TESOL 2021
INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO
Virtual | 24–27 March

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COME INSPIRED. LEAVE EMPOWERED!

This week, 8000+ English language professionals will gather virtually through our engaging online platform to share expertise and forge relationships across geographical and cultural boundaries. Whether this is your first Convention or your 50th, welcome! Thank you for bringing your enthusiasm, knowledge, and experiences to this, our annual reunion.

ABOUT TESOL

For more than 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 nearly 12,000 members in close to 150 countries, and more than 110 affiliate associations worldwide, TESOL offers everyone involved in English language teaching and learning an opportunity to be part of a dynamic community where professionals connect with and inspire each other to achieve the highest standards of excellence.

SOCIAL MEDIA

Join the conversation!

#TESOL2021

TESOL 2021 WEEK AT A GLANCE

All listed times are in U.S. Eastern Time. To find the time in your time zone, please click on the time link listed.

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Transformative Classrooms
Being a teacher has never simply been about pedagogy or lesson plans. Teachers are in a unique position to help their students understand that the state of the world is not an inevitability, and that we shouldn’t accept it as such. They can help their students understand that the inequality we see across the world was created and constructed—and thus it can be deconstructed and reconstructed to build something better, something more just. In this talk Clint provides teachers with the framework and the tools to approach these conversations in their schools—encouraging them to use their classrooms as spaces of transformation to help students dream of building a better world.

Clint Smith is staff writer at The Atlantic. He is the author of Counting Descent, which won the 2017 Literary Award for Best Poetry Book from the Black Caucus of the American Library Association and was a finalist for an NAACP Image Award. Clint has received fellowships from New America, the Art For Justice Fund, Cave Canem, and the National Science Foundation. His writing has been published in The New Yorker, The New York Times Magazine, Poetry Magazine, The Paris Review and elsewhere. He currently teaches writing and literature at the DC Central Detention Facility. His debut nonfiction book How the Word Is Passed, which explores how different historical sites reckon with—or fail to reckon with—their relationship to the history of slavery, will be published by Little, Brown in June 2021. He received his B.A. in English from Davidson College and his Ph.D. in Education from Harvard University.

Courageous Conversation™: Building Bridges, Not Borders
Our humanity comes in an amazing symphony of languages and a glorious kaleidoscope of color and hues. Yet systemic racism continues to be the most devastating factor contributing to the diminished capacity of us all. Let’s explore the boundaries erected by race in our life, and open ourselves to the wholeness of the humanity we all so desperately seek.

Glenn Singleton has devoted over thirty years to constructing racial equity worldwide and developing leaders to do the same. Author, thought leader, and strategist, he is the creator of Courageous Conversation™—a protocol and framework for sustained, deepened dialogue, and Beyond Diversity™, the curriculum that has taught hundreds of thousands of people how to use it. Glenn is the Founder and President of Courageous Conversation™, an agency that guides leadership development in education, government, corporation, law enforcement, and community organizing. He is the award-winning author of Courageous Conversations About Race; A Field Guide for Achieving Equity in Schools, Second Edition; and of MORE Courageous Conversations About Race.

Glenn has trained law enforcement leaders with the U.S. Embassy in Western Australia, and established the Courageous Conversation South Pacific Institute in Auckland, New Zealand. For eight years, he served as an adjunct professor of educational leadership at San Jose State University. Glenn has been a guest lecturer at Harvard University and has instructed faculty, students and administrators at the University of Minnesota, New York University School of Medicine, and the LBJ School of Public Affairs at the University of Texas. A graduate of the University of Pennsylvania and Stanford University, Glenn Singleton is a member of Phi Beta Sigma Fraternity, Inc. and 100 Black Men. He currently resides in Washington, D.C.
The Global Classroom: Past, Present, and Future of Online Learning

Through the lens of her personal journey as the storytelling vehicle, and by sharing experiences, compelling videos, impactful data and heartwarming anecdotes, VIPKid Founder and CEO Cindy Mi will discuss the past, present, and future of online learning. Learn how she went from a self-taught high school dropout to realizing her dreams of connecting students and teachers all over the world, even when investors doubted that real-time online learning could lead to learning efficacy. In our present day world that has been ravaged by COVID-19, hear Cindy’s observations and insights about what is different about online learning now and what teachers have told her about best practices. Finally, find out what Cindy is forecasting for the future of online learning and teaching, including flexible, personalized learning, blended campus and online learning, AI, and more.

Recognized for her career as an educator and entrepreneur, Cindy Mi is the Founder and CEO of VIPKid, a global edtech company that connects children in China with online teachers for real-time English language learning. VIPKid has become China’s market-leading edtech startup. VIPKid’s vision is to build a global classroom that empowers students and teachers through personalized learning, connects cultures across the world and sparks a passion for lifelong learning. There are approximately 200,000 classes every day on the VIPKid platform.

Cindy has spoken at The New York Times New Work Summit, on the main stage at TechCrunch Disrupt in San Francisco and the ASU+GSV Summit (2019, 2018 and 2017), among others. In 2020, Cindy was named EdTech CEO of the Year in the EdTech Breakthrough Awards. In 2019, Cindy was named a Glassdoor Top CEO and received the ASU + GSV Summit 2019 Power of Women Award. In 2018, Cindy joined the Whittle School & Studios’ Academic Advisory Board. Cindy was also selected to join the World Economic Forum’s Young Global Leaders Class of 2018.

The Pandemic Brain: Science and Strategies for Optimal Learning

Stress negatively impacts memory, attention, higher-order thinking, and self-regulation. Build a cycle of recognition, recovery, renewal, and reviving into lessons to improve students’ personal and academic well-being. Gain an understanding of how stress hijacks the brain and strategies for taking control. Discover the critical nature of the “first D”.

A determination to better understand learners’ struggles led high school and community college teacher Dr. Janet Zadina to an interest in neuroimaging studies of dyslexia. Pursuing that interest, she became a neuroscientist, conducting MRI research into dyslexia in the Department of Neurology at Tulane University School of Medicine, where she completed a Postdoctoral Fellowship in cognitive neuroscience.

Today, Dr. Zadina is an internationally renowned speaker, consultant, and author. She is known for her extraordinary ability to debunk popular myths about the brain while keeping educators aware of credible brain research. The Society for Neuroscience honored her with the 2011 Science Educator Award for making significant contributions to public education and raising awareness of neuroscience through her powerful conference presentations and transformational workshops.

She is the author of reading and learning textbooks for students as well as professional development books for teachers, including Multiple Pathways to the Student Brain, and is co-founder of the Butterfly Project, a project designed to help teachers who have experienced natural disasters. Among her many honors, she has been named as a Distinguished Fellow in the Council of Learning Assistance and Developmental Education Associations.

Available in print and online!
Our Extraordinary Year: Stories of Resilience and Reinvention

COVID-19 created a genuine crisis for educators. Since March 2020, we have had to adapt to remote teaching, virtual professional development, and keeping ourselves, students, and loved ones safe. We have faced job insecurity and restricted budgets. But after the initial shock, English language teachers stepped up and generated creative alternatives. This talk tells some of the stories—how educators took action, pivoting to remote teaching, mastering technology, and advocating for their learners’ needs and their own. Along the way, they re-imagined what English language teaching looks like.

Deborah J. Short, Ph.D. is TESOL International Association president for 2020–2021. She directs Academic Language Research & Training, LLC and provides professional development on academic literacy, content-based English, and sheltered instruction worldwide. She led numerous research studies related to English learner education, co-developed the SIOP Model, published in professional journals, and served as series editor for several 6 Principles books.

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2021 Virtual TESOL Advocacy & Policy Summit

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www.tesol.org/advocacy
TYPES OF SESSIONS

Academic Session: An in-depth session sponsored by a specific interest section.

Dialogue: Peer-to-peer facilitated discussions about a hot topic in TESOL.

Exhibitor Session: A session sponsored by an exhibitor.

Intersection: Academic sessions that represent a collaboration between two or more interest sections or other entities.

Invited Speaker: Sessions featuring a speaker selected by the program committee because the speaker has a message that is important to TESOL members.

Panel Session: Multiple short presentations and discussion of a current ELT issue focusing on practice, research, and/or advocacy.

Poster Session: A session that allows participants to engage in informal discussion. For each poster session, there is a corresponding 20-minute pre-recorded presentation, PDF poster document(s), and Q & A discussion area.

Presentation: Research or practice-oriented adjudicated sessions that discuss the presenters’ work in relation to theory and/or practice. They are 30-minute pre-recorded presentations, which may be followed by a 15-minute live text Q & A session with presenters. Some presentations may only be pre-recorded without Q & A.

Teaching Tip: Oral summary 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.

Workshop: A carefully structured, hands-on, PD activity. The leader helps participants solve a problem or develop a specific teaching or research technique.

