm	Creating Harmony in Grading With Standardized Rubrics
1:00 pm–1:45 pm	Replacing a Reading Placement Test the Right Way
1:00 pm–2:45 pm	ELL and English Language Arts Formative Assessment Performance Tasks
3:00 pm–3:45 pm	SCORE: Creating a Speaking Test for an IEP!
3:00 pm–3:45 pm	The Challenges of Training and Renorming Oral Proficiency Testers
3:00 pm–4:45 pm	The Process of Selecting Reading Passages for the TOEFL iBT
4:00 pm–4:45 pm	English Language Learning Through TOEFL iBT Preparation
4:00 pm–4:45 pm	Transitioning Smoothly From Teaching TOEFL to Teaching IELTS

SATURDAY

7:30 am–8:15 am	Benefits to Reverse-Engineering Passage Test Specifications in ELL Assessments
7:30 am–8:15 am	Effects of Rater Characteristics and Scoring Methods on Speaking Assessment
7:30 am–8:15 am	Evaluating Assessment Practices of Teacher Interns
10:00 am–10:45 am	How Interactive, Practical, and Fair Are Teacher-Made Assessments?
11:00 am–11:45 am	Speaking Practice and Assessment Technique Using Movie Clips
11:00 am–11:45 am	TOEFL-Based Classroom Instruction: Teach-to-the-Test or Holistic?
12:30 pm–1:45pm	Washback of College English Benchmark Policy on Students in Taiwan
12:30 pm–1:45pm	Yes, No, Maybe Comprehension Assessments: Valid, Reliable, Easy to Use
1:00 pm–1:45 pm	Are English Language Proficiency Exams Useful and Valid?
1:00 pm–2:45 pm	Are You Assessment Literate?: Developing Assessment Knowledge for the Classroom

1:00 pm–2:45 pm	Developing Reading Comprehension Assessments
1:00 pm–2:45 pm	Increasing Reliability of Scoring Rubrics for TESOL/NCATE Accreditation
2:00 pm–2:45 pm	Correspondences Between International Tests of English and Proficiency Frameworks
4:00 pm–4:45 pm	Assessing Vocabulary Increment in Achievement Test
4:00 pm–4:45 pm	Falling Through the Cracks: Learners, Teachers, and High-Stakes Assessment
4:00 pm–4:45 pm	Low-Level Placement Testing: Theory, Research, Development, and Practice

BILINGUAL EDUCATION

THURSDAY

1:00 pm–2:45 pm	Spanning Global Communities, Inspiring Local Minds
2:00 pm–2:45 pm	Conceptualizing Academic Language in Dual-Language Programs

FRIDAY

12:30 pm–1:45pm	Lessons Learned From National Language and Literacy Development in Ghana
1:00 pm–1:45 pm	Lakota Language and Writer's Workshop
2:00 pm–2:45 pm	Bilingual Educators Needed for and Beyond Bilingual Classrooms
3:00 pm–3:45 pm	Reform and Innovation in Language Learning

SATURDAY

7:30 am–8:15 am	A Case of New York Bilingual and ESL Education
10:00 am–12:45 pm	Developing Academic Literacy Across the Content Areas
11:00 am–11:45 am	Heritage Cultures and Languages in the Second Language Classroom
1:00 pm–1:45 pm	Anglo-American International Classrooms in a French Primary School
1:00 pm–2:45 pm	Travels in Turquoise: Immigration's Heritage in Migration
3:00 pm–4:45 pm	Curriculum Design for Bilingual Education in Brazil: Multidimensional-Discursive Approach

CLASSROOM MANAGEMENT

FRIDAY

1:00 pm–1:45 pm	Five-Strategy Approach for Structuring Successful Large Classes
2:00 pm–2:45 pm	Incorporating Peer and Self-Assessment to Enhance Retention
3:00 pm–3:45 pm	Motivational Strategies to Improve Student Participation and Performance

SATURDAY

10:00 am–10:45 am	Activities for Building Community Online
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COMMUNITY COLLEGE

THURSDAY

4:00 pm–4:45 pm	Supportive Communities for U.S.-Educated Multilingual Student College Success
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COMPUTER-ASSISTED LANGUAGE LEARNING

THURSDAY

7:30 am–8:15 am	Maximizing Blackboard Use: From Research to Practice
10:00 am–10:45 am	It's Alive! Blending Technology With Academic Materials for Engaged Learning
10:00 am–10:45 am	Using Web-Based Error Correction Tools in L2 Writing
10:00 am–12:45 pm	Academic Session: Gaming and Language Learning
12:30 pm–1:45 pm	Digital Media in Developing Polish EFL Learners' Intercultural Competence
12:30 pm–1:45 pm	Projecting the Second Language Classroom Into the Virtual World
1:00 pm–1:45 pm	Connecting Online Discussion to L2 Writing: Language-Related and Content-Related Episodes
1:00 pm–1:45 pm	Strategies for Effective Live Online Teaching and Learning
2:00 pm–2:45 pm	Criteria Language Teachers Use When Selecting CALL Technologies
3:00 pm–3:45 pm	Using Keyword Captions to Develop Listening Comprehension Skills

FRIDAY

7:30 am–8:15 am	Mobile Technology for the 21st Century
10:00 am–10:45 am	Part-Time EFL Students' Self-Regulated Learning Through Automated Writing Evaluation
10:00 am–11:45 am	Literacy Support Using Apps and Web Tools
12:30 pm–1:45 pm	Three Resources to Make a Successful Course Website

1:00 pm–1:45 pm

Preparing Teachers to Use Virtual Reality Games in the Classroom

2:00 pm–2:45 pm

Challenges and Triumphs: Teaching an Online Listening and Speaking Course

3:00 pm–3:45 pm

In Perfect Harmony: Mobile Devices and Language Learning

4:00 pm–4:45 pm

Tuesdays With Omsk: Telementoring and Telecollaboration in Culture Learning

SATURDAY

7:30 am–7:50 am

Using Collocations to Aid Vocabulary Development, Reading Rate and Comprehension

1:00 pm–1:45 pm

Self-Editing Software for Students

10:00 am–10:45 am

Smart Use of Smart Phones

11:00 am–11:45 am

Obstacles to Opportunities: Integrating iPads Into an IEP Curriculum

12:30 pm–1:45 pm

Multimedia QR Quest Using Smartphones

1:00 pm–1:45 pm

Let Your Traditional Classroom Prepare Your Students for Online Classes

2:00 pm–2:45 pm

Creating Virtual Reality Games for the ESL/EFL Classroom

2:00 pm–2:45 pm

Making It Meaningful: Writing Feedback With Videos and Hyperlinks

3:00 pm–4:45 pm

Guiding ELLs Through Citation and Research: Practice and Discussion

CONTENT-BASED LANGUAGE INSTRUCTION

TUESDAY

5:00 pm–9:00 pm

How to Establish a Newcomer Program

WEDNESDAY

8:00 am–9:30 am

A Three Step Approach to Academic Language Development

9:40 am–11:10 am

Rebooting the Formative Assessment Process for ELLs!

1:00 pm–5:00 pm

Creating a Positive Learning Environment for Beginning ELLs

THURSDAY

7:30 am–8:15 am

Harmonizing Student-Led Discussion Outcomes With University Level Expectations

7:30 am–8:15 am

Structure Your Instruction for Differentiated Literacy Development

With the Language They Need

10:00 am–10:45 am

A Professional Development Model for Mainstream Teachers That Works

11:00 am–11:45 am

Powerful Picture Books: Visual Literacy Skills Help Enhance Content Comprehension

12:30 pm–1:45 pm

Saudi Arabian Cultural Mission Students: Learning and Parenting in America

1:00 pm–1:45 pm

Feeding International Students

2:00 pm–2:45 pm	Measuring Teaching Effectiveness Through the Sheltered Instruction Observation Protocol
3:00 pm–3:45 pm	Developing an Extended IEP Orientation Course.
3:00 pm–3:45 pm	Making Science Instruction Accessible to English Language Learners
4:00 pm–4:45 pm	Reinventing the ESOL Practicum to Enhance Academic Success for ELLs

FRIDAY

7:30 am–8:15 am	Teacher Collaboration and Two-way CBI to Build Success for ELLs
10:00 am–11:45 am	Engaging Your Students With In-Person Lectures
11:00 am–11:45 am	Green Screen Video Technology Makes Content-Based Curriculum Come Alive
12:30 pm–1:45pm	Integrating Proficiency Standards Into Elementary Science Instruction
12:30 pm–1:45pm	Literacy Engineering Discourse Collaboration: Practice Realities
1:00 pm–1:45 pm	Academic Language Demands in the Content Areas: One Mathematics Example
1:00 pm–1:45 pm	Picturing Writing: An Innovative Approach to Teaching English Language Learners
2:00 pm–3:45 pm	Integrating Art, Science, and ICT in the EFL Classroom
3:00 pm–3:45 pm	Three Reasons to Flip Your Classroom
3:00 pm–4:45 pm	Creating a Newcomer Program in a Middle or High School

SATURDAY

7:30 am–8:15 am	Fulbright Scholar Support for Bilingual Education in Spain
10:00 am–11:45 am	Academic Language for Academic Success of English Language Learners
11:00 am–11:45 am	Language-Based Content Instruction: Science Reports and Common Core Standards
12:30 pm–1:45pm	Supporting ITAs Through the Stages of Mastery
12:30 pm–1:45pm	Tried and True: Differentiated Vocabulary Instruction for All ELL Levels
1:00 pm–1:45 pm	Preparing Linguistically Responsive School Teachers for ELLs: Investigating Program Effectiveness
3:00 pm–4:45 pm	ESL and Science Teachers Partnering: Collaborative Lesson Development Works!
3:00 pm–4:45 pm	Helping Teachers Implement the Common Core State Standards With ELLs

CURRICULUM, MATERIALS DEVELOPMENT

TUESDAY

9:00 am–4:00 pm	Weaving Motivational Moments Into Language Teaching
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THURSDAY

7:00 am–8:15 am	Curriculum Reform: Transitioning From Textbook-Based to Task-Based Classrooms
7:30 am–8:15 am	Decked Out: Using Cards to Create Flexible Communicative Grammar Activities
10:00 am–10:45 am	Moving Beyond the Self: Building ITAs' Language for Community
12:30 pm–1:45pm	English for Security Professionals
12:30 pm–1:45pm	Practical Strategies for Critical Thinking in Communication
12:30 pm–1:45pm	Writing as a Catalyst for Spoken Fluency
1:00 pm–2:45 pm	The Story-Telling Classroom: A Workshop for Beginning-Level ESL Teachers
3:00 pm–3:45 pm	Literature-Based, Thematic Units for Teens Focus on Big Questions
4:00 pm–4:45 pm	Honoring Our Linguistic and Cultural Heritage: Major Global Program Initiatives
4:00 pm–4:45 pm	Preparing Students for Short Answer Writing Tasks at the University

FRIDAY

7:30 am–8:15 am	Using Corpus Analysis to Develop English for Specific Purpose Materials
10:00 am–10:45 am	Creating a Talk Show: Project-Based Learning to Maximize Language Learning
10:00 am–10:45 am	Creating Curriculum for the Best Language Course Ever Taught
10:00 am–10:45 am	General EAP Writing Instruction and Transfer of Learning
10:00 am–11:45 am	Harmonizing Language and Environmental Education: Inspiring Students to Be Green
12:30 pm–1:45pm	Hearing Students' Voices: Focus Groups for ESL Program Improvement
1:00 pm–1:45 pm	Mirroring Project Update: Intelligible Accented Speakers as Pronunciation Models
1:00 pm–1:45 pm	Uniting Student Engagement, Authentic Materials, Critical Thinking, and Listening Skills
2:00 pm–2:45 pm	Designing and Implementing Peace Corps' First-Ever Standardized TEFL Program
3:00 pm–3:45 pm	A Task-Based Language Teaching Approach to the Police Traffic Stop
3:00 pm–3:45 pm	English Teaching for All: A Practicum Model in TESOL
3:00 pm–3:45 pm	Teaching International Teachers to Use Technology Using Free Web Tools
3:00 pm–4:45 pm	Authentic Case Studies: A Perfect Preparation for University Classes

4:00 pm–4:45 pm	Breaking Barriers: Introducing Alternative Teaching Methods in Traditional Teaching Environments
4:00 pm–4:45 pm	Developing an Integrated “Big Ideas” Curriculum With Bestseller Books
4:00 pm–4:45 pm	ESL Parents as Active Educational Partners: How Schools Can Help

