

TESOL 2021 Graduate Student Forum

Session Schedule*

All times are shown in U.S. Eastern Daylight Time – please be mindful of your time zone

10:00-11:00am US ET

Theme	Presenter(s) and Affiliation	Title
Multimodal & Arts-based Writing Instruction & Research https://zoom.us/j/91099563781 Meeting ID: 910 9956 3781 Passcode: 439555	Lindsey Gruber, Universidad Autónoma de Madrid	WhatsApp as a Research Tool for Studying Multilingual Writers' Experiences
	Xiao Tan, Arizona State University	Investigating how L2 teachers teach multimodal writing and construct knowledge
	Richard Stockton, Durham University	Using arts-based research with creative writing to understand learner identity
	Alexandra Sacramento, Azusa Pacific University	Flip it: An Exploration on Flipping an Online ESL Classroom
Online / Remote Instruction https://zoom.us/j/95681571236 Meeting ID: 956 8157 1236 Passcode: 363204	Dongni Guo, University at Albany, State University of New York	Chinese EFL teacher's instructional design strategies for emergency remote teaching
	Desiree Midby and Heewon Lee, Georgia State University	The challenges of shifting first-year L2 college composition online
	Nishat Tasneem, Institute of Modern Languages (IML), University of Dhaka	Virtual EFL Education in a Developing Country during the Pandemic
	Dmitrii Pastushenkov and Olesia Pavlenko, Michigan State University	Is online peer interaction effective for all English learners?
L2 Writing https://zoom.us/j/91285104566 Meeting ID: 912 8510 4566 Passcode: 708368	Edwin Dartey, Ohio University	A Corpus Analysis of Modal Hedges in Physics Research Articles
	Olivia Bailey, Vanderbilt University	Using Corpus to Analyze Afghan University Students' Cohesive Device Use
	Karla Sanabria-Veaz, University of Illinois at Urbana-Champaign	(De)standardizing Articles in Englishes: Raciolinguistics and Critical Pedagogies in Writing Variation
	Anh Dang, University of Arizona	Multilingualism in US Composition Courses 'Imagine the Impossible'

11:10am - 12:10pm US ET

Theme	Presenter(s) and Affiliation	Title
<p>The Role of Corrective Feedback in Language Learning</p> <p>https://zoom.us/j/91099563781 Meeting ID: 910 9956 3781 Passcode: 439555</p>	Azar Tajabadi, Arak University	The Intricacy of EFL Learners' Patterns of Interaction and Learning
	Abdul Hakim, University of Memphis	Reformulated Feedback in Collaborative and Individual Writing and Revision
	MD Nesar, University of Memphis	Arabic as a foreign language teachers' corrective feedback attitudes-vs-practices
	Adnan Mohammed, Washington State University	Feedback in Computer-Assisted Language Learning: A Meta-Analysis
<p>Language Teacher Beliefs, Attitudes, and Personal Histories</p> <p>https://zoom.us/j/95681571236 Meeting ID: 956 8157 1236 Passcode: 363204</p>	Chen Sun, University of Wisconsin-Madison	Personal Histories of EFL Teachers in Moments of Language Teaching
	Huseyin Uysal, University of Florida and Pramod K. Sah, University of British Columbia	Teacher Ideologies of Home Language Use at US Schools
	Jackie Otting, University of Washington	How Prepared are ESL/ELL Teachers to Teach ELs/DLLs with Disabilities?
	Lahcen Tighoula, Sultan Moulay Slimane University	Impact of Gender on Moroccan EFL Teachers' Attitudes Towards PD
<p>Higher Education</p> <p>https://zoom.us/j/91285104566 Meeting ID: 912 8510 4566 Passcode: 708368</p>	Elisabeth Chan, George Mason University	Critical Narrative Inquiry: Immigrant Community College ESL Students' Lived Experiences
	Ngoc Tung Vu, The University at Albany, SUNY	Student Engagement in Intercultural Competence in Vietnamese Higher Education
	Waliyadin Waliyadin, UIN Walisongo Semarang	Investigating English Learners' motivational profiles in Indonesian Islamic Higher Education
	James Bowen, Colorado State University	Teaching Requests to ESL Students in U.S. Universities

12:30 – 1:00pm US ET

Keynote Address with TESOL's 2021 Distinguished Research Award Recipient Dr. Azar Tajabadi

Tune into TESOL's 2021 Distinguished Research Award Recipient Dr. Tajabadi's keynote via Zoom on Tuesday, 23 March from 12:30 p.m. – 1 p.m. U.S. ET.