STRANDS

Advocacy, Social Justice, and Community Building
Applied Linguistics
Content-Integrated Approaches
Culture and Intercultural Communication
Digital Learning and Technologies
Language Assessment
Listening, Speaking, and Pronunciation
Materials Development and Publishing
Personal and Professional Development
Program Administration and Evaluation
Reading, Writing, and Literacy
Teacher Education
Vocabulary and Grammar

SETTINGS/AUDIENCES

Academic English Programs: Programs that prepare students for and/or support students in undergraduate education
Adult Education: General and workplace English
Graduate/Post-Graduate Programs: Academic and professional programs, including teacher education programs
International Teaching Assistantships
Intensive English/Private Language Programs
Primary School: Elementary, Pre-K–6, young learners
Secondary School: Grades 7–12, teens
Tutoring: Private, individual instruction
Creating a Space for Multilingualism in EFL/ESL Classrooms in Norway

EFL and ESL teaching practices in multilingual settings should draw on learners’ linguistic repertoires as a valuable resource. Using Norway’s increasingly diverse student population as an example, the panelists consider how the acquisition of English can be connected with previous language knowledge to create culturally and linguistically inclusive classrooms.

Presenter(s): Anna Krulatz, Yesim Sevinc, MaryAnn Christison, Georgios Neokleous, Yesim Sevinc, Eivind Torgersen

Settings/Audiences: Primary School, Secondary School

Perceptions of the Caribbean English Language Teacher

How are English language teachers from the Caribbean region viewed around the world? How have cultural perspectives from the Caribbean influenced teachers’ approach to education? In this session, participants discuss how English teachers and their students can explore their perceptions of the English language and those who speak it.

Presenter(s): Venice Irving, Anna Hearrell

Settings/Audiences: Adult Education, International Teaching Assistantships

Designing Creative Writing Activities for the ESL Classroom

Encouraging creative writing and creative language use in the ESL classroom can increase student motivation, help learners develop metalinguistic skills, and reinforce lexical and grammatical knowledge. In this workshop, participants explore and design creative writing activities that promote the L2 development of learners of all proficiencies.

Presenter(s): Megan Connolly

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Cultivating Literacy in Diverse and Multilingual EFL/ESL Classrooms

Given the dynamic and expanding nature of literacy in the contemporary world, and the recent shift from the monolingual to multilingual focus in literacy practices, this panel discussion examines approaches to multiliteracy instruction in linguistically and culturally diverse settings, focusing on demonstrating theory-practice connections and innovations in pedagogy.

Presenter(s): Georgios Neokleous, MaryAnn Christison, Denise Murray, Iuliia Fakhrudinova, Raichle Farelly, Koeun Park, Anna Krulatz

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Entry Points and Trajectories: Teachers Learning and Doing Translanguaging Pedagogy

The presenters report on a qualitative study of a PD series on translanguaging pedagogies, and how teachers adapted translanguaging strategies into practice and perceived challenges and benefits of these approaches. Attendees gain insight into how teachers navigate local institutional constraints and individual expertise while transforming their classroom practices.

Presenter(s): Samuel David

Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs
CONCURRENT SESSIONS

Thursday, 25 March, 7:00 AM
Digital Learning & Technologies
Workshop

Jump-Start Your Online Teaching: The Synchronous Online Flipped Learning Approach
This workshop introduces the eight-step learning cycle of SOFLA: the Synchronous Online Flipped Learning Approach, a distance learning model that includes structured, interactive, multimodal activities, both asynchronous and synchronous. Participants learn how to implement SOFLA and receive resources, including an online space for following up with presenters.
Presenter(s): Helaine Marshall

Settings/Audiences: Secondary School, Academic English Programs

Preparing Underprepared Culturally Linguistically Diverse High School Graduates for College Coursework
Durham Tech implemented an EAP program for its culturally linguistically diverse (CLD) student population, including recent U.S. high school graduates. This program bridges the gap between students’ social language to the academic language skills needed for college course work. This session explains implementation, curriculum development, and data related to student success.
Presenter(s): Paula Wilder

Settings/Audiences: Academic English Programs, Tutoring

Relevant and Responsive Pedagogy: Coping With the Traumas of 2020
As we recognize the compounded impact of events in 2020, particularly for Black and Brown faculty and students, and the collective drain on mental and emotional health, it is critical that we reexamine our pedagogy and practices and incorporate trauma-informed and healing-centered practices that build our collective resilience.
Presenter(s): Christina Yanuaria

Settings/Audiences: Secondary School, Adult Education

Utilizing Schematic Integrations to Enhance the Development of Spatial Prepositions
This session illustrates L2 learners’ development of their knowledge of the spatial prepositions “in” and “on” through explicit instruction. The implications of the study discussed include new insights to enhance the teaching of prepositions through schematic integrations, self-efficacy and to generalize these results to prepositions and adpositions found in other languages.
Presenter(s): Robert Taferner

Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs

9:00 am US ET

A 2-Pronged Pedagogy: Bridging Language and Community
English for Speakers of Other Languages (ESOL) is a university-based, volunteer student organization that uses language as a bridge for community building within the increasingly diverse population of Lexington and Rockbridge County, Virginia. This session demonstrates how to use language to build community in a range of learning environments.
Presenter(s): Ellen Mayock, Curry Sherard, Jackie Tamez, Clara Albacete, Lizzie Figueiras

Settings/Audiences: Adult Education

Culture, the Final Frontier: Teaching Vocabulary Through Allusions
Have you ever gone down a rabbit hole, moved at warp speed, or spied a glitch in the Matrix? If so, you’ve used lexical items taken from pop culture. This session examines the linguistic influence of Inner-Circle pop culture and its implications for teaching and learning both vocabulary and culture.
Presenter(s): Claire Fisher

Settings/Audiences: Academic English Programs, Adult Education

Data-Driven Learning in ELT: What, Why, and How
This session discusses the use of data-driven learning (DDL), highlights the perceived value and benefits of engaging in DDL, emphasizes learning that can happen with the use of DDL, shares freely available materials which have been developed for DDL, and provides tips for using such activities.
Presenter(s): Gena Bennett, Durdona Pulatova

Settings/Audiences: Adult Education

Demystifying ESL Humor: Connecting Pragmatics Research, Learner Needs, and Pedagogy
Although humor is universal, engaging in L2 humor is risky and intimidating. Learners feel the need for humor in their communication with native speakers, yet ESL classroom pedagogy rarely addresses this issue. This session demystifies humor for ESL practitioners to meet learners’ needs through concrete, research-based, pedagogical suggestions.
Presenter(s): Anna O’Neal, Cheri Pierson

Settings/Audiences: Academic English Programs, Adult Education
Designing CBI for a Health Science Program
This session highlights ways that ESL faculty at a university pathway program have used various forms of CBI to prepare ELs for academic study in the professional health sciences. The discussion of each model covers the process of identifying learning outcomes, instructional materials, content faculty collaboration, and assessments.
Presenter(s): Sunnia Davis, Kate Gleeson
Settings/Audiences: Academic English Programs

For the Love of Reading: Integrating Extensive Reading
Though there are many benefits associated with extensive reading (ER), it can be a challenge to set up an ER program, particularly one that reflects the approach’s guiding principles. This discussion session explores options and provides a forum to share best practices when integrating ER in a university context.
Presenter(s): Roisin Dewart
Settings/Audiences: Academic English Programs, Adult Education

Discussing the Impact of Poverty on Vocabulary Acquisition
Though there are significant differences in vocabulary knowledge among ELs, sometimes as a result of low socioeconomic statuses and poor literacy environments, the requirements and academic standards continue to increase. This dialogue session provides opportunities for participants to share the issues their students are facing and meet other professionals to share solutions.
Presenter(s): Salim Sehlaoui
Settings/Audiences: Primary School, Secondary School

Identity Construction in Areas of Conflict
Intentionally engaging multicultural identities in the language classroom positively reinforces intercultural sensitivity and effective L2 usage. Yet, in places characterized by ethnic and national conflict, such as the Palestinian Territories, multiculturalism is often downplayed in favor of strong national identity. This session explores the unique challenges that this creates.
Presenter(s): Tamrika Khvtisiashvili
Settings/Audiences: Academic English Programs

EFL Teaching in Turbulent Times: Shifting Pedagogies and Practices
Language teaching across the world has undergone immense but abrupt changes following the current unprecedented pandemic. How have these changes impacted EFL teaching practices and academic communities across the world? This session examines the policies, best practices, and impact of this crisis in different global academic contexts.
Presenter(s): Shahid Abrar-ul-Hassan
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Language Planning and Policy Proposals: Teachers as Language Planners and Policy Makers
Fifty Language planning and policy (LPP) proposals are analyzed as evidence of teacher agency and advocacy for ELs. A framework for and analysis of LPP proposals is shared to inform how K–12 teachers can become stronger advocates for more effective policies and practices to help ELs with language proficiency.
Presenter(s): DJ Kaiser
Settings/Audiences: Primary School, Secondary School