SATURDAY

7:30 am–8:15 am	Confessions of Literacy Coaches: Serving ELLs and Meeting National Standards
10:00 am–10:45 am	Expanding the Array of the ‘Extracurricular’ in IEP’s
10:00 am–10:45 am	Out of the Mouths of Babes
12:30 pm–1:45pm	Adult ESL Materials Development Made Easy
12:30 pm–1:45pm	Montessori Manipulatives to Engage Adults in ESL Grammar and Writing
1:00 pm–1:45 pm	Motivating Students Through Curriculum: Evaluating and Redesigning Elective Courses
1:00 pm–2:45 pm	Readers’ Theatre: Building Fluency and Comprehension in the Content Areas
2:00 pm–2:45 pm	Harmonizing International Teaching Assistant (ITA) Email Communication
2:00 pm–2:45 pm	Think Like a Video Game Designer to Build Better Courses
3:00 pm–3:45 pm	Making Reading Personal: a Programmatic Approach to Fostering Reader Success
3:00 pm–4:45 pm	Meeting the Needs of Teachers Teaching in Resource-Challenged Situations
4:00 pm–4:45 pm	English for Scientists: Confronting the Challenges of Publishing in L2

DISCOURSE, PRAGMATICS**THURSDAY**

11:00 am–11:45 am	Multiple Englishes in Multiple Contexts: Intercultural Communication in TESOL
1:00 pm–1:45 pm	Emerging Dyads: L2 Interactions in a Tutoring Environment
3:00 pm–3:45 pm	‘Hmm. Let’s Think.’ Promoting Language Exploration in ESOL Classroom Talk
4:00 pm–4:45 pm	Teaching Expressions for Academic Discussion: Corpus-Based Materials That Work

FRIDAY

10:00 am–11:45 am	Pragmatics of Student-Faculty Email Communication: Theory and Practice
1:00 pm–1:45 pm	The Teaching and Learning of Global English: The Indian Case
2:00 pm–2:45 pm	Turn-Taking and Repair Practices in Mixed Native-Nonnative Conversation Groups
4:00 pm–4:45 pm	A Multi-Pronged Investigation of Student-Instructor Apologies

4:00 pm–4:45 pm	Creating Harmony: Teaching Intercultural Communication and Pragmatics Online
4:00 pm–4:45 pm	Discourse Analysis of Song Lyrics: Developing Students’ Critical Thinking

SATURDAY

7:30 am–8:15 am	Linguistic Intelligence Redefined Beyond Gardner
10:00 am–10:20 am	Using Computers to Transcribe and Analyze Video
11:00 am–11:45 am	Turning ITAs Into Discourse Experts: Activities for the ITA Classroom
1:00 pm–1:45 pm	Negotiating Goals and Plans in College Tutoring Sessions
2:00 pm–2:45 pm	Teaching Speech Acts Using Data-Driven Learning
4:00 pm–4:45 pm	EFL Learning Opportunities Around the Digression of Classroom Talk

ELEMENTARY SCHOOL/ PRIMARY EDUCATION**WEDNESDAY**

8:00 am–9:30 am	Mainstream Teachers and Coaches Respond to ESL Instructional Coaching
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THURSDAY

10:00 am–11:45 am	Engaging Digital Natives: Bringing the Classroom Home With Google Apps
12:30 pm–1:45pm	Opportunities Collaboration—Perceived Obstacles for ESL and Mainstream Teachers
1:00 pm–1:45 pm	Spelling Development in English and Spanish: Research to Practice

FRIDAY

7:30 am–8:15 am	(Auto)biographies in the 21st Century: Digital Storytelling and Multilingual Learners
7:30 am–8:15 am	Uniting Areas of Expertise to Develop an Elementary-Level Vocabulary Intervention
10:00 am–10:45 am	Accelerate Elementary ELLs’ Language and Literacy Gains With Summer Learning
10:00 am–11:45 am	Bringing Research Into Young Learner Classrooms: Harmonising Theory and Practice
11:00 am–11:45 am	Transforming Students’ Engagement in Culturally Relevant Texts With Exploratory Talk
1:00 pm–3:45 pm	Academic Rigor and Success for ELLs Through Collaboration and Interaction
2:00 pm–2:45 pm	Growth Mindsets = Success for English Language Learners

SATURDAY

12:30 pm–1:45pm	Incorporating World Heritages and Cultures in Thematic Units for TEYL
12:30 pm–1:45pm	Teacher Beliefs About Elementary School English Teaching in Japan
3:00 pm–3:45 pm	English for Academic Purposes for EFL and EIL Kids

ENGLISH AS A FOREIGN LANGUAGE

THURSDAY

7:30 am–7:50 am	ESL and Poetry: An Overview and Guide for Elementary Teachers
7:30 am–8:15 am	Increasing Intercultural Competence Through a Global Curriculum
10:00 am–11:45 am	English Language Teaching in China: State of the Art
11:00 am–11:45 am	Improving Oral Skills Through Collaborative Tasks in a Virtual World
1:00 pm–2:45 pm	Grammar Drills Make a Comeback: Accuracy Plus Fluency
2:00 pm–2:45 pm	Harmonizing Traditional and Digital Media in EFL Practice
3:00 pm–3:45 pm	Rhetorical Appeals in Argumentative Essays: The United States and China
4:00 pm–4:45 pm	Motivational Challenges for Gulf Arab Students Studying Medicine in English
4:00 pm–4:45 pm	Supporting More Successful Second Language Learning Through Learner Training

FRIDAY

7:30 am–7:50 am	Interactive Whiteboard in English as a Foreign Language
11:00 am–11:45 am	Harmonizing Language, Heritage, and Cultures: A Globalized Approach
11:00 am–11:45 am	Negotiating Identity in a Multilingual Landscape: The View from Morocco
12:30 pm–1:45 pm	The Important Role of the Teacher in Early Language Learning
1:00 pm–1:45 pm	Four Rules for Pronouncing Regular Past Tense Verbs
2:00 pm–2:45 pm	Appropriate Practice for Teaching Very Young Learners
2:00 pm–2:45 pm	EFL Teachers' Appropriation of Pedagogical Tools
3:00 pm–3:45 pm	Discovering the Future L2 Selves of EFL Learners
3:00 pm–4:45 pm	A Successful In-Service Training Model for Nonnative EFL Teachers

SATURDAY

7:30 am–8:15 am	Teaching and Experiencing Multiculturalism in a Homogeneous EFL Classroom
10:00 am–11:45 am	Integrating Brain Research in Teaching to Enhance Learning
11:00 am–11:45 am	Gender Issues in the Middle Eastern EFL Classroom
1:00 pm–1:45 pm	Effects of Cultural Nativization on Reading for EFL students
3:00 pm–3:45 pm	To Speak, Not to Speak: How Communicative Are Turkey's EFL Classrooms?
4:00 pm–4:45 pm	Effects of Language Showers in Young Learners' Pronunciation Development

ENGLISH FOR SPECIFIC PURPOSES

THURSDAY

10:00 am–10:45 am	Using CopyLeft Materials in a Challenging ESP Environment
10:00 am–11:45 am	Teaching The "Business" in Business English
11:00 am–11:45 am	Training ESP Practitioners Online: From T-Mail to TESOL Community Discussions!
12:30 pm–1:45 pm	L2 Teachers and Learners and Technology in ESP Courses
12:30 pm–1:45 pm	Presentations on Corporate Culture in a University ESP Course
1:00 pm–3:45 pm	Developments in ESP Pedagogy Around the Globe
4:00 pm–4:45 pm	Curriculum Rehabilitation: Transforming Academic Content for ESP Purposes

FRIDAY

7:30 am–8:15 am	Harmonizing Language, Heritage, and Culture in Healthcare
12:30 pm–1:45 pm	ESP Courses and Materials for Interculturally Minded Dietitians: Issues and Challenges
12:30 pm–1:45 pm	Harmonizing ESP Classes Through Effective Course Design and Instructor Collaboration
3:00 pm–3:45 pm	Perspectives on Language and Global Virtual Work Teams
3:00 pm–4:45 pm	TBLT Modules Promoting Nurses' Automatic L2 Workplace Fluency and Accuracy
4:00 pm–4:45 pm	Analyzing How Native-Speaking Professionals Write Request Emails

SATURDAY

7:30 am–8:15 am	English for Science and Technology: Practical and Innovative ESP Strategies
3:00 pm–3:45 pm	Legal English Curriculum Redesign
4:00 pm–4:45 pm	Acquisition of Mathematics Registers by College-Bound Arabic ELLs

GRAMMAR

THURSDAY

4:00 pm–4:45 pm	Using Corpora in Effectively Treating Lexico-grammatical Errors in ESL Writing
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FRIDAY

1:00 pm–2:45 pm	Movie Segments to Teach Grammar Kinessthetically
3:00 pm–3:45 pm	Teaching Grammar Using Engaging Contexts
3:00 pm–3:45 pm	What Should Really Happen in Writing Centers? ESL Students' Perspectives

SATURDAY

11:00 am–11:45 am	Teaching Academic Literacy to ELLs Using the Common Core Standards
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HIGH SCHOOL/SECONDARY EDUCATION

WEDNESDAY

1:15 pm–2:45 pm ELLs, Immigration, and Student Rights

THURSDAY

10:00 am–11:45 am From Chaplin to “The Artist:” Silent Films in ESL Classrooms

10:00 am–12:45 pm Promoting the Academic and Linguistic Success of Long-Term ELs

12:30 pm–1:45pm Caught Between Special Education and English Language Learning

12:30 pm–1:45pm Harmonizing Teaching and Reaching English Learners in Secondary School Classrooms

12:30 pm–1:45pm Relationship Between Defensive Strategies and Social Comparison in L2 Learning

12:30 pm–1:45pm The Educational Experiences of Haitian Adolescents With Limited Formal Schooling

1:00 pm–2:45 pm Camp Pecesitos: Successful Transitions for Secondary ELLs

4:00 pm–4:45 pm Note-Taking Strategies for Common Core Success

FRIDAY

7:30 am–7:50 am Fun Relaxation Techniques for Teachers and Students

7:30 am–8:15 am Easy Collaborative Learning Activities for a Student-Centered Classroom

7:30 am–8:15 am Professional Development in EFL Contexts: Perceptions and Practice

10:00 am–11:45 am Translanguaging in High School Classrooms: Building Upon Cross-Linguistic Expertise

12:30 pm–1:45pm Using Dictation for Multiple Assessments

1:00 pm–1:45 pm Newspaper-Assisted English Learning and Teaching in a Chinese Context

SATURDAY

11:00 am–11:45 am How ELL Student Focus Groups Can Influence School Change

12:30 pm–1:45pm Global Education Through Language Learning: A Gateway to Social Awareness

3:00 pm–3:45 pm

3:00 pm–4:45 pm

4:00 pm–4:45 pm

5:00 pm–5:45 pm

FRIDAY

7:30 am–8:15 am Action Research: A Performance-Based Project to Promote Active Learning

7:30 am–8:15 am Harmony and Discord: Negotiating Commonalities of IEPs and Writing Programs

10:00 am–11:45 am Methods, Materials, and Measures for Teaching English to Lawyers

11:00 am–11:45 am Reading for Research: An Academic Portfolio Project

12:30 pm–1:45pm Developing Communicative Competence through Participation in an ITA Program.