<https://zoom.us/j/91099563781> Meeting ID: 910 9956 3781 Passcode: 439555

1:10-2:10pm US ET

Theme	Presenter(s) and Affiliation	Title
Linguicism & Native-Speakerism https://zoom.us/j/91099563781 Meeting ID: 910 9956 3781 Passcode: 439555	Elise Brittain, The University of Texas at San Antonio	Reinforcement of White Native-Speakerism in English Teacher Training Materials
	Mahmuda Sharmin, University of Memphis	Negotiating Racism, Linguicism, & Identity through Multimodal Narratives Pedagogy
	Olessya Akimenko, Simon Fraser University	Troubling discourses of “non-native” EAL teachers in Canada
Instructional Strategies https://zoom.us/j/95681571236 Meeting ID: 956 8157 1236 Passcode: 363204	Tetiana Tytko, The University of Maryland	Making Reading Collaborative: Integrating Computer-Assisted Reading Tasks in L2 Instruction
	Amir Reza Karami, University of Arkansas	Schematic Information-Processing (SIP) Model: A New Perspective
	Kyungjin Hwang, University of South Carolina	Using MA and RMA for Teaching Reading to EFL Readers

	Pimrawee Ruengwatthakee, Sam Houston State University	Improving Thai Students' English pronunciation through Online Readers Theater
Culture, Diversity, and Community https://zoom.us/j/91285104566 Meeting ID: 912 8510 4566 Passcode: 708368	Jennifer Burgraff, Drexel University	Exploring the Lived Experiences of Immigrant Students and Segmented Assimilation
	Yan Yang, University of Regina	Facilitating Immigrant English as an Additional Language Students' Sociocultural Integration
	Jeremy Walter, Northeastern University	Diversity and Its Impact on the International Student Experience

2:20-3:20pm US ET

Theme	Presenter(s) and Affiliation	Title
Identifying and Evaluating Language Texts and Assessments https://zoom.us/j/91099563781 Meeting ID: 910 9956 3781 Passcode: 439555	Misty Wilson, Northeastern University	International Enrollment Managers' Decision to Accept Duolingo English Test
	Ethan Lynn, Northern Arizona University	Comparing Vocabulary Coverage of EAP Reading Textbooks to University Textbooks
	Davy Tran, The University of Texas at San Antonio	Investigating the scoring inference of an ESL paired speaking test
	Amir Reza Rahimi Shahid Rajaei, Teacher Training University	Iranian EFL Learners' Attitudes towards MOOCs: A Qualitative SWOT Analysis
Home Language Policy, Multilingualism, Interrupted Schooling, and More https://zoom.us/j/95681571236 Meeting ID: 956 8157 1236 Passcode: 363204	Laxmi Ojha, Michigan State University	Family Language Policy and Heritage Language Development in Transnational Families
	Mihaela Gazioglu, Clemson University	Exploring Trilingual Language Acquisition in One PreK Child
	Bethany F. Schwartz, University of Hawai'i at Mānoa, Department of Second Language Studies	A Preliminary Description of Style-Shifting in Pidgin (Hawai'i Creole)-Speaking Children

	Greer Mancuso, George Mason University	ELs with interrupted schooling: A collaborative action research study
Mediation, Scaffolding, and More https://zoom.us/j/91285104566 Meeting ID: 912 8510 4566 Passcode: 708368	Rebeca Marchon Capanema, Western University	The Role of Mediation and Peer Scaffolding in ESL Classrooms
	Xinlei Chen, Graduate Teaching Assistant at University of Illinois at Urbana-Champaign	A Case Study of explicit and implicit pronunciation peer tutoring
	Keragen Corpening and Maryana Ridchenko, Kent State University	Exploring the Connection Between Second Language Acquisition and Personality

3:30 – 4:15pm US ET

“Thriving, Not Just Surviving: Advice for Graduate Students Entering Academia”
A panel discussion with Drs. Bedrettin Yazan, Zhongfeng Tian, Sara Alvarez, and Angelica Galante.

Tune into this dynamic panel via Zoom on Tuesday, 23 March from 3:30 p.m. – 4:15 p.m. U.S. ET.

<https://zoom.us/j/95681571236> **Meeting ID:** 956 8157 1236 **Passcode:** 363204