English as a Lingua Franca: A Target for Classroom Assessments
As a global language, English increasingly functions as a lingua franca for communication, with characteristics that differ from traditional standard Englishes (e.g., British or American English). This session shows how teachers can apply the characteristics of English as a lingua franca to assessments of oral communication in their classrooms.
Presenter(s): Alan Seaman
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Smart Time Management: A Must in the 21st Century
Ours is a world of information overload, digital bombardment, and change. Therefore, we need to organize our time in a 21st-century style. The presenter shares some effective time management strategies for language teachers. Participants take home some tech tools to increase productivity and use time more efficiently.
Presenter(s): Victoria Dieste
Settings/Audiences: Adult Education, Intensive English/Private Language Programs
Teacher Leadership to Support ELs in the Mainstream
Learn more about providing a continuous learning environment for ELs in every classroom with every teacher. This session provides a road map for leveraging your language expertise with tools for PD and peer coaching, as well as gives you a peek at Benegas and Stolpestad’s new book.
Presenter(s): Michelle Benegas
Settings/Audiences: Primary School, Secondary School

Creating Materials in a Digital World
As the world becomes more dependent on digital technology, ELT professionals find ways to adapt. This academic panel session shows participants in all stages of their career paths ways to adapt, create, and develop materials for digital learning in a variety of contexts for language teaching and teacher training.
Presenter(s): Justin Shewell, Vance Stevens, Jessica Burchett, Michael Bowen, Lizabeth England
Settings/Audiences: Academic English Programs

A New Systematic Multimodal Framework for Analyzing Classroom Digital Stories
This study introduces a new framework for analyzing digital stories based on the analysis of visual grammar developed by systemic functional linguistics. The framework can help analyze digital stories and allow teachers to more effectively use them as pedagogical tools to facilitate learning by ELs and other students.
Presenter(s): Stanton Wortham
Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs

Benefits and Best Practices: Dubbing Apps in ESL Education
Dubbing apps as mobile learning tools can enhance ELs’ linguistic skills, motivation, social interaction, and cultural competence. This session overviews the benefits of dubbing projects in English language learning, provides best practices of incorporating dubbing apps in ESL education, and demonstrates the working process of two dubbing apps.
Presenter(s): Xinyun Wang, Weina Chen
Settings/Audiences: Primary School, Secondary School

Community-Linked Literacy Projects to Amplify the Voices of Multilingual Learners
Community-linked literacy projects serve as a promising platform for multilingual students to practice exercising power, agency, and voice. Hear about specific examples from a middle school ESL classroom. Discover how these hands-on, authentic experiences can be integrated into the prescribed curriculum to foster learners’ literacy engagement and confidence as writers.
Presenter(s): Anny Case
Settings/Audiences: Primary School, Secondary School

Digital Equity: A Modern Civil Right
This session examines how the COVID-19 pandemic has highlighted and deepened the digital divide, particularly for ELs. Panelists explore both the troubling reality of digital inequity and new opportunities as a framework for possible solutions that may assist in breaking down barriers to full digital inclusion.
Presenter(s): Rita Van Dyke-Kao
Settings/Audiences: Primary School, Adult Education

Empower Science Content Plus Language Skills With Engaging Singable Books
This session introduces the new category of singable science books (SSBs), which creatively integrate science content and language skills for ELs, Pre-K–Grade 6. As outcomes, participants gain practical knowledge to use SSBs as teaching resources and receive an annotated bibliography of more than 30 books and 20 YouTube videos.
Presenter(s): Betty Ansin Smallwood
Settings/Audiences: Primary School
**Representing Diversity in TESOL’s Academic Publications**

In this session, a panel of the editors of “TESOL Journal” and “TESOL Quarterly” discuss how the journals maintain topical, methodological, and contextual diversity in their publications. Examples of specific recent studies that illustrate the journals’ breadth are provided.

Presenter(s): Charlene Polio

Settings/Audiences: Graduate/Post-Graduate Academic Programs, International Teaching Assistantships

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**Rule of 3 (RAP): Acceleration of Language and Literacy**

The Rule of 3 (RAP) is a revolutionary approach to integrated language and literacy development for early childhood ELs. This session highlights rehearse, analyze, produce strategies and interactive creative construction methodology which is the result of 12 years of school-based research funded by U.S. Office of Education. The online version of the RULE of 3 will be featured.

Presenter(s): Linda Ventriglia-Navarrette

Settings/Audiences: Early Childhood, Primary School

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**Task Design in the Hospitality English Curriculum: Practical Considerations**

The presenters share their experience developing three tasks for Hospitality English courses while attending to cognitive, linguistic, and cultural concerns in their context. They also discuss a framework for designing and implementing tasks responsive to diverse professional and linguistic needs within workplace English curricula.

Presenter(s): Jacob Rieker, Madelyn Diller

Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs

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**Unlocking Complex Grammar: 4 Steps to Improving Reading and Writing**

Students pursuing advanced degrees often face challenges due to gaps in grammatical awareness. To encourage increased student understanding and use of complex grammar, presenters outline four steps for increasing grammatical accuracy that analyzes grammar in reading and applies this analysis to student writing. Presenters model the process with detailed examples.

Presenter(s): Julie Lake, Heather Weger

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

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**The Rights of Immigrant Students and ELs in Public Schools**

Immigrant students and ELs face barriers in gaining entry to public schools. This session discusses what public schools can and cannot require of immigrant students and ELs. Topics to be discussed include Social Security numbers, immigration documents, birth certificates, immunization records, and access to school meals.

Presenter(s): Roger Rosenthal

Settings/Audiences: Primary School, Secondary School

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**The Seal of Biliteracy: Languages as an Asset**

In this session, attendees learn about the Seal of Biliteracy, why it was created, what it means, and what educators can do to promote it.

Presenter(s): Paul Sandrock, Miriam E Ebsworth, Arthur Chou, Christel Broady

Settings/Audiences: Primary School, Secondary School

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**Teaching Civics/ESL to Immigrants With Limited English Proficiency During COVID-19**

Through exploring challenges teachers and adult lawful permanent residents encountered when shifting to online learning during COVID-19, this session discusses how limited basic and digital literacy demotivated immigrants from continuing online instruction to prepare for naturalization. Implications for citizenship instruction and professionalization of civics/ESL teachers post COVID-19 are discussed.

Presenter(s): Ally Zhou

Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs
Usable Knowledge in ELT PD: A Transnational Examination

Though classroom teachers are central to effective ELT PD, their perspectives are not usually well documented. This colloquium presents findings from a transnational project which has documented such experiences across three countries. The four-paper panel presents lessons learned and raises important questions about PD practices and provision.

Presenter(s): Donald Freeman, Dudley Reynolds

Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs

When Students Use Proofreading Services: Ethics, Instructional Implications, and Recommendations

Based on research on students’ use of proofreading services as well as the presenter’s experience as a writing instructor and proofreader, this session introduces key considerations in the ethical debate surrounding proofreading and discusses implications for students and instructors. Recommendations for addressing proofreading in the L2 writing classroom are presented.

Presenter(s): Nina Conrad

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Using New CEFR Mediation Scales for Assessment in Project-Based Courses

PBL learning is highly motivating and promotes meaningful language use. It also involves extensive student collaboration, difficult to assess by traditional testing methods. Fortunately, the Mediation scales of the Common European Framework of Reference Companion Volume, 2018, provide coherent frameworks for constructing learning outcomes and assessment methods for collaboration.

Presenter(s): Maria McCormack, Frances Boyd, Carol Numrich, Brittany Ober

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

A Contrast of Phrase-Frames in Native and Nonnative Business Emails

The corpus-based study discussed examined functional differences of phrase-frames in business emails between native-English-speaking professionals and nonnative-English-speaking students. Four-word phrase-frames were first identified, and classified using functional taxonomy. Results showed that nonnative-English-speaking students overused stance expressions but underused referential expressions, indicating more spoken features in their emails.

Presenter(s): Detong Xia

Settings/Audiences: Academic English Programs, Adult Education

Using Video as a Tool for Teacher Education

Video is a powerful material for teacher training and ongoing professional learning, but it is sometimes challenging to design impactful facilitation tasks. In this session, participants review five video analyses of teaching tasks that are focused on English language teaching and well-suited for trainers, coaches, and faculty.

Presenter(s): Laura Baecher

Settings/Audiences: Graduate/Post-Graduate Academic Programs

Advocacy Resources in Support of English Language Programs

Postsecondary English language programs must engage in advocacy to support themselves as industry professionals and to promote the value of English language study in the United States. The presenters provide a range of resources to assist attendees to develop advocacy strategies for use at the campus, local, state, and national levels.