12:30 pm–1:45pm Ensuring Language Acquisition of Rural Learners Through Games

12:30 pm–1:45pm Flipped Classrooms: Applying Academic Strategies in Textbooks to Authentic Materials

1:00 pm–1:45 pm Truth and Consequences: Managing Expectations and Motivation in EAP Programs

3:00 pm–4:45 pm Initiatives to Promote Student Success at University-Based IEPs

4:00 pm–4:45 pm Learning to Participate: Japanese Students in US Universities

4:00 pm–4:45 pm The Framework for Success in Postsecondary Writing for Multilingual Writers

SATURDAY

7:30 am–7:50 am The Walking Dead: Popular Culture Meets Relevant Learning

7:30 am–8:15 am A Word From Our Sponsor: A Shortcut to Presentation Skills

10:00 am–10:45 am Bridging Technique and Technology in TESOL Teacher Training

10:00 am–10:45 am Reading Research Articles: A Model to Ease the Pain

11:00 am–11:45 am Sheltering Instruction Across the Disciplines: Preparing Faculty to Teach NNEs

1:00 pm–1:45 pm Bring Your ‘A’ Game: Building Classroom Harmony Among Diverse Learners

1:00 pm–1:45 pm How Teachers, Administrators, and Institutions Can Facilitate Teacher Collaboration

1:00 pm–2:45 pm Exploring the International Undergraduate Experience: Harmonizing Voices, Honoring Differences

1:00 pm–2:45 pm Going Live Online: TESOL Faculty Experiences, Challenges and Successes

2:00 pm–2:45 pm Urban ESL Legends

4:00 pm–4:45 pm Camp English: Preparing a Short-Term Intensive English Language Experience

HIGHER EDUCATION

THURSDAY

11:00 am–11:45 am Harmonious Transitions for University Success

12:30 pm–1:45pm Autonomous Learning in a Team-Taught Graduate Reading Course in Japan

12:30 pm–1:45pm Score Setting in Placement of ELLs in Colleges and Universities

1:00 pm–3:45 pm Questioning, Listening, Responding: Useful Strategies from the ACTFL OPI

3:00 pm–3:45 pm Advising Resident Multilingual Students: Insights for College Preparation and Success

INTEGRATED SKILLS

WEDNESDAY

9:00 am–4:00 pm Activating Second Language Skills With “Process Drama”

THURSDAY

10:00 am–10:45 am Engaging Learners Through Team Field Work Projects

10:00 am–10:45 am Successful Techniques for ESL/EFL Classroom Debate: Keeping the Peace

10:00 am–11:45 am Designing Interactive and Integrative Lessons With Online Resources

2:00 pm–2:45 pm Theatrical Approach to Language Learning

3:00 pm–3:45 pm Empowering and Engaging Language Learners With Listening Circles

4:00 pm–4:45 pm Best Practices in the Era of Common Core State Standards

FRIDAY

7:30 am–7:50 am Listening Logs: So Much More Than Just Listening Practice

10:00 am–10:45 am Opening Eyes and Minds With Local Community Based Research Projects

1:00 pm–1:45 pm Achieving Second Language Acquisition Using First Language Acquisition Techniques

4:00 pm–4:45 pm Harmonizing American Sign Language and English in Integrated Learning Courses

SATURDAY

7:30 am–7:50 am Run, Dictation Run! An Activity to Discover

2:00 pm–6:00 pm Incorporating Fun, Meaningful Games Into ESL Classes: Why and How

3:00 pm–3:45 pm Supporting Reading in a Postsecondary L2 Writing Class

1:00 pm–2:45 pm

Write Them Right: Creating Excellent Goals, Objectives, and Outcomes

2:00 pm–2:45 pm

Everybody Learns Academic Speaking: Three-Step Activities With a Twist

3:00 pm–3:45 pm

A Professional Reading Group for EAP Instructors

4:00 pm–4:45 pm

Saudi Females and Mixed Gender U.S. Classrooms: Furthering Intercultural Understanding

FRIDAY

7:30 am–7:50 am

The Art of Mmhm: Teaching Students to Actively Listen

7:30 am–8:15 am

Combining Peer- and Self-Assessment to Enhance Oral Discussions

10:00 am–10:45 am

ESL Student Advising: A Holistic Method for Success and Retention

10:00 am–10:45 am

Factors Influencing Chinese ESL Students' Social, Cultural, and Academic Transitions

11:00 am–11:45 am

Beyond Institutional Culture Shock: Administrative Strategies for Supporting New Hires

11:00 am–11:45 am

Saudi Women as ESL Students: Expectations, Challenges, and Solutions

11:00 am–11:45 am

Using Sustained Content for Writing Classes

12:30 pm–1:45pm

Creating a Dynamic Interactive Electronic Newsletter for Alumni

1:00 pm–1:45 pm

Exploring the Characteristics of Successful Saudis in the Academic Classroom

2:00 pm–2:45 pm

Harmonizing an IEP Curriculum: Learner Outcomes, Instruction, and Assessment

3:00 pm–3:45 pm

Small Talk in the MICASE Corpus: Fostering Engaged Listenership

4:00 pm–4:45 pm

Effective Academic Intervention With Arabic Speaking English Language Learners

SATURDAY

7:30 am–8:15 am

Addressing the Needs of Zero-Level Learners in an IEP

7:30 am–8:15 am

Harmonizing Technology, Literacy and Community through Extensive Reading

7:30 am–8:15 am

Retaining Middle Eastern Students through Cultural Harmonization

7:30 am–8:15 am

Second Language Listening: What Teachers Need to Know

11:00 am–11:45 am

IEP Best Practices for Participating in University Regional Accreditation

12:30 pm–1:45pm

The Cosby Show: A Big Hit in Listening/Speaking Classes

1:00 pm–1:45 pm

Harmonizing Language Learning and Social Responsibility

1:00 pm–1:45 pm

Motivation in a Homogeneous IEP: The Big Picture

2:00 pm–2:45 pm

A Little Help From My Friends: Mentoring Conditionally Admitted Students

INTENSIVE ENGLISH PROGRAMS

THURSDAY

7:30 am–8:15 am ‘Talk to Me’: An Authentic Oral Skills Assessment for ELLs

7:30 am–8:15 am Harmonizing Principles, Practices, Standards, and Outcomes Through Proven Program Design

7:30 am–8:15 am Reviewing and Improving the Quality of Teacher-Made Assessments

10:00 am–10:45 am Benefits of a Content Lecture Course in an IEP Curriculum

11:00 am–11:45 am Interactivities: Effective Learning Through Affective Methods

1:00 pm–1:45 pm Creating a Harmonious and Dynamic Listening and Speaking Tutor Program

1:00 pm–1:45 pm Pronunciation Journals: An Efficient Process of Implementing Pronunciation Instruction

2:00 pm–2:45 pm	Examining Autonomous Learners' Success in an IEP
3:00 pm–3:45 pm	Re-Evaluating the Speaking and Listening Demands of University Classes
3:00 pm–4:45 pm	Creating Our Own Pathways: Institutional Alternatives to Corporate Partnership Models
4:00 pm–4:45 pm	A Worthy Investment?: ELL Student Perceptions of Critical Thinking

INTERCULTURAL COMMUNICATION

THURSDAY

7:30 am–7:50 am	Teaching Culture Through an Inquiry-Based Web Activity for ELLs
7:30 am–8:15 am	Being Explicit: Preparing Students for Academic Speaking and Writing
8:30 am–9:30 am	The Project of Critical Intercultural Communication
10:00 am–10:45 am	Developing Intercultural Communicative Competence: A Curriculum for TESOL MA Students
11:00 am–11:45 am	Preparing for Intercultural Exchange: An International Experience for Japanese Teachers
12:30 pm–1:45pm	Capable or Incapable of Teaching Culture by NNESTs
12:30 pm–1:45pm	Harmonizing With Africa - Understanding African ESL Students' Cultural Contexts
12:30 pm–1:45pm	Student-Created Intercultural Simulations
12:30 pm–1:45pm	Successful Cultural Activities for IEP Students
12:30 pm–1:45pm	Using Literary Texts in Language Classes
1:00 pm–1:45 pm	Boal's Theatre of the Oppressed: Bringing Cultures Into Harmony
1:00 pm–1:45 pm	Real Teachers? - Visible Ethnic Minority Native English Speaking Teachers
1:00 pm–1:45 pm	Teaching Intercultural Competence in University Intensive English Classes in Lebanon
1:00 pm–2:45 pm	Acculturating Instructors in the Global Writing Classroom: a Training Perspective
2:00 pm–2:45 pm	Are Cultural Immersion Experiences Effective in Bridging Cultural Gaps?
2:00 pm–2:45 pm	Engaging or Offending? Adapting ESL Materials for Muslim Students
3:00 pm–3:45 pm	Internationally Educated Nurses: Developing Their Pragmatic Competence for Workplace Success
3:00 pm–3:45 pm	Variational Pragmatics: Differences in Perceptions of a Public Apology
4:00 pm–4:45 pm	English Through Film Adaptation Across Cultures
4:00 pm–4:45 pm	Teaching Nonverbal Communication as Culture to ESL Students

FRIDAY

7:30 am–8:15 am	Enhancing International Teaching Assistants' Intercultural and Multimodal Communications
7:30 am–8:15 am	IEPs as Cultural Educators on University Campuses
7:30 am–8:15 am	Transnational Pedagogy: Training Global English Teachers for Global Realities
10:00 am–10:20 am	Using Video to Enhance L2 Speakers' Conversation Skills
10:00 am–12:45 pm	Teacher Values, Beliefs and Identities in the ESOL Classroom
11:00 am–11:45 am	The Harmonious Classroom: ESL Instructors' Views of Intercultural Communicative Competence
12:30 pm–1:45pm	Eye Openers: 1-hr. Classroom Exchanges Between ESL and University Students
12:30 pm–1:45pm	Intercultural Experiences of Erasmus Students: Harmony in Diversity
12:30 pm–1:45pm	Negotiating Meaning of Intercultural Topics in Japanese Learner-Learner Interactions
1:00 pm–1:45 pm	Overcoming Intercultural Communication Challenges With Effective Communication Strategies
1:00 pm–1:45 pm	Writing Beyond the Border: A Pedagogical Application of Google Sites
1:00 pm–2:45 pm	Creating Linkages Between U.S. and Iraqi Universities: Challenges and Successes
2:00 pm–2:45 pm	Cultural and Linguistic Discrimination of International Students: Working Towards Harmony

SATURDAY

10:00 am–10:45 am	Incorporating Intercultural Understanding and International Mindedness in IB Language Courses
10:00 am–10:45 am	Visualizing Interculturality: Sharing and Co-Investigating Student-Generated Photos and Commentary
11:00 am–11:45 am	Can Teaching Slang Promote Intercultural Communication in the ESL Classroom?
11:00 am–11:45 am	Empowering Students: Communication Tools to Build a Culture of Peace
12:30 pm–1:45pm	English Interjections in Intercultural Communication
1:00 pm–1:45 pm	Developing Intercultural Awareness
1:00 pm–1:45 pm	Using TED to Bridge Cultures and Enrich Language
2:00 pm–2:45 pm	International Awareness Education, Bonding, and Change: Post Mega-Quake Japan
3:00 pm–3:45 pm	Kimchee Smiles and Freedom Fries: Disentangling Cross-Cultural Emotional Communication
3:00 pm–3:45 pm	Teaching Tolerance Through World Religions in the ESOL Classroom
4:00 pm–4:45 pm	Cross-Cultural and Pragmatics Training for Succeeding in Job Interviews

INTERNATIONAL TEACHING ASSISTANTS

THURSDAY

11:00 am–11:45 am	Using TOEFL iBT Speaking for ITA Screening: Promise and Perils
12:30 pm–1:45pm	Undergraduate Students' Perceptions of International Teaching Assistants in Different Disciplines
1:00 pm–3:45 pm	Recent Research Regarding ITAs: The Dynamics of Interaction

FRIDAY

1:00 pm–1:45 pm	ITA Programs in the 21st Century
2:00 pm–2:45 pm	The Art of Hosting Meets the Art of Teaching
3:00 pm–3:45 pm	Shared Narratives: Storytelling Techniques for ITAs

K–12

WEDNESDAY

8:00 am–9:30 am	Developing Mastery of High-Utility Academic Vocabulary for Career and College
9:40 am–11:10 am	Co-teaching and Other Collaborative Adventures Among Teachers of ELLs
1:15 pm–2:45 pm	Improve School Climate for ELLs by Connecting With Their Families
5:30 pm–7:00 pm	Solving for X: Critical Thinking and Problem-Solving Essentials

THURSDAY

10:00 am–10:45 am	Incorporating Language Objectives Into the Common Core State Standards
10:00 am–10:45 am	Multiliteracies in Maine: Visual Literacy, Theater, and English Language Learners
11:00 am–11:45 am	Common Core State Standards in the Response to Intervention Classroom
4:00 pm–4:45 pm	Reflections on Teaching: An Elegant and Powerful Profession

FRIDAY

7:30 am–8:15 am	LIEPs: Lessons From the Research and Profiles of Promising Programs
7:30 am–8:15 am	Writing for Common Core Standards
10:00 am–10:45 am	Using Data to Transform Practices for English Learners
1:00 pm–1:45 pm	Building Capacity Through Job Embedded PD: A SIOP Success Story
1:00 pm–2:45 pm	Teaching ELL Beginners Communicative Competence With Picture Books
3:00 pm–3:45 pm	ESL Professional Development Programs: Do They Affect ELL Language Achievement?
3:00 pm–3:45 pm	Teaching English Learners Living With Trauma, Violence, and Stress