Presenter(s): Cheryl Delk-Le Good

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Weaponizing Language: Making Counternarratives the New Narratives for the Marginalized

What are the ramifications when a power structure employs the use of particular language? Language can be controlled and also weaponized. Language forms narratives and narratives are determined by those with the greatest power. This panel calls to reverse the narrative and dismantle these systems of oppression which control the language.

Presenter(s): Liana Smith

Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs
Beyond Information Transfer: Lecture Listening for Emphasis, Viewpoint, and Critique
Lecturers frequently evaluate lecture content, and advanced EAP learners should recognize linguistic and paralinguistic forms typically used to emphasize and critique lecture material. Participants learn how to activate prior student knowledge, learn about evaluative forms commonly used in lectures, and apply understanding by listening to evaluative lecture segments.
Presenter(s): Julia Salehzadeh

Settings/Audiences: Academic English Programs

Thursday, 25 March, 2:00 PM
Listening, Speaking & Pronunciation
Recorded Presentation with Q & A

Formative Speaking Assessment in Adult English Language Classrooms
This session covers key concepts in formative speaking assessment with a focus on how educators can integrate assessment into instruction. Using sample assessments and scenarios, and drawing from the National Reporting System levels for adult education, presenters discuss principles for practical and effective language assessment.
Presenter(s): Katie Beckman-Gotrich

Settings/Audiences: Adult Education, Intensive English/Private Language Programs

Thursday, 25 March, 2:00 PM
Language Assessment
Recorded Presentation with Q & A

Building an ESL Curriculum to Achieve Academic Success for ELs
This session details a competency-framework methodology to create an ESL curriculum which implements the TESOL 6 Principles. The presenters share their experiences and templates to use when building a dedicated ESL curriculum. Tips for incorporating language forms and function along with content area concepts are presented.
Presenter(s): Melanie Wolf-Greenberg, Tracey Hovath, Eugenia Krimmel

Settings/Audiences: Primary School, Secondary School

Thursday, 25 March, 2:00 PM
Program Administration & Evaluation
Panel Session with Q & A

L2 Peer Interaction: Maximizing the Effectiveness of Classroom Communication
Peer communication is an important opportunity for learners to develop L2 competencies in language learning classrooms. However, creating effective and impactful L2 peer interaction opportunities is complex. This session provides research-based guidance on developing peer interaction opportunities and opportunities to reflect on, critique, and design peer interaction activities.
Presenter(s): Rebecca Adams

Settings/Audiences: Secondary School, Intensive English/Private Language Programs

Thursday, 25 March, 2:00 PM
Teacher Education Workshop

Empowering Educators: A Collaboration to Expand English Opportunities in Djibouti
Policy changes have significant impact on the development of curriculum, materials, and teacher training, often without additional support for the administration of the programs. This panel shares insights into the challenges of expanding ESL instruction into primary grades from the perspective of ministry officials, international consultants, and teachers.
Presenter(s): Gena Rhoades, Jennifer Gonzales, George Chinnery, Abdikarim Herzi, Mariam Chideh, Djamila Miganeh

Settings/Audiences: Primary School, Secondary School

Thursday, 25 March, 2:00 PM
Program Administration & Evaluation
Panel Session with Q & A

Language and Literacy for Newcomers in the Mainstream Classroom
How can ESL teachers best support newcomer ELs and the mainstream teachers of these students? This session provides opportunities for attendees to participate in hands-on lessons and to create kits including information, strategies, supports, and activities that can be readily used with teachers and students.
Presenter(s): Kathleen Cahoon-Newchok, Wendysue Clauson, Christina Ringo

Settings/Audiences: Primary School, Secondary School

Thursday, 25 March, 2:00 PM
Reading, Writing, & Literacy Workshop

Facilitating the Dialogue Between Teachers and Researchers
The research-pedagogy relationship can be rich and mutually supportive only when researchers and teachers collaboratively work for the common goal—students learning. In this session, the presenters describe the current relationship between pedagogy/teachers and research/researchers. They also discuss some evidence-based pedagogy.
Presenter(s): Masatoshi Sato, You Jin Kim

Settings/Audiences: Secondary School, Academic English Programs

Thursday, 25 March, 2:00 PM
Applied Linguistics
Invited Speaker

Language Aware Teaching in Multilingual and Remote Contexts
Educational equity in multilingual, multicultural classrooms has involved teachers’ language awareness, an approach that recognizes that all teachers use and frame opportunities for students to use language(s). In this sense, all teachers engage with students’ languages. This session presents new research in increasingly multilingual and remote classrooms during the pandemic.
Presenter(s): Jessie Curtis, Lillian Wong, Wayne E. Wright, Chris Chang-Bacon, Alexis A. Rutt, Meredith McConnochie, Eileen González, Ruth Harman, Maverick Zhang, Yarnileth Aubain, Paul McPherron, Linh M. An, Zhongfeng Tian, Qianqian Zhang-Wu

Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs

Thursday, 25 March, 2:00 PM
Advocacy, Social Justice, & Community Building Workshop
TESOL In Focus
CONCURRENT SESSIONS

Thurs., 25 March, 2:00 PM
Moving On(line): Tips for Planning Virtual Conferences and PD
Presenter(s): Brock Brady
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Translanguaging: Current Understandings in Dynamic Bilingualism
Panelists share their research highlighting how translanguaging has the potential to incorporate students' cultures, identities, and bilingualism, as well as promote metalinguistic knowledge and maximize communicative potential in the classroom. Each presenter also provides specific translanguaging practices that can be applied to various classroom contexts.
Presenter(s): Anna Dina Joaquin, David Freeman, Yvonne Freeman, Lydiah Kiramba, Ann Ebe, Mary Soto
Settings/Audiences: Secondary School, Adult Education

3:00 pm US ET

ALP-ish: Finding the Balance Between Accelerated Learning and Corequisite Models
Interested in learning about corequisite models for ESL? This session provides one college's implementation of a corequisite option for academic writing ESL students to coenroll in English 101. The curriculum utilizes cross-disciplinary, theme-based OERs and authentic materials to provide students with optimal support and innovation to meet 21st-century needs.
Presenter(s): Danielle Aldawood
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

State Adult ESOL Initiatives and Innovations
Presenters from diverse U.S. states each describe one significant, innovative adult ESOL initiative instituted to address a particular requirement of the Workforce Innovation and Opportunity Act (WIOA). These brief practical overviews from each state focus on a program, issue, or product that can be of value and benefit to other states.
Presenter(s): Sue Barauski, Patsy Egan
Settings/Audiences: Adult Education

Centering and Normalizing Diversity and Equity in Multilingual Education
This session features different perspectives on theorizing sociolinguistic complexity in today's diverse classroom and shares strategies for leveraging the linguistic landscape as a field of research as well as a pedagogical tool for teacher education. In each study, teacher educators integrated a bilingual component in teacher preparation programs.
Presenter(s): Ching-Ching Lin, Alsu Gilmetdinova, Shuzhan Li, Kirti Kapur
Settings/Audiences: Graduate/Post-Graduate Academic Programs

LIVE

LIVE

LIVE
Challenging Anti-Blackness in Language Education
This panel brings together experts in language education to critically interrogate the ways that world language education, bilingual education, and ESL have historically been and continue to be complicit in the maintenance and further exacerbation of anti-Blackness.
Presenter(s): Uju Anya, Patriann Smith, Aris Clemons
Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs

Enhancing Virtual Collaboration for TESOL Preservice Educators
Virtual learning collaboration can be more challenging than in face-to-face settings because of technical, social, and emotional barriers. Informed by online community of inquiry, connected learning, and informal learning theories, this session shares innovative instructional design approaches, rationales, and emerging technology tools to enhance virtual collaboration for TESOL preservice educators.
Presenter(s): Weina Chen, Jennifer Miyake-Trapp, Elias Saade, Terrance Cao
Settings/Audiences: Graduate/Post-Graduate Academic Programs

Comming Together: Starting the Diversity, Equity, and Inclusion Conversation
How do we start a diversity conversation at our institutions? What does it mean to “include” people of diverse races, ethnicities, languages, religions, sexual orientations, and abilities? A panel of TESOL professionals discusses their perspectives on these difficult questions and the challenges of teaching English in multicultural contexts.
Presenter(s): Federico Salas-Isnardi
Settings/Audiences: Academic English Programs, Adult Education

"How Do They Learn English?": Telling Your Colleagues About SLA
This workshop demonstrates strategies that language teachers can apply to effectively provide PD to mainstream teachers of all grade levels and content areas on SLA. Using TESOL’s 6 Principles® and interactive activities, participants build a “toolkit” to help their colleagues gain foundational knowledge for teaching ELs.
Presenter(s): Elizabeth Amaral, Helene Becker
Settings/Audiences: Primary School, Secondary School

Creating Safe Spaces for Diverse Populations: Being Culturally Humble
All learners have diverse lived experiences and distinct identities. The presenter uses the framework of culture as intersectional to inspire collaboration among participants in a self-reflective process and recognition of power imbalance. This will empower individuals to understand and accept cultural limitations by asking difficult questions about biases and stereotypes.
Presenter(s): Chelsea Lafferty
Settings/Audiences: Academic English Programs, Adult Education

Humanizing Research: Voices From Palestine and the United States
What does it mean to humanize research in different contexts, and how might researchers leverage these constructs to move our profession towards a more inclusive, equitable, and antiracist reality? Representing various perspectives, panelists engage the idea of decolonizing research, and offer a vision for a humane and loving pathway forward.
Presenter(s): Anita Bright
Settings/Audiences: Graduate/Post-Graduate Academic Programs

Engaging Vocational Students in Online English Language Learning
Presenters report findings of a mixed-methods study intended to understand the extent to which the curriculum, assessment, and instructor teaching presence and pedagogical strategies contribute to student engagement in online English language learning in vocational education. They also provide implications for curriculum design, instructor professional development, and online learning policy.
Presenter(s): Zulay Diaz-Caceres
Settings/Audiences: Academic English Programs, Adult Education

Immigration Policy 101: What Educators Need to Know
With the growing diversity in the school population in the United States, it is important for educators to understand the basics of U.S. immigration policy. This session provides a brief overview of the complex world of such immigration policy.
Presenter(s): Roger Rosenthal
Settings/Audiences: Adult Education
**Integrating Information Literacy Into an Advanced Writing Curriculum**

Information literacy is crucial for conducting effective research in an academic setting, yet programs rarely include its development in their curricula. This session defines information literacy, provides specific topics for the ESL advanced writing classroom, and demonstrates methods to incorporate these topics effectively and engagingly into an existing writing curriculum.

*Presenter(s): Janine Carlock*

**Meeting the Needs of ELs With Disabilities When Using Visuals**

Visual images are frequently used when instructing ELs but may present barriers for students with disabilities. This session introduces educators to various disabilities that may impact students’ ability to interpret visual images and graphics. Participants leave with recommendations and resources for using visuals when working with ELs with disabilities.

*Presenter(s): Jennifer Voorhees, Laurene Christensen, James Mitchell*

**Student-Centered Practices for Low-Resource Contexts: Lessons From Zambia**

How can teaching in low-resource contexts be engaging and student-centered? Learn about the presenters’ experience of teacher training in rural regions of Zambia. Participate in several activities based on this training and explore how they can be utilized in the classroom or for faculty PD.

*Presenter(s): Jessica Hurtado*

**Transnationalism and Intersectional Identities in Language Teacher Education**

In this interactive session, the presenters engage language teachers and teacher educators in considering how intersectional identities (including for them, identities as transnationals, parents, and language teacher educators) affect teaching. Drawing from their own practice and research, the presenters guide participants in collaboratively exploring their intersectional identities related to their practice.

*Presenter(s): April Salerno, Elena Andrei*

**Universal Design: Utilizing Technology to Enhance Accessibility in ELT Settings**

Universal design for learning (UDL) instructional approaches aim to meet the needs of all learners by presenting content in a variety of ways, offering students multiple options to demonstrate knowledge, and fostering learner engagement. This panel examines how to use technology alongside inclusive UDL principles to support differently abled ELs.

*Presenter(s): Marta Halaczkiewicz, Yihe Jiang, Qian Wang, Zhenjie Weng, Patricia Rice Doran, Amy Noggle, Jennifer Rice, Sean McClelland, Nicole King, Davey Young*

**Why Literacy Is Essential for Rohingya Children at Cox’s Bazar**

This session focuses on the necessity of literacy education for the Rohingya refugee children. The presenter investigates literacy education policy and practice for children at Cox’s Bazar and highlights that the Rohingya refugee crisis is a global challenge. New pedagogical approaches and global education policy are applied.

*Presenter(s): Md. Amir Hossain*
Concurrent Sessions

4:00 pm US ET

Thursday, 25 March, 4:00 PM
Reading, Writing, & Literacy
Recorded Presentation with Q & A

Harnessing the Power of Translation for Reading Comprehension: Project TRANSLATE
This workshop explores Project TRANSLATE, an approach for fostering reading comprehension through translation during collaborative guided reading instruction. Attendees discuss how to capitalize on students’ cultural and linguistic strengths to increase use of comprehension strategies, to help students describe translation processes, and to better engage students in literacy.
Presenter(s): Samuel David, Amanda Swearingen
Settings/Audiences: Secondary School

Culturally Responsive ESP Curriculum Design for Global and Local Contexts
This session focuses on creating a culturally responsive curriculum to meet the specific language and content needs of adult learners in technical contexts. Presenters share their conceptualization of this curriculum and, using examples from military settings, illustrate how it promotes engagement for diverse learners. Guidelines and suggested resources are provided.
Presenter(s): Heather Smyser
Settings/Audiences: Adult Education, Intensive English/Private Language Programs

Thursday, 25 March, 4:00 PM
Teacher Education
Panel Session with Q & A

Early Field Experiences and Their Impact on Preservice Teacher Self-Efficacy
Carefully designed early field experiences embedded in coursework create space for preservice teachers to collaborate with practitioners, reflect on their own teaching practices, and develop teacher voice before immersion in student teaching. The panelists discuss school-university partnerships for early field experiences and impact on preservice teachers’ self-efficacy and professional growth.
Presenter(s): Doaa Rashed, Lori Edmonds, Polina Vinogradova
Settings/Audiences: Graduate/Post-Graduate Academic Programs

Investigate Social, Political, and Cultural Issues Using Novels
Not sure how to discuss current racial, social, political, and/or cultural issues in the United States and the world? Why not use a novel? Come find out how “The Hate U Give” can be combined with world events as tools for investigation using multiple modalities.
Presenter(s): MaryLynn Patton
Settings/Audiences: Secondary School, Academic English Programs

Encouraging Student Engagement Through Extensive Reading
Extensive reading can be an effective way for educators to not only improve their students’ reading skills but also their engagement in class. Instructors can do extensive reading in their classes and reach all their students by providing exercises for diverse learning styles, which can help increase student participation.
Presenter(s): Maria Ammar
Settings/Audiences: Academic English Programs, Adult Education

Thursday, 25 March, 4:00 PM
Listening, Speaking & Pronunciation
Recorded Presentation with Q & A

Oral Academic and Workplace Discourse Socialization of International MBA Students
The presenter discusses the results of an 8-month study on MBA transfer students from China and Taiwan to the United States who then served as interns in U.S. businesses. It examines the process of oral academic discourse socialization and how speaking for academic purposes compares to those in the workplace.
Presenter(s): Denise Mussman
Settings/Audiences: Graduate/Post-Graduate Academic Programs, International Teaching Assistantships

Thursday, 25 March, 4:00 PM
Advocacy, Social Justice, & Community Building
Best of Affiliates with Q & A

Thursday, 25 March, 4:00 PM
Content-Integrated Approaches
Recorded Presentation with Q & A

“But I’m Not ESL”: Addressing Identities/Needs of University Pathway Students
Increasingly among university pathway programs, students do not identify as ESL though their instructors see them as such. This interactive presentation explores the extent of this disconnect and offers best practices for classroom and curriculum changes to address gaps between assumptions faculty and university stakeholders make and how students self-identify.
Presenter(s): Becky Bonarek, Trischa Duke, and Steph Mielcarek
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Thursday, 25 March, 4:00 PM
Culture & Intercultural Communication
Recorded Presentation with Q & A
**Reality TV as Authentic and Optimal Input**

Reality television shows are the perfect authentic listening materials to provide ELs with what Krashen calls "optimal input." The presenter details how to structure lessons around the series "90 Day Fiancé" to improve students’ listening and speaking skills, and attendees discuss applications to their own classrooms.

*Presenter(s): Virginia Nicolai*

*Settings/Audiences: Adult Education, Intensive English/Private Language Programs*

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**Using the Power of Creative Writing to Enhance Academic Writing**

This hands-on session focuses on the cognitive and emotional value of using creative writing genres and techniques as logical and natural tools to strengthen ELs' academic writing skills. Participants engage in dynamic creative writing activities that will develop and enhance their ELs’ comfort, control, and confidence in academic writing.

*Presenter(s): Patrick T. Randolph, Dieter Bruhn*

*Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs*

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**U.S. Federal Policy Update**

This general session offers a broad overview of the current political landscape in Washington, DC, as well as the key policies and issues that TESOL International Association is tracking and supporting. Issues that are covered include the federal budget process, immigration, the Every Student Succeeds Act (ESSA), adult English education, and the new Congress.