SATURDAY

7:30 am–8:15 am	Making It Real With Authentic Assessment for ELLs
7:30 am–8:15 am	Reaching Parents to Connect With Students
7:30 am–8:15 am	Teaching in Low-Incidence Districts: Challenges and Opportunities
10:00 am–10:45 am	Language Instruction Educational Programs (LIEPs): Profiles of Promising Practices
11:00 am–11:45 am	Be Smart: Using Multimedia and Common Core Standards for ELLs
12:30 pm–1:45pm	Administrators Are Essential to the Success of ELLs
1:00 pm–2:45 pm	Multiple Perspectives: A Whole School Dedicated to ELL Success
3:00 pm–3:45 pm	Critical Approaches to ELD/Content: Everyday Stereotyping and Academic Generalizing

LANGUAGE POLICY AND PLANNING

THURSDAY

7:30 am–8:15 am	English Teacher-Training: Lessons From Malaysia
12:30 pm–1:45pm	How the Mass Media Influences Bilingual Education Policy
3:00 pm–3:45 pm	English-Medium Instruction at a Chinese University: Rhetoric and Reality

FRIDAY

2:00 pm–2:45 pm	ESL Programs in Four Year Institutions: How Are They Faring?
3:00 pm–3:45 pm	Striving for Harmony? The Strange Case of English in Africa

SATURDAY

7:30 am–8:15 am	Parents Attending School—How Does it Impact Their Children?
3:00 pm–3:45 pm	Medium of Instruction: Impacts on Classroom Discourse, Proficiency and Identity

LEADERSHIP

WEDNESDAY

2:55 pm–4:25 pm Inspiring Students to Learn

THURSDAY

1:00 pm–3:45 pm Leadership in Language Program Administration

FRIDAY

2:00 pm–2:45 pm Harmony in Communication and Leadership
2:00 pm–2:45 pm Professional Learning Communities to Support EL Instructors

SATURDAY

10:00 am–11:45 am Listen Twice, Speak Once: Using Coaching Language With Educator Teams

LEARNING DISABILITIES, SPECIAL NEEDS

TUESDAY

9:00 am–4:00 pm Culturally and Linguistically Responsive Strategies for Separating Difference and Disability

THURSDAY

12:30 pm–1:45pm Culturally Sensitive Assessments for Monitoring Progress With Reading Comprehension
4:00 pm–4:45 pm Effective EFL Teaching to Blind Learners

SATURDAY

10:00 am–10:45 am Peer-Tutoring Effects on At-Risk Arab Learners' Language Proficiency and Performance

LITERATURE, ARTS, MEDIA

THURSDAY

1:00 pm–1:45 pm Sharing Our Stories in Pictures and Words, Discovering Common Ground
1:00 pm–2:45 pm Teaching 'Othello' and Other Shakespearean Texts to High School ELLs
3:00 pm–3:45 pm Sharing Commonalities, Celebrating Differences: Literature's Role in the EFL Curriculum
4:00 pm–4:45 pm The Efferent-Aesthetic Distinction and Second Language Reading

FRIDAY

1:00 pm–2:45 pm 'Hey, That Happened to Me!': Literature That Mirrors Students' Experiences

MATERIALS WRITERS

THURSDAY

7:30 am–8:15 am Tapping Into the Artist's Identity With Collaborative and Motivating Activities
12:30 pm–1:45pm De Linguis: a Digital Journal for English Teachers
3:00 pm–3:45 pm Creating Effective and Attractive Materials for Your English Language Classes
4:00 pm–4:45 pm Understanding Textbook Royalties

FRIDAY

7:30 am–8:15 am Visual Design Best Practices for Handouts
10:00 am–12:45 pm A Balancing Act? Material Writers, Publishers, Classroom Teachers and Researchers
4:00 pm–4:45 pm Marketing Our Books: How Can Authors Help?

SATURDAY

7:30 am–8:15 am Case in Point: Key Stages in a Writer-Publisher Relationship
7:30 am–8:15 am Criteria to Guide Topic Selection in ELT Materials Development
11:00 am–11:45 am Sheltered Content Materials for Adult Computer Literacy

METHODOLOGY

WEDNESDAY

1:00 pm–5:00 pm Practical Thoughts for a Principled Online Pedagogy

THURSDAY

7:30 am–7:50 am Make Your Own Board Game: Contextualizing Spoken Interaction Using Technology
10:00 am–10:45 am Grab 'Em and Hold 'Em: Making Subject Matter Come Alive!
10:00 am–10:45 am Using Socratic Questions to Encourage Autonomous Learning
11:00 am–11:45 am Motivation and the Vision of Knowing a Second Language
12:30 pm–1:45pm Harmonizing Speech and Music: Awakening Neural Pathways for Pronunciation Awareness
4:00 pm–4:45 pm Language Learner Histories in Teaching and Research

FRIDAY

8:30 am–9:30 am Subconsciously Held Bias: Exposing the Myth of Racial Colorblindness
10:00 am–10:45 am Gaining Language and Cultural Knowledge Through Community Engagement: StoryWalk®
11:00 am–11:45 am Teaching Pronunciation: Simplicity is the Key

SATURDAY

2:00 pm–2:45 pm A Technique to DIE for: Educating Teachers in South Africa
7:30 am–7:50 am Teaching Creative Writing: How to Incorporate Learners' Real-Life Experiences

MIDDLE SCHOOL/PREPARATORY EDUCATION

FRIDAY

10:00 am–10:45 am Effective Social Studies Instruction: Promoting Content Learning and Academic Language

NONNATIVE ENGLISH SPEAKERS IN TESOL

THURSDAY

2:00 pm–2:45 pm Negotiating Authority and Leadership Among Native and Nonnative TESOL Graduates

3:00 pm–3:45 pm Student Perceptions of How TESOL Professionals Educate NNEST Students

4:00 pm–4:45 pm EFL Teachers' Identity (Re)Construction as Teachers of Intercultural Competence

FRIDAY

7:30 am–8:15 am Harmony, Cacophony, or Silence: Language Teacher Collaboration in Hong Kong

7:30 am–8:15 am Reexamining NNEST Identity in TESOL: Embodiment, Spatiality and Temporality

12:30 pm–1:45pm Perceptions of NNSTs: Comparing Research With Experience

1:00 pm–1:45 pm Meeting the Challenge: Chinese MATESOL Students' Perceptions of Online Learning

1:00 pm–2:45 pm Successful Strategies for Navigating Professional Life in Higher Education

2:00 pm–2:45 pm 'NESP': A Success Story in Raising Teaching Standards

3:00 pm–3:45 pm Attitudes About Accent as an Indicator of Teacher Effectiveness

SATURDAY

10:00 am–10:45 am Nonnative English Speaking Teachers' Credibility

10:00 am–12:45 pm The Birth, Growth, and Future of NNEST Movement in TESOL

3:00 pm–3:45 pm Proficiency and Professionalism: Arab Female Teachers' Perceptions and Experiences

3:00 pm–4:45 pm Demystifying Academic Career Paths for Nonnative Graduate Students and Scholar

4:00 pm–4:45 pm Piece of Cake! Idiom Activities and the Importance of Intonation

OTHER

WEDNESDAY

2:55 pm–4:25 pm Alternative Value-Added Assessments for Evaluating Teachers and Improving Learning

2:55 pm–4:25 pm Partnering With Teachers and Bilingual Students to Redefine Mathematical Engagement

THURSDAY

10:00 am–12:45 pm Harmonizing EFL Practices: Neuroscientific Research

12:30 pm–1:45pm Technological Connections in a Peace Corps MI-TESOL Program

2:00 pm–3:00 pm Our Heritage: The TESOL Journey in Developing Great Teachers

3:00 pm–3:45 pm Movement and Storyboards Facilitate Literacy for Somali and Iraqi Youth

FRIDAY

4:00 pm–4:45 pm Teacher Cognition: Professional Identity, Authority, and Expertise in English-Medium Instruction

7:30 am–7:50 am Using Authentic Blogs in Academic ESL/EFL Writing Classrooms

PERSONAL DEVELOPMENT

WEDNESDAY

9:00 am–4:00 pm Reflecting on Practice

9:40 am–11:10 am Responsive Reading and Writing Practices that Capture Dreamers' Aspirations

THURSDAY

12:30 pm–1:45pm Making or Breaking It: A Teaching Philosophy Study

12:30 pm–1:45pm Where Can I Find Research Resources?

3:00 pm–3:45 pm Constructing the Self: EFL Teacher Narratives

3:00 pm–3:45 pm Strategies Are Not Enough. Perceptions Matter Too!

3:00 pm–4:45 pm Building Professional Community Through the Practice of Peer Observation

4:00 pm–4:45 pm Collaborating to Create Capacity-Building Professional Development for Teachers of ELLs

4:00 pm–4:45 pm Mentoring Toolkit: Bringing Harmony to the Mentoring Relationship

SATURDAY

11:00 am–11:45 am The Multifaceted Career Path of the EFL Professional

2:00 pm–2:45 pm Using Dilemmas of ESL Teaching in a TESOL Practicum

2:00 pm–3:45 pm The Self-Employed Teacher: Tips on Starting and Operating a Business

3:00 pm–4:45 pm Everything You've Wanted to Know About Suffixes and More

PROGRAM ADMINISTRATION

THURSDAY

10:00 am–11:45 am	Developing Strategic Planning Skills for Language Program Managers
12:30 pm–1:45pm	ESL Program Design: The Un-Classroom
1:00 pm–1:45 pm	Binational Collaboration Broadens Professional Horizons for Mexican Teachers of English
2:00 pm–3:45 pm	Leveraging ELL Director Influence on the Instructional Leadership Team

FRIDAY

7:30 am–8:15 am	Discerning Teacher Supervision and Evaluation to Promote Teacher Growth
7:30 am–8:15 am	Student Complaints About Faculty: Where to Start, Where to Go
12:30 pm–1:45pm	An Online Community for Harmonizing Faculty and Staff Professional Development
4:00 pm–4:45 pm	The Harmony of Change: Accreditation to Innovation

SATURDAY

1:00 pm–1:45 pm	Implementing Language Programs Across Regions
1:00 pm–1:45 pm	Successful Orientations for New ITAs

PROJECT-, TASK-BASED TEACHING AND LEARNING

WEDNESDAY

2:55 pm–4:25 pm	Connection for All: In a Project Based Learning Environment
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THURSDAY

11:00 am–11:45 am	Students Are the Center: 21st Century Listening/Speaking Activities
1:00 pm–2:45 pm	Research in Action: Classroom Projects Based on Qualitative Research Methods.
2:00 pm–2:45 pm	Purposeful Project-Based Learning in a Rural India College Campus
4:00 pm–4:45 pm	Using Integrated Task-Based Projects to Scaffold Learning Across All Skills

FRIDAY

12:30 pm–1:45pm	Project NEXUS: Teachers Improving Mathematics and Science Instruction for ELLs
2:00 pm–2:45 pm	Harmonizing Language and Common Core Technology Standards Through Video Composition
4:00 pm–4:45 pm	Project-Based Learning for Students With Limited/Interrupted Formal Education

SATURDAY

12:30 pm–1:45pm	ELs Learning With Teacher Candidates in Developing a Stage Play
1:00 pm–1:45 pm	Effective Tasks for Japanese Students

READING, LITERACY

WEDNESDAY

9:00 am–4:00 pm	What's Different About Teaching Reading to English Language Learners?
2:55 pm–4:25 pm	Getting Literacy Off the Ground With Adolescent ELLs

THURSDAY

7:30 am–8:15 am	Making Room for Fluency Training in Reading Instruction
10:00 am–10:45 am	Phonology in L2 Reading: Harmonizing "Expert" Voices in Classroom Research
4:00 pm–4:45 pm	Entering the Comic Zone: Creating Student-Published Idiomatic Comic Books

FRIDAY

11:00 am–11:45 am	Paired Reading to Develop Reading Strategies and Cross-Cultural Awareness
12:30 pm–1:45pm	Metacognitive Awareness and Reading Strategy Use of EFL Korean Students
12:30 pm–1:45pm	Using Newspapers for Reading Skills Enhancement and Cultural Awareness
1:00 pm–1:45 pm	Helping English Learners Read and Comprehend Academic Text
1:00 pm–2:45 pm	Developing the Inquiring Mind: A Critical Reading Skills Workshop
2:00 pm–2:45 pm	Crossing Orthographies: Strategies for Improving Literacy in Arabic L1 ELLs
3:00 pm–3:45 pm	ESL and Reading: One Anthology, Two Classes, Differentiated Approaches
4:00 pm–4:45 pm	Immigrant Children's Language/Literacy Practices: The Role of Family Routines