*Presenter(s): David Cutler*

*Settings/Audiences: Primary School, Academic English Programs*

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**Using a Systemic Functional Linguistics-Based Framework for EAP and Graduate-Level Students**

Despite the documented effectiveness of systemic functional linguistics (SFL)—informed pedagogy to support language and literacy development of diverse students across contexts, SFL is often critiqued as inaccessible for teachers and students. This session illustrates how the presenters have used SFL successfully with intermediate-level EAP students and with graduate students in an EAP pedagogy course.

*Presenter(s): Sandra Zappa-Holliman, Greta Perris*

*Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs*

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**Deconstructing Binary Understanding of Israel and Palestine Through Linguistic Landscape**

Can you imagine the linguistic landscape of Israel and Palestine serving as a vehicle for peace and not division? Join us to discuss how we may exploit linguistic landscape for TESOL beyond the walls of the classroom to foster cross-cultural understanding in teacher education.

*Presenter(s): Anastasia Khawaja*

*Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs*
Demythologizing NEST Paradigms: A Step Toward Redefining CLIL Teacher Identity

The session presents a new taxonomy of skills/competencies for content and language integrated learning (CLIL) teachers, thereby demythologizing the notion of native-English-speaking teachers (NEST) while providing a framework for the skills, competencies, and characteristics required for successful CLIL delivery. The discussion focuses on a framework that better describes interaction and relationship to/with CLIL teachers.

Presenter(s): Jermaine McDougald

Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs

Integrating Language and Content Instruction in EAP Courses

This session explores a design for EAP courses that employs content-based units to develop critical thinking and language skills students need during their university studies. Attendees discuss example lesson materials that incorporate content-focused and form-focused activities to achieve a balance between language and content instruction.

Presenter(s): Michelle Bell, Paul Dykman, Sonja Lovelace, Ezra Vasquez

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Dual Language Digital Badges: Teacher Preparation Skill Development and Assessment

Coaching and badging are assessments that allow bilingual educators to showcase their pedagogical skills. Teachers at the Dual Language Graduate Program at the University of Central Florida practice administering a reading inventory, teaching science, and using WIDA leveled questioning in Spanish and English. This panel details strategies for developing educator assessments for dual language programs. Handouts provide steps and lessons learned.

Presenter(s): Marjorie Ceballos, Florin Mihai, Laura Monroe, Yvonne Cadiz, Cyndi Walters, Leslie Mendez, Kerry Purnemsky

Settings/Audiences: Graduate/Post-Graduate Academic Programs

Empowering Adult Learners for Academic and Workplace Writing

Panelists discuss ways to incorporate writing into adult ESL classes. They show how to set the stage for writing, linking it to course content and skill development; support writing, relying on particular practices and scaffolds; and align writing with accountability systems, connecting writing to standards and high school equivalency tests.

Presenter(s): Kirsten Schaetzel, Joy Peyton, Rebeca Fernandez

Settings/Audiences: Adult Education

Implementing 6 Thinking Hats in Large Language Classrooms

Edward de Bono's “Six Thinking Hats” model is widely used in business studies and in the corporate sector because it improves the overall thinking process. This session demonstrates its usability in a language classroom to improve critical thinking skills with evidence of its effectiveness in a large classroom setting.

Presenter(s): Kaukab Azhar

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Language Desires in the Current Era of Globalization and Transnationalism

Panelists explore how the political economy of the English language shapes language desires and the learning and teaching of English. Across various geopolitical contexts in the world, panelists consider the construction and representation of power and identity of individuals and societies and resulting implications for educational settings.

Presenter(s): Bal Krishna Sharma, Gina Petrie, Ryuko Kubota, Peter De Costa, Hima Rawal, Wendy Li, Suhanthie Motha

Settings/Audiences: Secondary School, Adult Education

LINCS Online Courses for Teachers: Fast and Free

LINCS (Literacy Information and Communication System) offers online self-paced PD courses for teachers. Participants attending this session learn about what's new in LINCS courses and how to access the courses. Participants have the opportunity to sample several courses and learn about the new course being developed that will support TESOL members.

Presenter(s): Sudie Whalen

Settings/Audiences: Academic English Programs, Adult Education

Listening: The Often Neglected But Always Essential Integrated Skill

Listening is essential for communication yet is rarely taught as a language skill. Note-taking approaches presuppose ability to process aural input. In this session, two challenges are addressed: parsing connected speech and understanding the discourse functions of intonation. Pre- and postinstruction assessments support a metacognitive strategy approach to improve listening for content and meaning.

Presenter(s): Marnie Reed

Settings/Audiences: Graduate/Post-Graduate Academic Programs, Intensive English/Private Language Programs
Friday, 26 March, 9:00 AM
Content-Integrated Approaches
Recorded Presentation with Q & A

Math: Not-So-Universal Language for ELs
The presenter demonstrates two interactive research-based strategies which make the academic English syntax and vocabulary of math accessible to ELs, especially those stalled at intermediate or with interrupted schooling. Specific resources for collaboration with math colleagues, including scaffolding templates and charts of key syntactical structures and problematic vocabulary, are provided.

Presenter(s): Elizabeth Hartung-Cole
Settings/Audiences: Primary School, Secondary School

Friday, 26 March, 9:00 AM
Teacher Education
Recorded Presentation with Q & A

Navigating a New World of Online Instruction With ESOL Interns
After school closures due to COVID-19, many ESOL interns were pulled out of their face-to-face student teaching internships. This session examines how teacher educators prepared interns for the challenges of student teaching in a virtual environment, underscoring missed opportunities that may be valuable components of preparing interns for (online) instruction.

Presenter(s): Carmen Durham, Loren Jones, Amanda Cataneo
Settings/Audiences: Graduate/Post-Graduate Academic Programs

Friday, 26 March, 9:00 AM
Teacher Education
Intersection Session with Q & A

Preparing Educators for Family and Community Engagement With Bilingual Families
The presenters draw on experience from three National Professional Development grant projects to explore fresh approaches for preparing educators to engage with the families of ELs in partnership with their school district and the community. Each project contributes a different angle on educator preparation, including paraprofessionals, preservice teachers, and in-service teachers.

Presenter(s): Andrea Hellman
Settings/Audiences: Early Childhood, Primary School

Friday, 26 March, 9:00 AM
Teacher Education
Advocacy, Social Justice, & Community Building
Panel Session with Q & A

Reimagining a Multilingual TESOL Through a Translanguaging Lens
A translanguaging lens constitutes a challenge to the native-speakerism paradigm in TESOL through valuing teachers and learners’ full linguistic repertoires. This session offers different perspectives on theorizing, integrating, and implementing translanguaging in TESOL teacher education and classrooms.

Presenter(s): Zhongfeng Tian
Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs

Friday, 26 March, 9:00 AM
Advocacy, Social Justice, & Community Building
Invited Speaker

Social Justice and the English Language Specialist Program
This session highlights the work of English language specialists who have promoted social justice in English language teaching worldwide. Specialists and Regional English Language Officers will share their experiences in Jordan, Trinidad and Tobago, Turkey, and the United States.

Presenter(s): Joseph Bookbinder
Settings/Audiences: Graduate/Post-Graduate Academic Programs

Supporting ESL Students With Disabilities
The purpose of this dialogue session is to engage in a discussion on students with disabilities in IEPs. The presenters provide suggestions and guidance on how to make ESL classrooms more accessible and how to support students. Special emphasis is placed on implementing Universal Design for Learning.

Presenter(s): Amanda Brunson, Jacqueline Whitney
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Friday, 26 March, 9:00 AM
Advocacy, Social Justice, & Community Building
Dialogue

Teaching Pre-Engineering to ELs: Content, Practice, and Language
Should ELs be excluded from science, technology, engineering, and mathematics (STEM) classrooms until they acquire enough English? No! Can ELs succeed in rigorous STEM classes? Yes! This session explores one high school EL teacher’s experience teaching pre-engineering classes to ELs from newcomer level to advanced.

Presenter(s): Katherine Miller
Settings/Audiences: Secondary School

Friday, 26 March, 9:00 AM
Advocacy, Social Justice, & Community Building
TESOL In Focus

TESOL Research Agenda Fair: Research Trends and Future Research Priorities
The Research Fair focuses on emerging trends in published research. New scholar-practitioners discuss their research in Pre-K–16 environments. Research Professional Council researchers report on findings from a literature search and discuss an ongoing survey that aims to identify how TESOL’s research priorities can respond to the current challenging times.