SATURDAY

7:30 am–8:15 am	Collaborative Development of Graded Readers for a Haitian Secondary School
7:30 am–8:15 am	Cultural Understanding as a Foundation for Language and Literacy Development
7:30 am–8:15 am	Reading for Blogs or Blogs for Reading?
10:00 am–10:45 am	Achieving L2 Comprehension and Vocabulary Acquisition Through Repeated-Reading-Based Instructions
11:00 am–11:45 am	Importance of the Phonological Loop (Working Memory) in Teaching Reading
11:00 am–11:45 am	Literacy Instruction for ELLs: Meeting Common Core State Standards
11:00 am–11:45 am	Scaffolding Reading in the Adult Education ESL Classroom
1:00 pm–1:45 pm	First Comes Understanding: Exploring Reasons for Arabic Speakers' Reading Difficulties
2:00 pm–2:45 pm	Revisiting the Issue of Code-Mixing for Highly Proficient L2 Readers
3:00 pm–3:45 pm	Building Peace Through Critical Literacy

REFUGEE CONCERNS

THURSDAY

7:30 am–8:15 am	Pronunciation Instruction in Low Literate, Adult Refugee Classrooms
1:00 pm–3:45 pm	Communities Engaged in the Resettlement Process
11:00 am–11:45 am	Integrating Refugee Youth Into Our Communities

FRIDAY

11:00 am–11:45 am	Supporting Learning for Refugee SIFE Through Ethics of Care
1:00 pm–1:45 pm	Harmonizing Through Drama: Refugees, Readers' Theatre, and Building Academic Confidence

RESEARCH AND/OR RESEARCH METHODOLOGY

THURSDAY

7:30 am–8:15 am	Uncovering Critical Pedagogy Dispositions in Teachers of ELLS
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SATURDAY

7:30 am–8:15 am	Research and Professional Development for Educators With Limited Resources
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SECOND LANGUAGE ACQUISITION

THURSDAY

11:00 am–11:45 am	Task-Based Language Assessment: Components, Development, and Implementation
12:30 pm–1:45pm	Effective Correction in Form-Focused Instruction
2:00 pm–2:45 pm	Study on Motivation for Cross-Cultural Communication Among University Students

FRIDAY

7:30 am–7:50 am	Harmonizing Language and Culture Through Conversation Partners
7:30 am–8:15 am	Training Effects on the Perception and Production of Learner English
11:00 am–11:45 am	Anxiety and Beliefs: On Learners, Teachers, and Pink Dresses
11:00 am–11:45 am	Bidirectional Effects of Informal English Conversations Between Natives and Nonnatives
4:00 pm–4:45 pm	Students' beliefs and expectations about English teachers' native status

SATURDAY

12:30 pm–1:45pm	Idiom Comprehension Strategies of Foreign Language Learners: A Think-Aloud Study
12:30 pm–1:45pm	The Missing Link: Collocations
2:00 pm–2:45 pm	Extending Language Learning Beyond the EL Classroom

SECOND LANGUAGE WRITING

THURSDAY

7:30 am–8:15 am	Classroom-Based Reading-to-Write Assessment
7:30 am–8:15 am	Teaching Conjunctives in EAP Writing From a Functional Perspective
7:30 am–8:15 am	WAC Tutoring in Second Language Writing Contexts
7:30 am–8:15 am	Writing Center Tutoring on an L2 Dissertation
10:00 am–10:45 am	The Speaking-Writing Connection: Forging New Relationships
10:00 am–11:45 am	Multilinguals Navigating Advanced English Literacies in Higher Education
11:00 am–11:45 am	Bridging the Disciplinary Divide in Teaching Composition to Multilingual Students
11:00 am–11:45 am	Different Uses of an Automated Essay Scoring System
12:30 pm–1:45pm	Glogsters, Videos, and Other Concepts: Producing Writing and Reading Motivation
12:30 pm–1:45pm	The Influences of Intertextuality and Plagiarism on Multilingual Student Writing
1:00 pm–1:45 pm	Developing Better English Writers Through ESL Writing Centers
1:00 pm–3:45 pm	Practicalities of Teaching Academic Reading and Writing
3:00 pm–3:45 pm	Writing in High School and College: Institutional and Social Inequalities

FRIDAY

7:30 am–8:15 am	NNES Doctoral Students' Interaction With Literacy Brokers in Academic Publishing
10:00 am–11:45 am	Toward More Responsive Writing Center Models for L2 Support
11:00 am–11:45 am	Appropriating Mediation Tools for Written Feedback: An Activity Theory Approach
12:30 pm–1:45pm	Genre and Second Language Writing: A Marriage of Concepts
12:30 pm–1:45pm	L1 Use During L2 Writing: Student Perspectives on Its Value
1:00 pm–1:45 pm	Corpus-Based Teaching of Transitional Words in Academic ESL Writing
1:00 pm–1:45 pm	Crossing Cultural Boundaries: ESL Writers' Experience of Learning to Paraphrase
2:00 pm–2:45 pm	What Graduate Students Really Need/Want in ESL Writing Courses
3:00 pm–3:45 pm	Teacher Feedback and EFL Learners' Writing Self-Efficacy

SATURDAY

7:30 am–8:15 am	Experiential Learning and Preservice Writing Teachers' Attitudes Towards Technology
7:30 am–8:15 am	Opening the L1 Composition Course to L2 Englishes and Writing
10:00 am–10:45 am	Facilitating Summary and Paraphrasing Instruction for Postsecondary L2 Writers

10:00 am–10:45 am	Internationalization, WAC, and L2 Writers: Program Agendas and Curricular Innovation
10:00 am–10:45 am	Online Discussions as Practices of Digital Literacy in ESL Writing
10:00 am–11:45 am	Merging Rhetorical Analysis and Creative Writing in IEP Classes
12:30 pm–1:45 pm	Investigating ESL Writers' Plights at Two Dissertation Writing Groups
1:00 pm–1:45 pm	Contextualized Grammar in Writing: Advantages for Instruction
1:00 pm–1:45 pm	Generous Reading: Harmonizing Heritage and Writing Assessment for ELLs
1:00 pm–2:45 pm	Preservice Teacher Preparation: Teaching Adolescent ESL Writers in K–12
3:00 pm–3:45 pm	Journal Article Summary Sheets: Research Writing for International Graduate Students
4:00 pm–4:45 pm	A Multidimensional Approach to Teaching Writing From Sources

SOCIAL RESPONSIBILITY

THURSDAY

11:00 am–11:45 am	TESL/TEFL and Supporting Linguistic Diversity in Higher Education
1:00 pm–1:45 pm	Broadcasts and Podcasts Deliver Oral Skills and Multicultural Understanding
2:00 pm–2:45 pm	Service Learning and Teaching ESL: A Harmony of Ideals

FRIDAY

10:00 am–12:45 pm	Creating Global Citizens: Socially Responsible Educators in ESL Classrooms
3:00 pm–3:45 pm	Voicing Latino Teenage Boys' Experiences in Education

SATURDAY

7:30 am–8:15 am	Our Nondiverse Teaching Force: Origins, Implications, and Remedies
10:00 am–10:45 am	Content Integration Strategies to Teach Ethnic Tolerance
10:00 am–10:45 am	Occupy the Classroom: Getting Students Involved
3:00 pm–3:45 pm	Importance of Peace Education Curriculum and Kairos Palestine in Schools
4:00 pm–4:45 pm	Collaborating Outside the Box: New Partnerships to Support Secondary ELLs

SOCIOLINGUISTICS, CULTURE

THURSDAY

7:30 am–8:15 am	English as a Second Language Ideology: Asian Immigrant/International Students
7:30 am–8:15 am	Recognizing and Mobilizing Multicompetence Among L2 Users
11:00 am–11:45 am	English, Teens, and Virtual Identity in Algeria: Parents' Panic
2:00 pm–2:45 pm	The Importance of Topic and Relationship in Intercultural Communication Research
3:00 pm–3:45 pm	Borrow and Learn: Students' English Literacy Practices on Twitter

FRIDAY

7:30 am–7:50 am	Integrating Cultures in ESL/EFL Classes: The Case of Three Countries
10:00 am–10:45 am	Impact of Different Environments on Foreign Language Motivation
3:00 pm–3:45 pm	Dialogue and Language Learning: Directions in Research and Teaching Practices
3:00 pm–3:45 pm	I Am Canadian, Eh?: A Study on Canadian Cultural Perceptions

SATURDAY

10:00 am–10:45 am	Effective Strategies for Motivating Arabic Students
10:00 am–11:45 am	Exploring Language Teacher Development at the Dawn of Egypt's Democratization
3:00 pm–3:45 pm	Individual Differences and Sociocultural Implications: A Pedagogical Perspective

SOCIOPOLITICAL CONCERNS

THURSDAY

1:00 pm–1:45 pm	Historical Parallels Between Pregenocide Rwanda and Arizona's Anti-immigrant Wave
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FRIDAY

2:00 pm–2:45 pm	Middle School Students' Perceptions of Teachers' and Classmates' Accents
3:00 pm–3:45 pm	Infusing Gender Equity in EFL Classroom Teaching Practice
3:00 pm–4:45 pm	Social Class Identity: The Unspoken Undercurrent in TESOL

SPEAKING, PRONUNCIATION, PHONOLOGY, LISTENING

THURSDAY

10:00 am–11:45 am	Teaching Basic English Intonation by Non-native English Speaking Teachers
10:00 am–12:45 pm	Issues, Principles and Practice in the Improvement of Productive Skills
12:30 pm–1:45 pm	Improving ESL Students' Communicative Abilities Through an Interactive Laboratory

FRIDAY

10:00 am–10:45 am	Student Teachers Empowering Themselves and Others Through Pronunciation Tutoring
1:00 pm–3:45 pm	Teaching Listening: From Perception to Comprehension
3:00 pm–4:45 pm	Anchoring Academic Word List Vocabulary: One Touch at a Time

SATURDAY

1:00 pm–1:45 pm	Using Authentic Online Lectures to Promote Presentation and Speaking Skills
1:00 pm–2:45 pm	Customizing Rubrics: Making Speaking Assessment More Reliable and Less Painful
2:00 pm–2:45 pm	Recording Student Speaking: Suggestions for Every Teacher's Toolkit
2:00 pm–2:45 pm	The Effect of Pause Duration on Intelligibility

SPECIFIC LANGUAGE GROUPS (LATINO, HMONG, ETC.)

FRIDAY

2:00 pm–2:45 pm	Weaving Languages, Cultures, Traditions, and Identities Through English
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SPEECH, PRONUNCIATION, AND LISTENING

TUESDAY

9:00 am–4:00 pm	Haptic Integration of English Pronunciation Instruction
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WEDNESDAY

9:00 am–4:00 pm	Essentials of Pronunciation Teaching and Learning
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THURSDAY

7:30 am–8:15 am	Intonation: Often Overlooked But Always Essential
10:00 am–10:45 am	Effects of Self-Monitoring and Correction on ESL Learners' Oral Performance
10:00 am–11:45 am	ESL Instruction: Developing Your Skills to Become a Master Conductor
11:00 am–11:45 am	Brain Science, Cocktail Parties, Music, and Listening Skill Development

11:00 am–11:45 am

Teaching Conversation: Developing Interactional Skills in Japanese University Students

1:00 pm–1:45 pm

Captioning: A Help or Hindrance for Boosting Listening Comprehension?

4:00 pm–4:45 pm

Strategies for Developing Independent Student Pronunciation Learning

FRIDAY

7:30 am–7:50 am

My Speaking Voice, Enhanced

11:00 am–11:45 am

Targeting and Assessing Spoken Accuracy in English

12:30 pm–1:45 pm

Speaking Clearly: A Speech Articulation Intervention for ELLs

2:00 pm–2:45 pm

Word-Level Pronunciation Made Easy

4:00 pm–4:45 pm

English Consonants 101: A Foundation for Effective Diagnosis and Instruction

SATURDAY

11:00 am–11:45 am

The Grammar-Listening Connection

12:30 pm–1:45 pm

Academic Field Studies: Bridges Across Academic and Community Cultural Divides

1:00 pm–1:45 pm

Improving Pronunciation and Teacher Education: A Gulf Perspective

1:00 pm–2:45 pm

Myths About Pronunciation Teaching: Exploring Facts and Instructional Implications

3:00 pm–3:45 pm

L2 Listening Instruction: A Descriptive Study

4:00 pm–4:45 pm

A Fresh Look at Articulatory Setting and Intelligibility

STANDARDS

TUESDAY

9:00 am–4:00 pm

Common Core: A Framework for Making Standards Accessible to ELLs

WEDNESDAY

1:15 pm–2:45 pm

Mathematics for everyone: Making the Common Core work for ELLs

THURSDAY

10:00 am–10:45 am

The TESOL Professional Standards for P-12 Teachers

3:00 pm–4:45 pm

Cracking the Grade-Level Expectation (GLE) Code: K-5 Mathematics

FRIDAY

3:00 pm–4:45 pm

Common Core Standards and ESL: Theoretical and Methodological Issues

SATURDAY

12:30 pm–1:45 pm

On Common Ground: Creating Access to the CCSS for ELLs

2:00 pm–6:00 pm

Blending TESOL PreK-12 and Common Core Standards for Academic Success

TEACHER EDUCATION

WEDNESDAY

- 9:40 am–11:10 am The 12 Must Do's for ELL Students for College Readiness
- 1:15 pm–2:45 pm Coaching Teams: Transforming Educator Practices through Inquiry, Collaboration and Action

THURSDAY

- 7:30 am–8:15 am Reexamining Study Abroad Experiences in TESOL Teacher Education
- 10:00 am–10:45 am Addressing the Content in Content-Based Instruction
- 10:00 am–10:45 am Both Sides of the Podium: Teacher Training in Afghanistan
- 10:00 am–11:45 am Implementing Case Studies in Language Teacher Education and Professional Development
- 11:00 am–11:45 am Creating Cultural Awareness Using “New Ways in Teaching Culture”
- 11:00 am–11:45 am Impact of a Program of Action Research in Australian TEFL
- 12:30 pm–1:45pm Reflective Journals as a Source of Professional Refinement
- 1:00 pm–1:45 pm Constraints and Opportunities in U.S. Language Minority Teacher Education
- 1:00 pm–1:45 pm Preservice Teachers: TESOL vs. Non-TESOL
- 1:00 pm–1:45 pm Using the EPOSTL for Dialogic Reflection in EFL Teacher Education
- 1:00 pm–2:45 pm Retaining Sustainability and Relevance in Teacher Research: Beyond Action Research
- 2:00 pm–2:45 pm Blogs as an Innovation in Second Language Teacher Preparation
- 2:00 pm–2:45 pm Classroom Observation: Does it Provide an Accurate Representation of Teaching?
- 3:00 pm–3:45 pm Longitudinal Effects of a Site-Based ESL Teacher Certification Program
- 3:00 pm–3:45 pm What Preservice Teachers Think They Know About Teaching ELLs
- 4:00 pm–4:45 pm Do You Have to Know Arabic to Teach in Qatar?
- 4:00 pm–4:45 pm Tracing Teacher Learning in an Online TESOL Certificate Program

FRIDAY

- 7:30 am–8:15 am Beliefs and Practices of English Teachers in Thailand
- 7:30 am–8:15 am Enhancing Employability Through Soft Skills Training in Preservice Teacher Education
- 10:00 am–10:45 am Preservice EFL Teacher Beliefs in a Mexican Indigenous School
- 10:00 am–11:45 am Professional Development of English Teachers in the Arab World
- 11:00 am–11:45 am Building Partnerships: Incorporating Service Learning, Teacher Training Into ESL Programs

11:00 am–11:45 am

Do We “Walk the Talk” in Language Teacher Education?

11:00 am–11:45 am

The Teaching Practicum: Harmonizing Perceptions of Supervisors, Mentors, and Student-Teachers

1:00 pm–1:45 pm

“But We ARE Language Teachers!” Preparing Secondary English Teachers

1:00 pm–2:45 pm

Preparing Every Teacher: The Next Generation of Teacher Education

2:00 pm–2:45 pm

The Politics of Reflective Practice

4:00 pm–4:45 pm

Connecting TESOL Teacher Education and Career Development: Novice Teachers' Experiences.

4:00 pm–4:45 pm

Increasing Preservice Teachers' Intercultural Competence Through Cultural Interviews

4:00 pm–4:45 pm

Reflective Portfolios: Harmonizing Student Teachers' Identities in ESL/EFL contexts.

SATURDAY

- 7:30 am–8:15 am Basic Training and Resources for Professionalizing Untrained TESOL Volunteers
- 7:30 am–8:15 am Nurturing Cultural Competence: Collaborating Across a University Campus
- 7:30 am–8:15 am What Do Non-Native English Teachers' Narratives Say About Language Learning?
- 10:00 am–10:45 am Native and Nonnative Teachers' Classroom Management: An Empirical Study
- 10:00 am–10:45 am Real Solutions to Virtual Challenges in Online Teacher Education
- 10:00 am–10:45 am Reframing Proficiency: Helping Teachers Develop English-for-Teaching Online
- 10:00 am–12:45 pm Teacher Identity Research Today: Implications for Teacher Education
- 11:00 am–11:45 am From Intimidation to Motivation: Using Classroom Observations for Teacher Development
- 11:00 am–11:45 am International Partnerships in Teacher Education: Program Design and Administration
- 11:00 am–11:45 am What Teachers Learn From Professional Development: Two National Perspectives
- 12:30 pm–1:45pm Teaching Academic English to Undergraduate Students: Reflecting on Co-Teaching Experiences
- 12:30 pm–1:45pm The Strategies in Apologies of Turkish Learners of English
- 1:00 pm–1:45 pm Analyzing Teacher Self-Efficacy for Delivering Culturally-Responsive Literacy Instruction for ELLs
- 1:00 pm–1:45 pm From ELLs to ESL Teachers: Latina Teachers' Experiences
- 1:00 pm–1:45 pm IMMERSE: A Professional Development Model for Challenged Settings
- 2:00 pm–2:45 pm Becoming More Engaged With Research in TESOL

2:00 pm–2:45 pm	Managing Teachers' Associations and Organizing International Conferences on a Budget
2:00 pm–2:45 pm	Teacher Motivation and Learning Strategy Instruction
2:00 pm–3:45 pm	Talking the Talk, Walking the Walk: Developing Teachers' Interactional Awareness
2:00 pm–6:00 pm	Techniques for Teacher Observation, Coaching, and Conferencing
3:00 pm–3:45 pm	Developing Reflective Practices in an Online Environment
3:00 pm–3:45 pm	Methods of Teacher Training for Providing Feedback to Multilingual Writers
3:00 pm–3:45 pm	Teacher Agency and Education: A Case Study With Peruvian Teachers
3:00 pm–4:45 pm	Preparing Teachers to Understand and Meet Learners' Psychological Needs
4:00 pm–4:45 pm	Is Perception Reality? Mainstream Teacher Beliefs for Working With ELLs
4:00 pm–4:45 pm	Locating L2 Teacher Education in the Community

TECHNOLOGY IN EDUCATION

THURSDAY

7:30 am–7:50 am	Free Online Polling Software for Language Learning
10:00 am–10:45 am	Clickers for Motivation, Engagement and Critical Thinking
10:00 am–10:45 am	Designing and Facilitating Innovative ESOL Courses Online
10:00 am–10:45 am	Mobile English: Harmonizing Traditional Language Practice and New Technology Devices
1:00 pm–1:45 pm	Considerations for Designing Virtual Fieldwork in an MA TESOL Program
4:00 pm–4:45 pm	Universal Design for Learning: Using Lego WeDos for Teaching Science

FRIDAY

7:30 am–7:50 am	Once Upon a Paper: Using e-Folios to Foster Student Engagement
12:30 pm–1:45pm	Understanding the Research Process: An Undergraduate ELLs' Library Guide
4:00 pm–4:45 pm	Cell Phones in the Classroom: Harmony at Last
4:00 pm–4:45 pm	Enhancing Collaborative Activities Through Smartphone Apps
4:00 pm–4:45 pm	Examining Social Networking Language Learning Websites for College ESL Students
4:00 pm–4:45 pm	Negotiation in Second Life

SATURDAY

10:00 am–10:45 am	Harmonizing Culture in and of the Classroom Through Technology
1:00 pm–1:45 pm	English Language Learner Use of Machine Translation and Web-Based MT
2:00 pm–2:20 pm	ELLs as Digital Natives: Technology Tools for Sheltered ESL Classrooms
3:00 pm–3:45 pm	What Is the Role of iPads in the ESL Classroom?
4:00 pm–4:45 pm	iPads: Challenges and Solutions

VIDEO AND DIGITAL MEDIA

THURSDAY

4:00 pm–4:45 pm	Video in Any Lesson and at Every Level
7:30 am–7:50 am	Teaching English and American Culture With Forrest Gump

FRIDAY

1:00 pm–1:45 pm	Video Models Advance Multinational Language-Through-Content Teacher Development
1:00 pm–3:45 pm	Using Video, Digital Media in the New Era of ELT
4:00 pm–4:45 pm	Using Mobile Applications to Facilitate Language Development

SATURDAY

1:00 pm–1:45 pm	Digitally Animated Debate: Before and After
3:00 pm–3:45 pm	Video-Based Observation of Teaching: Opportunity for Teacher Empowerment

VOCABULARY, LEXICON

THURSDAY

11:00 am–11:45 am	Vocabulary Strategies Beyond the Academic Word List
1:00 pm–2:45 pm	Practical Activities for Learning Vocabulary
3:00 pm–3:45 pm	Preferred Vocabulary Self-Collection Strategies of EAP Reading Students

FRIDAY

2:00 pm–2:45 pm	Tracking Multiword Patterns in English Learners' Language Use
3:00 pm–3:45 pm	Connecting Past, Present, and Future Research on Corpus-Generated Vocabulary Lists
4:00 pm–4:45 pm	Corpus-Based Activities for Effective and Autonomous Vocabulary Learning

SATURDAY

10:00 am–12:45 pm	Perspectives on Teaching and Learning Academic Vocabulary
1:00 pm–1:45 pm	Online Vocabulary Flash Cards and Beyond
4:00 pm–4:45 pm	Sketching Phrasal Verbs

VOCATIONAL, WORKPLACE, BUSINESS ENGLISH

THURSDAY

4:00 pm–4:45 pm Arming Vocational School Students With Specific Language Skills to Succeed

FRIDAY

1:00 pm–2:45 pm Designing Effective Workplace Instruction

SATURDAY

11:00 am–11:45 am Helping the Poorest of the Poor in the Tourist Industry

WORLD ENGLISHES

THURSDAY

7:30 am–8:15 am Different Attitudes of Korean Students Toward EIL

7:30 am–8:15 am World/Translingual Englishes in ESL classrooms: Effective Teaching Tools and Strategies

4:00 pm–4:45 pm AAVE, Patois, SAE?: Harmonizing Language Choice and Ethnic Identity Options

SATURDAY

10:00 am–10:45 am Teaching English Language Varieties Through Literature in Vernacular Englishes

11:00 am–11:45 am Teaching World Englishes to Preservice Teachers in ESL Education Courses

WRITING, COMPOSITION

THURSDAY

7:30 am–8:15 am The Efficacy of Written Feedback

10:00 am–11:45 am Sharing Our Practices: College Writing Pedagogy for U.S.-Educated Multilinguals

1:00 pm–1:45 pm University Writing Centers and Multilingual Writers: Assessing Needs, Providing Support

1:00 pm–2:45 pm Re-examining Writing Assessment Rubrics in the Classroom

2:00 pm–2:45 pm Patterns in Dissertations on L2 Writing: 1950–2010

3:00 pm–3:45 pm Effective Peer Review: Harmonizing Cultural and Linguistic Understanding

4:00 pm–4:45 pm Engaging Students in Peer Response Through Google Docs

4:00 pm–4:45 pm Tracing Text to Context: Language Socialization in Nonnative English Composition

FRIDAY

7:30 am–8:15 am ESL Writing in a Flipped Classroom

11:00 am–11:45 am Capitalizing on Strengths: Transferring Speaking Fluency to Writing

1:00 pm–2:45 pm Teaching the Genres of Graduate Writing

1:00 pm–3:45 pm The Internationalization of Higher Education: Examining Issues, Maximizing Outcomes

4:00 pm–4:45 pm

Scholarship on L2 Writing in 2012: The Year in Review

SATURDAY

7:30 am–8:15 am

Undergraduate Writing in Psychology and Chemistry: A Multi-Dimensional Analysis

11:00 am–11:45 am

Going Beyond Writing With Sources: A Focus on Academic Voice

11:00 am–11:45 am

Research Insights Into Expanding L2 Writing Vocabulary

12:30 pm–1:45 pm

Academic Identity During Second Language Writing Centers

2:00 pm–2:45 pm

Noticing Language for Academic Reading and Writing

3:00 pm–3:45 pm

Teaching Common Knowledge and Avoiding Plagiarism: A Three-Step Approach

4:00 pm–4:45 pm

Novices' Struggles With Conceptual Framing in Writing Papers for Publication

NO CONTENT AREA

TUESDAY

9:00 am–4:00 pm

Balanced Literacy for Beginning Adolescent Readers

9:00 am–4:00 pm

Writing Center and ESOL Cross-Talk: Collaboration, Understanding, and Teaching

1:00 pm–5:00 pm

Applying Self-Regulated Learning Principles in the Language Classroom

1:00 pm–5:00 pm

From Knowing to Doing: Joint Framework for Intelligibility and Independence

1:00 pm–5:00 pm

Intercultural Competence in ESOL Classrooms: Framework and Implications for Educators

1:00 pm–5:00 pm

Tips and Tricks to Tame the Microsoft Office Beast

1:00 pm–5:00 pm

Using Short Stories to Expand Critical Thinking and Language Learning

5:00 pm–9:00 pm

Assessment 101: From Fundamentals to Closing the Loop

5:00 pm–9:00 pm

Implementing Collaborative Learning Activities Using Microsoft Office Publisher

5:00 pm–9:00 pm

Little Children, Big Challenge: Appropriate ESL Supports for Preschool Students

WEDNESDAY

11:15 am–12:15 pm

Reality Check: Common Core State Standards, ELLs, and Research

8:00 am–12:00 pm

Advancing Reading Proficiency in Adolescent ELLs

8:00 am–12:00 pm

C.O.R.E. Strategies for ELLs: Take This Workshop Home With You!