Presenter(s): Scott Douglas, Lillian Wong, Jessie Curtis, Amira Salama, Ozgehan Ustuk, Antonella Valeo
Settings/Audiences: Graduate/Post-Graduate Academic Programs
The New Normal: Adapting ESL Programs to Meet University Priorities
This InterSection session highlights a variety of approaches program administrators have pursued during the pandemic to continue serving students and demonstrating their value on campus. Panelists represent different ESL contexts in higher education, including IEPs, undergraduate-level academic English programs, and graduate/postgraduate language-support programs.
Presenter(s): Brad Teague, Pamela Smart-Smith, Maria Ammar, Kimberly Becker, Kristin Terrill, Rebecca Yoon, Ketti Reppert, Estela Ene, Saskia Van Viegens, Jennifer Brondell
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

To Define Is to Know: Academic Language for Long-Term ELs
A troublesome issue for long-term ELs is the challenge of using oral academic language in the classroom. Using defining as an example, participants engage in a series of steps designed to support students in thinking and speaking academically about terms and concepts in the content areas.
Presenter(s): Andrea DeCapua
Settings/Audiences: Secondary School, Adult Education

10 Quick and Easy Tricks for Creating Effective Reading Worksheets
Many teachers want to create customized materials that interest students. A well-designed worksheet can allow low-level learners to answer complex questions without having to read complex instructions. Presenters share tips and design tricks that help students learn efficiently by showing before-and-after worksheets and creating a reading worksheet on-the-spot.
Presenter(s): Nancy Overman
Settings/Audiences: Academic English Programs, Adult Education

10:00 am US ET
Enhancing Learning in the Classroom With the Benefits of Exercise
This interactive session examines physical exercise’s powerful effects on the brain. Language learning benefits are discussed, and participants practice effective exercises guaranteed to help strengthen their ELs’ cognition, attention, and memory. One academic-based activity is also offered that focuses on developing student awareness of exercise’s robust impact on learning.
Presenter(s): Patrick T. Randolph

Settings/Audiences: Intensive English/Private Language Programs

Neurolanguage Coaching in Action
No two brains are the same, so how can we practically implement neuroscientific principles to tailor-make learning to needs, without books, but with clear and structured targets and brain-friendly coaching conversations to facilitate potentially faster, more efficient, sustainable results? Coaching and neuroscience are key.
Presenter(s): Rachel Paling

Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs

Helping Newcomers Become Resilient: “I Have, I Am, I Can”
For newcomers to become resilient, schools must create havens of resilience, helping learners discover their internal strengths, their “I Have, I Am, I Can.” Newcomers can learn to draw on these three strategies. Presenters model activities for new arrivals to develop the resilience needed to become resilient and proficient learners.
Presenter(s): Judith O’Loughlin

Settings/Audiences: Primary School, Secondary School

Office for Civil Rights, U.S. Department of Education: Ensuring Access
The U.S. Department of Education, Office for Civil Rights (OCR) works with educators to ensure that ELs have meaningful access to quality education. OCR will provide an overview of key issues affecting ELs and insight into how they conduct their investigations, and provide an opportunity to ask questions.
Presenter(s): Angela Martinez-Gonzalez

Settings/Audiences: Primary School, Secondary School

Improving Emotional Intelligence of ELs Through Dance and Mindfulness Practices
This session introduces participants to the wide world of emotions and emotional intelligence (EI), an essential component of student learning and lifelong success. Participants learn EI basics and ways to improve the EI of their ELs by incorporating elements of dance and mindful practices in cooperative learning settings.
Presenter(s): Urmimala Das

Settings/Audiences: Primary School, Secondary School

Overview of the Naturalization Test
The U.S. Office of Citizenship gives an overview of the revised naturalization test and educational resources for adult citizenship education.
Presenter(s): Mary Flores, Jeremy Kelton & Shawn Chakrabarti

Settings/Audiences: Adult Education

Investigating Bullied ELs’ Otherness, L2-Avoidance, Resistance, and Identity Struggles
This research-oriented session focuses on a mixed-methods study investigating the effects of EL bullying-victimization on national and oriented L2 identities as well as ELs’ otherness, selves, L2 avoidance, resistance, and struggles to develop oriented identities in L2 culture. Presenters provide opportunities for audience participation in creating strategies for bullied ELs.
Presenter(s): Hilal Peker

Settings/Audiences: Academic English Programs, Adult Education
CONCURRENT SESSIONS

**TBLT Connected to Real Life**
This is a hands-on practical workshop where TBLT units of study address a gap in tying classroom instruction to real-world tasks in public. Task sequencing is demonstrated by workshop leaders, attendees are guided in creating new lesson plans, and a shared digital portfolio is created.

Presenter(s): Charlotte Nolen, Matthew Nolen

*Settings/Audiences: Adult Education, Intensive English/Private Language Programs*

**Using Gamification to Balance Academic Rigor and Soft Skill Development**
Want to increase course engagement? Gamify! Spotty attendance, reluctant participation, late work. Sound familiar? Even if video games are a foreign language to you, your class can benefit from gamification, the process of applying gaming principles to educational contexts, and can do so without sacrificing academic rigor in the process.

Presenter(s): Katie Welch

*Settings/Audiences: Academic English Programs, Adult Education*

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**Advocacy, Social Justice, & Community Building**

**Advocacy and Public Policy Session with Q & A**
Get tips, tools, and free resources to help your students protect themselves, their families, and their communities from scams.

Presenter(s): Jennifer Leach

*Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs*

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**Program Administration & Evaluation**

**Panel Session with Q & A**
In a pathways program, students are not the only ones facing challenges. Many non-ESL faculty have found the transition to teaching ESL students more difficult than first imagined. Through workshops, brainstorming sessions, and semester check-ins with IEP faculty, pathways educators are developing a greater skill set to engage their students.

Presenter(s): Scott Duarte, Tobias Lemke, R. Scott Partridge

*Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs*

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**Content-Integrated Approaches**

**Recorded Presentation with Q & A**
In a pathways program, students are not the only ones facing challenges. Many non-ESL faculty have found the transition to teaching ESL students more difficult than first imagined. Through workshops, brainstorming sessions, and semester check-ins with IEP faculty, pathways educators are developing a greater skill set to engage their students.

Presenter(s): Scott Duarte, Tobias Lemke, R. Scott Partridge

*Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs*

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**Personal & Professional Development**

**Recorded Presentation with Q & A**
EL enrollment in rural K–12 settings is increasing. Teachers need effective PD to meet student needs and connect with one another. One PD consortium takes a creative approach to bridge logistical (and online/distance) constraints and build teacher foundational knowledge and instructional techniques. Participants gain creative, adaptable PD project ideas.

Presenter(s): Gwyneth Dean-Witte

*Settings/Audiences: Graduate/Post-Graduate Academic Programs*
Applying for TESOL’s Board of Directors and Nominating Committee Positions
Are you a passionate TESOL leader? If so, TESOL needs you. Join us to learn about the positions of president-elect, director of the board, and member of the Nominating Committee. Leaders currently serving in these positions identify application requirements, roles, and expectations, and share tips and experiences with the audience.
Presenter(s): Veronica G. Sardegna
Settings/Audiences: Graduate/Post-Graduate Academic Programs

Increasing Accessibility and Fostering Inclusive Classrooms With Microsoft Learning Tools
This session showcases free Microsoft 365 tools, products, and platforms (compatible with iPad, Chrome, Mac) for the inclusive classroom and how they can be used to support classroom engagement of students with learning differences and a broad range of unique abilities with reading, writing, math, and communication.
Presenter(s): Rachel Berger
Settings/Audiences: Primary School, Secondary School

Approaches to Fostering Fluent Reading
Fluency in an additional language is the often unrealized goal of language learners. This may be because fluency, a central component of proficiency, is so often unaddressed in language curricula. This session examines principles of reading fluency and explores pedagogical approaches to it.
Presenter(s): Doreen Ewert, Lawrence Zwier, Jihye Shin, Jesse Conway, Ethan Lynn
Settings/Audiences: Secondary School, Academic English Programs

Innovative “Scaffolded” MA Linguistics (TESOL) Program for Teachers in Vietnam
The session presents research on students’ writing development and attitudes toward an innovative MA Linguistics (TESOL) program offered via partnership between a private U.S. university and a public university in Vietnam. This program for EFL teachers features a unique scaffolded thesis writing process combining content delivery with high-level EAP instruction.
Presenter(s): Sandra Kies, Olga Lambert
Settings/Audiences: Graduate/Post-Graduate Academic Programs

Classroom Language Skills: Developing Pre-Service Teachers’ Language Proficiency
NNEST teachers’ English proficiency has often been neglected in teacher education. Recognizing that English-for-Teaching is a form of ESP, and using examples from a preservice language course, this session focuses on teacher language proficiency: its importance in TESOL teacher training programs and how this can be taught, practiced and assessed.
Presenter(s): Khanh-Duc Kuttig
Settings/Audiences: Graduate/Post-Graduate Academic Programs, International Teaching Assistants

International Collaborative Projects: Empowering the Newer Generation of ELs
Come attend this session and discover how you can empower students in your classroom through technology. Participants will leave this session with a clear understanding of how international collaboration brings PBL and content and language integrated learning together to create transformative opportunities for students in cross-cultural situations.
Presenter(s): Kristine Adams
Settings/Audiences: Academic English Programs

Federal Update: ELs in Adult Education
This session from the U.S. Department of Education provides an update on federal adult education initiatives. Topics include enrollment, performance, integrated English language and civics education and IET, appropriations, and technical assistance efforts. Attendees gain an understanding of federal efforts to support ELs in adult education.
Presenter(s): Domminick McParland
Settings/Audiences: Adult Education, Intensive English/Private Language Programs

Listening in the Virtual Classroom: A Standards-Based Approach
In this workshop, adult ESL practitioners explore how recent listening standards support remote and face-to-face focused listening instruction. Participants experience a virtual listening lesson and then develop listening materials and tasks using a lesson template along with a standards-based checklist of listening strategies. Listening resources provided.
Presenter(s): Lori Howard, Jayme Adelson-Goldstein, Sylvia Ramirez
Settings/Audiences: Adult Education
### NNEST Identity-as-Pedagogy in U.S. Writing Classrooms

This session explores the identity-as-pedagogy practices of five nonnative English speaking teachers (NNESTs) in U.S. writing classrooms while also looking at the institutional ecologies and support system that enable them to bring their evolving, contested, and fluid identities into the classroom as pedagogical resources, employing a collaborative narrative inquiry.