8:00 am–12:00 pm

Grammar, Pronunciation, and Vocabulary Games: Engaging and Effective

8:00 am–12:00 pm

Wikis: Creating Collaborative Learning Spaces

8:00 am–9:30 am

Blending TESOL PreK–12 ELP Standards With CCSS for ELL success

8:00 am–9:30 am	Differentiation and Intervention for Challenged & Challenging Learners	10:00 am–10:45 am	Communication in the Fast Lane
8:00 am–9:30 am	Making the Dream Real! Ensuring ELLs' Success in Public Schools	10:00 am–11:45 am	A Case for Online Language Teacher Education
8:00 am–9:30 am	Our role in the 'cyberbullying' frenzy	10:00 am–11:45 am	Conceptualizations of Language: Examining "Academic Language"
9:00 am–4:00 pm	Assessment Literacy for Language Teaching: What Every Teacher Should Know	10:00 am–11:45 am	Creating and Choosing the Best Materials for Speaking and Pronunciation
9:00 am–4:00 pm	Reaching Our Multilevel, Multifaceted ESL Students	10:00 am–11:45 am	Meeting the Challenges of Elementary ESL and EFL Instruction
9:40 am–11:10 am	Fission or Fusion? Exploring Fallout of the Common Core	10:00 am–11:45 am	National and State Initiatives in Adult ESL
9:40 am–11:10 am	Motivating Students Through a Focus on Identity Formation	10:00 am–11:45 am	Preparing Adult Educators for 21st Century Educational Demands
9:40 am–11:10 am	Struggling Forward: Towards A Praxis of Recognition in U.S. Schools	10:00 am–11:45 am	Voices From the Periphery of TESOL: Non-Western Perspectives
1:00 pm–5:00 pm	Academic Urgency: Discourse Across Content Using WIDA and Common Core	11:00 am–11:45 am	Enliven Classroom Instruction and Engage Students With Video
1:00 pm–5:00 pm	Classroom Assessment: Supporting Teaching and Learning	12:00 pm–12:45 pm	A Whole School Approach to Integrating K-12 English Language Learners
1:00 pm–5:00 pm	Research Standing Committee: Research Mentoring Workshop	12:00 pm–12:45 pm	Are Your EAP Students Ready for College Classes?
1:00 pm–5:00 pm	Using Technology to Achieve Excellence in Vocabulary Learning	12:00 pm–12:45 pm	Best Practices in Teaching Beginning and Intermediate ESL Writing Classes
1:15 pm–2:45 pm	Becoming Learning Specialists	12:00 pm–12:45 pm	Beyond Simple Digitization: The Case for a Tablet-Based Language Program
1:15 pm–2:45 pm	Biliteracy: Our Best Bet	12:00 pm–12:45 pm	CASAS: Assess – Learn – Achieve
1:15 pm–2:45 pm	Effective Science Teaching for English Language Learners: A Socio-Cultural Approach	12:00 pm–12:45 pm	Grammar Choices That Matter in Academic Writing
2:55 pm–4:25 pm	Common Core, Different Texts, and ELLs: A Focus on Academic Language	12:00 pm–12:45 pm	Help ELLs for a Successful Assessment
2:55 pm–4:25 pm	Empowering EFL/ESL Learners With Awesome Communicative Activities	12:00 pm–12:45 pm	Moving Grammar Instruction Online: The Approach of the Next Generation
THURSDAY		12:00 pm–12:45 pm	Something BIG Is Coming to Primary!
		12:00 pm–12:45 pm	Teaching Skills in an Integrated Course
		12:00 pm–12:45 pm	The Complete Listening Speaking Course Student Centered, Teacher Guided
		12:00 pm–12:45 pm	The Questions...and Answers to Your Students' IELTS Needs
		12:00 pm–12:45 pm	TOEFL® Resources for Teachers and Learners
		12:00 pm–12:45 pm	Using News for You in the Classroom
		12:30 pm–1:45 pm	Prompting First Thoughts for Free-Writing Warm-Ups for ELLs
		1:00 pm–1:45 pm	Best Practices for ELT Excellence
		1:00 pm–1:45 pm	Free ESL Resources on ProLiteracyEdNet.org
		1:00 pm–1:45 pm	Grammar and Writing: It's Easier Than You Think
		1:00 pm–2:15 pm	Amigos de Cuba: Experiences of American and Cuban TESOLers
		1:00 pm–2:45 pm	U.S. Department of Education: Supporting English Language Learning From Cradle
		1:00 pm–2:45 pm	Voice and Identity in Pre-University Second Language Writers
		1:00 pm–2:45 pm	Why and How of Using Digital Media in Elementary Ed
		2:00 pm–2:45 pm	Managing Multiple Roles in Language Program Administration
7:30 am–8:15 am	Contemporary Approaches to Intercultural Communication		
7:30 am–8:15 am	Creating a culture of Mentoring in TESOL		
7:30 am–8:15 am	Critically Rethinking Literacy in the 21st Century ESL Classroom		
7:30 am–8:15 am	Disrupting Discourse for Career and College Readiness		
7:30 am–8:15 am	Hooked on Nooks: E-Readers for Emerging ELLs		
7:30 am–8:15 am	Motivating Language Learners		
7:30 am–8:15 am	Outsmart the TOEFL: Barron's New Approach to Test Preparation		
7:30 am–8:15 am	Preparing the Student to Thrive in the Unknown		
7:30 pm–8:15 pm	Appreciating Heritage: Ways of Maximizing Language Learning		
7:30 pm–8:15 pm	Local Initiatives and Global Understandings		
7:30 pm–8:15 pm	USIP Programs and Materials for Language Teachers		
8:15 pm–9:00 pm	Sharing Our Wealth of Knowledge and Experience		
9:30 am–11:00 am	TESOL Teacher Identity: Perspectives From Around the Globe		

2:00 pm–2:45 pm	Recharge Your Career With COABE's New "Graduate Studies" Portal	5:00 pm–5:45 pm	Curricularizing Reading Fluency
2:00 pm–2:45 pm	Teacher Development: An Ongoing Process	5:00 pm–5:45 pm	Evolutions in EAP Writing: Academic Writing for Graduate Students
2:00 pm–2:45 pm	TESOL EFL Guidelines	5:00 pm–5:45 pm	Learning the Music of Spoken English
2:00 pm–2:45 pm	U.S. Department of State Office of English Language Programs	5:00 pm–5:45 pm	Literacy as Translingual Practice: Between Communities and Classrooms
2:00 pm–4:45 pm	How to Get Published in ESOL and Applied Linguistics Serials	5:00 pm–5:45 pm	Reading for Meaning-Fluently
3:00 pm–3:45 pm	A Lesson Learned: A Journey as an International Doctoral Student	5:00 pm–5:45 pm	Researching, Designing and Evaluating Online ELT Materials for the Workplace
3:00 pm–3:45 pm	Academic Job-Talk Preparation for PhD Candidates on the Job Market	5:00 pm–5:45 pm	Student and Teacher Reflections and Success: The MyEnglishLab Way
3:00 pm–3:45 pm	Changing the Conversation About Teaching & Learning	5:00 pm–5:45 pm	U.S. Department of State English Language Fellow Program
3:00 pm–3:45 pm	Dealing With No Internet Connectivity in the EFL Classroom	5:00 pm–5:45 pm	Using Data to Meet Student Needs
3:00 pm–3:45 pm	Easy English: Online Distance Learning for Adult ESL Learners	5:00 pm–5:45 pm	What Critical Thinking, Context, and TBL Look Like in Practice
3:00 pm–3:45 pm	ELLs and the New Generation of Common Core Assessments	5:00 pm–5:45 pm	What's the Story Morning Glory? Discover the News
3:00 pm–3:45 pm	How Does the Use of First Language and First Culture	5:00 pm–5:45 pm	You Asked, CaMLA Listened: The Revised English Placement Test
3:00 pm–3:45 pm	Language Teaching Insights From Other Fields	7:00 pm–7:30 pm	Peacebuilding Skills for Teachers and Learners
3:00 pm–3:45 pm	Promoting Successful Values, Behaviors, and Skills in IEPs	FRIDAY	
3:00 pm–3:45 pm	Strategies to Address Bullying in the English Language Classroom	7:30 am–8:15 am	Advancing Academic Language Proficiency Beyond Intermediate Levels
3:00 pm–3:45 pm	Supporting ESL Graduate Students	7:30 am–8:15 am	Building Survival Language in the First 100 Words
3:00 pm–3:45 pm	Teacher Professional Learning Communities as Training Options	7:30 am–8:15 am	Empowering Teachers of ELLs: A Professional Development Model
3:00 pm–3:45 pm	What's WIDA Up to Now?	7:30 am–8:15 am	Haptic-Integrated (Using Movement and Touch) Pronunciation Teaching
3:00 pm–4:15 pm	Teen Voices, Black ESOL Students Share Their Stories	7:30 am–8:15 am	Methods of Teaching English Through Drama
3:00 pm–4:45 pm	Language Standards and Second Language Acquisition: Theoretical and Methodological Issues	7:30 am–8:15 am	Negotiating Identities in the English Language Classroom
4:00 pm–4:45 pm	Academic Literacy and Language Development for ELs in Content Classrooms	7:30 am–8:15 am	Role of Primary Languages in ESL Programs
4:00 pm–4:45 pm	Becoming a U.S. Citizen: The Naturalization Process	7:30 am–8:15 am	Separating Difference from Disability: EL/SEL Diverse Learners
4:00 pm–4:45 pm	Customize Your Course Content in Minutes	7:30 am–8:15 am	Teaching Content and Learning Strategies in ESL
4:00 pm–4:45 pm	Demonstrate Your English Proficiency With the TOEFL® ITP Test	9:45 am–11:00 am	Publishing in TESOL Journal
4:00 pm–4:45 pm	Dictation for All	10:00 am–10:45 am	Awakening the English Learner: Innovation in a Competitive Education System
4:00 pm–4:45 pm	English Usage in a Learner's Dictionary	10:00 am–10:45 am	Including ELLs With Disabilities in Accountability Assessments
4:00 pm–4:45 pm	Taking English Language Learning Beyond the Classroom	10:00 am–10:45 am	Interchange 4th Edition: Tried and Tested. Better Than Ever.
4:00 pm–4:45 pm	Text Rich Classrooms While on the Move	10:00 am–10:45 am	Keys to Reading Critically for College Success
4:00 pm–5:45 pm	Hot Topics in Enrollment, Visas, SEVP, and Advocacy for IEP's	10:00 am–10:45 am	Tips for Writing TESOL International Convention Session Proposals
5:00 pm–5:45 pm	Bolstering Academic Vocabulary for English Language Learners	10:00 am–11:15 am	Writing-to-Learn Mathematics for Secondary English Language Learners
5:00 pm–5:45 pm	Critical Moments of Engagement	10:00 am–11:30 am	Promoting Diversity in the TESOL Family: Issues and Challenges
		10:00 am–11:45 am	A Colloquium on TESOL Advocacy

10:00 am–11:45 am	Crucial Variables for Harmony in the ESP Classroom	3:00 pm–3:45 pm	ESP in Workplace Settings: What Does Customized Curriculum Really Mean?
10:00 am–11:45 am	Issues, Identity, and Innovation in NNES Teacher Education	3:00 pm–3:45 pm	Impacting High-Level Decision Makers for Sound EOP Programs in Economic
10:00 am–11:45 am	Research Fair: Issues, Approaches, & Challenges in TESOL Research	3:00 pm–3:45 pm	Indicators of Program Quality for Adult Citizenship Education
10:00 am–11:45 am	Thoughtful Academic Literacy for English Learners	3:00 pm–3:45 pm	International Students and U.S. Campus Internationalization
10:00 am–11:45 am	Two Sides of the Textbook, Materials Writers and IEP Instructors	3:00 pm–3:45 pm	Teaching Collocations and Language Patterns in Academic Writing
10:00 am–11:45 am	US Federal Education and Policy Update	3:00 pm–3:45 pm	University-Bound Chinese Undergraduate Students in American IEPs
11:00 am–11:45 am	Developing the TESOL edTPA: Challenges and Responses	3:00 pm–4:15 pm	Globetrotting Educators Excel at Enlightening Exploration Through Employment and Excursions
11:00 am–11:45 am	The Seven (St)ages of a Teacher	4:00 pm–4:45 pm	English 3D - Academic Language for the Common Core
12:00 pm–1:00 pm	Research Standing Committee Open Discussion: TESOL Research Issues and Concerns	4:00 pm–4:45 pm	Helping ELLs Succeed With Colorin Colorado
12:00 pm–12:45 pm	Boost Academic Talk to Boost Results	4:00 pm–4:45 pm	More Live Action English Interactive—New Survival-Level True-to-Life Software
12:00 pm–12:45 pm	Career and Educational Pathways Through Goal Setting	4:00 pm–4:45 pm	SIOP in Action: Using Authentic Classroom Videos and Instructional Guides
12:00 pm–12:45 pm	Functioning Globally in English	4:00 pm–4:45 pm	The Communicative Classroom: What Can be Taught?
12:00 pm–12:45 pm	Moving Toward a More Authentic Listening Practice	4:00 pm–4:45 pm	Understanding the Relationship Between Adult EL/Civics and Citizenship
12:00 pm–12:45 pm	Pathways: Academic Literacy Through National Geographic Content	5:00 pm–5:45 pm	Developing Self-Regulated L2 Writers: Principles & Practices for Teachers
12:00 pm–12:45 pm	U.S. Department of State English Language Fellow Program	5:00 pm–5:45 pm	DynEd Kids: A Bridging Course for Primary Schools
12:30 pm–1:45 pm	‘SEEDFOLKS’ Companion Students’ Work-Text for the Novel	5:00 pm–5:45 pm	Get Your Students Talking With New Material
1:00 pm–1:45 pm	ELTeach: Building Teaching Confidence Through Online Professional Development	5:00 pm–5:45 pm	Handwriting Without Tears® : Strategies for Success
1:00 pm–1:45 pm	Helping ELLs Reach the Common Core Standards	5:00 pm–5:45 pm	Inspire the Desire to Read and Write
1:00 pm–2:15 pm	Harmonizing Faith and TESOL	5:00 pm–5:45 pm	Interactive Multimedia English Language Software Increases Accuracy and Fluency
1:00 pm–2:45 pm	ELLs and the New Standards, Understanding the Role of Language	5:00 pm–5:45 pm	Introducing the TOEFL® Junior™ Tests: Assessment for Young English Learners
1:00 pm–2:45 pm	New Tools/Techniques in CALL	5:00 pm–5:45 pm	Linking Students to Opportunities: Readiness in the 21st Century
1:00 pm–2:45 pm	Pronunciation Research and Practice in EFL Contexts	5:00 pm–5:45 pm	Oxford Teachers’ Academy: Short Courses, Lasting Results
1:00 pm–2:45 pm	Socially Responsible Leadership	5:00 pm–5:45 pm	Pronunciation, Phonics, and Play
1:00 pm–4:45 pm	ELLs, Immigrant Students, and the Law	5:00 pm–5:45 pm	See What You Hear With The Color Vowel Chart
2:00 pm–2:45 pm	Meeting the Challenges for English Language Teaching in International Development	5:00 pm–5:45 pm	Showdown at the “Side by Side” Saloon
2:00 pm–2:45 pm	TESOL Distinguished Research Paper 2012	5:00 pm–5:45 pm	Success With English for Academic Study
2:00 pm–2:45 pm	The U.S. Naturalization Test: Teaching Objectives	5:00 pm–5:45 pm	The Formal/Informal Divide: Tools for Teaching Tone and Register
2:00 pm–3:45 pm	I Want to Write a Book	5:00 pm–5:45 pm	The Real Thing DVD/Book Series Prepares Students for College Success
2:00 pm–3:45 pm	Languaging and Literacies in Diasporic and Indigenous Communities and Schools	5:00 pm–5:45 pm	U.S. Department of State English Language Specialist Program
3:00 pm–3:45 pm	An Analysis of Vocabulary Acquisition in an Extensive Reading Course		
3:00 pm–3:45 pm	Bilingualism: Impact on Brain Development and Early Childhood Education		

SATURDAY

7:30 am–8:15 am	Build it and They Will Come: Opening Newcomer Centers	12:00 pm–12:45 pm	Meeting ESL Pronunciation Needs in Business With Technology
7:30 am–8:15 am	Conflict Resolution and Intercultural Issues	12:00 pm–12:45 pm	Professional Development That Works: Design for Success
7:30 am–8:15 am	Crafting Grammar and Test Items for ‘Real World’ Use	12:00 pm–12:45 pm	Prospera Hispanic Leaders Program: Meeting Hispanic Youth and Family Needs
7:30 am–8:15 am	Cultural and Linguistic Heritage of English Learners	12:00 pm–12:45 pm	PTE Academic: Changing the English Language Testing Landscape
7:30 am–8:15 am	ELL Shadowing: Improve Academic Language Instruction	12:00 pm–12:45 pm	Reading Is a Superpower! Comic Books, Graphic Novels, and ELL
7:30 am–8:15 am	Unconscious Bias: The Myth of Racial Colorblindness	12:00 pm–12:45 pm	Supporting ELs in Reading, Analyzing, and Responding to Diverse Genres
8:30 am–9:30 am	Identity and Language Learning Across Time and Space	12:00 pm–12:45 pm	Teaching Academic Content: Why It’s Better. How To Do It.
10:00 am–10:45 am	Improving Listening Skills for the Naturalization Process	12:00 pm–12:45 pm	Teaching Digital Natives
10:00 am–10:45 am	Integrating Digital Video Media in 21st Century Classrooms: Ten Studies	12:00 pm–12:45 pm	Technology-Supported English Language Teaching: The Role of Partnerships
10:00 am–10:45 am	Let’s Talk: Developing Speaking Skills	12:00 pm–12:45 pm	Three Issues to Transitioning ESL Students to College and Work
10:00 am–11:15 am	The Future of Assessment for English Learners Under Common Core	12:30 pm–1:45 pm	Fun Using Bumper Stickers as Prompts
10:00 am–11:30 am	Innovative and Practical Applications of TESOL Standards: An International Colloquium	1:00 pm–1:45 pm	Assessment Forum Roundtable
10:00 am–11:45 am	Applied Linguistics and IEP Teaching Essentials of Academic Skills	1:00 pm–1:45 pm	CCSS: How Do We Measure the Growth of ALL Children
10:00 am–11:45 am	Current Topics in Social Responsibility: Refugee Populations	1:00 pm–1:45 pm	Cultivating Ethics and Respect in the Classroom
10:00 am–11:45 am	Interlanguage/Intercultural Impact on HE Chinese and Arabic Students’ Writing Competence	1:00 pm–1:45 pm	ESP for Law Enforcement: Addressing Social Justice Issues Through Language
10:00 am–11:45 am	New Technology Horizons for International Teaching Assistants	1:00 pm–1:45 pm	Intercultural Issues in English- Medium Programmes in Universities in Asia
11:00 am–11:45 am	Developing Supplementary Materials for ESL Synthesis Writing Tasks	1:00 pm–1:45 pm	Using Music for English Language Development
11:00 am–11:45 am	Integrated English—A Fruitful Bilingual Teaching Model in China	1:00 pm–2:15 pm	Redefining Retirement Cinematically Through Mature Lenses
11:00 am–11:45 am	New Trends in ELL Accommodation on State Content Assessments	1:00 pm–2:30 pm	Strengthening English Teacher Association Worldwide
11:00 am–11:45 am	TESOL Distinguished Research Paper 2013	1:00 pm–2:45 pm	Harmonizing ESP Practice in EFL Contexts Through Curricular Innovation
12:00 pm–12:45 pm	Academically Speaking: Preparing for Discussions and Presentations	1:00 pm–2:45 pm	Practical Ways to Use Intercultural Rhetoric in Teaching L2 Writing
12:00 pm–12:45 pm	Creating Classroom Activities From Free TOEFL® Resources	2:00 pm–6:00 pm	Teaching Beginner and Intermediate ELLs With Tellable Picture Books
12:00 pm–12:45 pm	Creating Materials to Help Adults With Low Literacy Avoid Fraud	2:00 pm–6:00 pm	The Power of Music and Song for English Language Development
12:00 pm–12:45 pm	Driving ELL Achievement Through Technology	3:00 pm–3:45 pm	CLIL Research in Europe and Bilingual Instruction Practices in China
12:00 pm–12:45 pm	Enjoy Reader’s Theater!: A Literacy Intervention Tool for All Students	3:00 pm–4:15 pm	Integrating Marginalized Identities to Interrupt the Normative Curriculum
12:00 pm–12:45 pm	How Languages Are Learned	3:00 pm–4:15 pm	Revisiting Successful Organizing Models in TESOL: ReScaffolding the Ivory Tower
12:00 pm–12:45 pm	Introducing Macmillan: Your Partner in Education	3:00 pm–4:45 pm	Harmony in ESP Practice With Computers, Video, and Digital Media
12:00 pm–12:45 pm	Launch Online ESL Programs in 30 Days or Less	3:00 pm–4:45 pm	Opportunities and Challenges in Teaching and Researching L2 Reading

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Notes

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Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Notes

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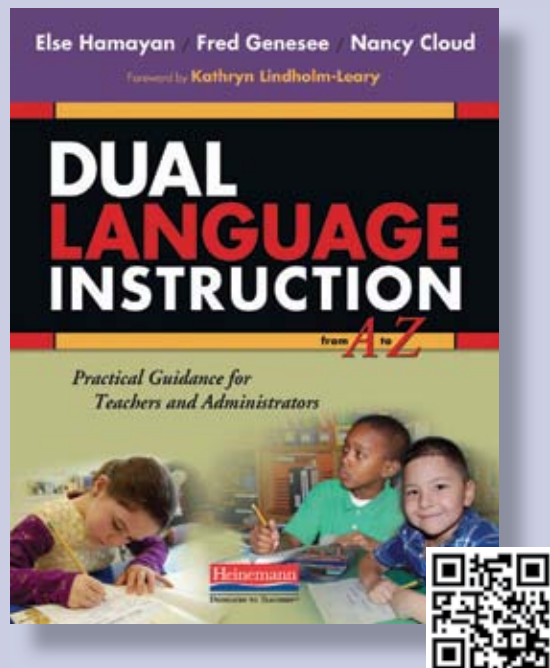
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Notes

This image shows a full page of blank, lined paper. It features approximately 28 horizontal blue or grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings on the page.

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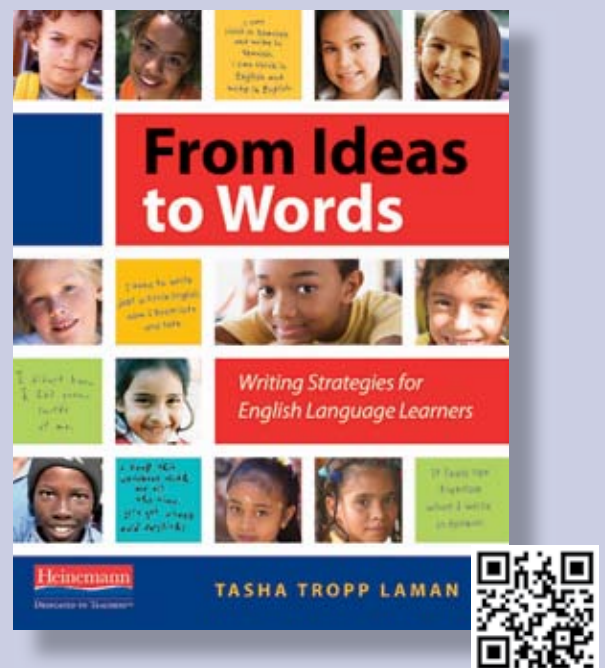
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