**Presenter(s):** Mijanur Rahman, Liyia Seloni, Su Yin Khor, Cristina Sanchez-Martín, Demet Yigitbilek

**Settings/Audiences:** Graduate/Post-Graduate Academic Programs, International Teaching Assistantships

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### Promoting the Academic Success of ELs

The deputy director of the U.S. Department of Education’s Office of English Language Acquisition (OELA) presents a national snapshot of ELs using the latest data, including demographics and academic performance on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Supreet Anand

**Settings/Audiences:** Primary School, Secondary School

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### Small Moments of Advocacy: Making Theory Practical for Institutional Change

This workshop demonstrates a TIAP, a guide which briefly explains theory and shows how theory manifests in practice, to promote equitable practices beyond ESL classrooms. Participants begin creating a TIAP for their own colleagues, engaging and empowering all educators to provide the best education for our CLD students.

**Presenter(s):** Chelsea Walter

**Settings/Audiences:** Primary School, Graduate/Post-Graduate Academic Programs

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### Teaching Peace Language for Turbulent Times: Empowering Immigrants and Refugees

Hate-filled language weakens trust, builds barriers, and interferes with classroom communication. Drawing from refugee and immigrant experiences in Palestine, Syria, and the United States, panelists describe how MATESOL students and educators can integrate cognitive and socioemotional dimensions of peace language into human rights and advocacy work and curriculum development.

**Presenter(s):** Josephine Prado, Shelley Wong

**Settings/Audiences:** Adult Education, Graduate/Post-Graduate Academic Programs

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### The Multilingual Turn: Encouraging Prolinguistic Diversity Ideologies for EL Advocacy

This session shares research on a course designed to improve future teachers’ attitudes toward linguistic diversity as foundational for advocacy for ELs. The mixed-methods study finds most teachers predisposed to positive views of multilingualism, yet limited in their ability to envision advocacy. Attendees discuss implications for teacher education.

**Presenter(s):** Heather Linville

**Settings/Audiences:** Graduate/Post-Graduate Academic Programs

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### The Utility of Infographics: Scaffolding Students’ Writing Development

This research session focuses on the affordances of infographics as a multimodal tool to scaffold students’ writing development. The presenter’s results show that infographics, when used as a planning tool, provide cognitive and affective support to writers. Guidance for educators interested in integrating infographics in their writing courses is provided.

**Presenter(s):** Undarmaa Maamuujav

**Settings/Audiences:** Academic English Programs, Intensive English/Private Language Programs

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### Translanguaging in Bilingual and ESL Classrooms: Current Understandings and Applications

New research in bilingualism supports the use of ELs’ home languages through carefully planned translanguaging strategies. The presenters explain translanguaging and use PowerPoint slides of classrooms to show how bilingual and ESL teachers can draw on their students’ full linguistic repertoires to develop academic language and content knowledge.

**Presenter(s):** Yvonne Freeman, Mary Soto, Ann Ebe, Vivian Pratts, Sandra Mercuri, David Freeman

**Settings/Audiences:** Primary School, Graduate/Post-Graduate Academic Programs

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### Understanding Student Resistance as Identity Work in College Literacy Classes

This session reports on a case study of two college students whose participation in developmental literacy classes did not align with instructor expectations. Findings reveal how behavior perceived by instructors as problematic can be reinterpreted as resistance to institutional marginalization through enactment of alternative identities. Pedagogical implications are also addressed.

**Presenter(s):** Shawna Shapiro, Emily Suh

**Settings/Audiences:** Academic English Programs, Adult Education
"Us Ga Speak We English": Promoting Inclusive Language Teacher Practices
This session highlights the complexities of teaching, learning, and living in communities where creoles, like Gullah, are spoken alongside “standard” English and AAVE. Based on their experiences learning and teaching standard English as a second dialect, the presenters provide best practices for language teacher preparation and PD.
Presenter(s): Kisha Bryan, Jessica Berry
Settings/Audiences: Primary School, Secondary School

3:00 pm US ET
Vocabulary & Grammar
Recorded Presentation with Q & A

10 Great Vocabulary Games for Secondary ESOL
Competition can make even the dullest vocabulary lesson exciting for secondary ESOL students. However, motivating activities can be time consuming for teachers to create. The presenter demonstrates 10 generic vocabulary games that teachers can adapt to suit almost any review lesson.
Presenter(s): Tamara Jones
Settings/Audiences: Secondary School

Using MOOCs for Teacher Training in Low-Resourced Areas
This session showcases the experience of more than 1,000 teachers across the Philippines in using MOOCs and MOOC camps sponsored by the U.S. Department of State through the Regional English Language Office in Manila, Philippines, for teacher training. The audience learns proven strategies in facilitating MOOCs with teachers from diverse backgrounds.
Presenter(s): Romualdo Mabuan, Rebecca Casas-Sagot, Rina Angeles
Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs

Questions About Language Assessment? Resources and Strategies for Language Teachers
Although language assessment is almost ubiquitous in most English learning situations, many teachers have limited background in language assessment. This panel identifies obstacles to understanding language assessment and identifies promising approaches to address them for students, teachers, and administrators in K–12 and adult language settings.
Presenter(s): Meg Montee
Settings/Audiences: Secondary School, Adult Education

2:00 pm US ET
Culture & Intercultural Communication
Academic Session with Roundtable

"Good" Interculturality: Bridging Theory, Research, and Practice
What is interculturality and what do we do with it? Complex global reality and recent research prompt rethinking approaches to understanding dynamics and factors in intercultural communication and language education. This session presents relevant conceptual models and evidence-based practices that span different program contexts in L2 (and teacher) education.
Presenter(s): Roxanna Senyshyn, Natalia Balyasnikova, Barbara Lapornik
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Empowering General Education Math Teachers of ELs
Participants learn how to create differentiated lessons based on cognitive demand and contextual support that will increase the potential for ELs to acquire academic literacy in math, and reduce the linguistic difficulties associated with mathematical discourse while managing to avoid the many pitfalls that can occur during instruction.
Presenter(s): Darlyne de Haan
Settings/Audiences: Primary School, Secondary School
Enriching K-12 ESL Teachers’ PD Experiences With Saturday Panels
This panel gives an overview to a research project funded by the U.S. Department of Education for enriching ESL teachers’ PD experiences. Participants learn about creative ways to create a community of practice with university professors, teachers, ELs, parents, school administrators, and community partners.
Presenter(s): Yin Lam Lee-Johnson
Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs

Flipped Classrooms: Challenges, Best Practices, and Outcomes
Flipped classrooms (FCs) have been heralded as an ideal methodology, especially in contrast to traditional, lecture-based classrooms. This session discusses challenges instructors may face when implementing a FC in an English language classroom, best practices for designing and delivering a FC, and realistic expectations for outcomes of a FC.
Presenter(s): Aybolgan Borasheva
Settings/Audiences: Academic English Programs

Frames, Facts, Stories: Advocating for Results in Adult ESOL
This hands-on session gives participants tools and guidance for conducting advocacy that gets results with community members, employers, funders, and policy makers. Participants practice framing messages, locating relevant data on needs and outcomes, and using stories of individual learners’ progress and successes to create advocacy narratives that resonate.
Presenter(s): Deborah Kennedy
Settings/Audiences: Adult Education

Genre-Based Instruction: Frequently Asked Questions—and Answers
Although genre-based writing instruction is a popular topic among ESL/EFL instructors, many questions need to be answered about the nature of genres themselves, how curricula and lessons should be designed, and what types of assignments and assessments are appropriate. Fundamental questions are answered in a dialogue format by expert teacher/researchers.
Presenter(s): Ann Johns
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

International Students in Higher Education: Faculty Experiences and Support Needed
International students come to U.S. universities with diverse needs and expectations, resulting in a wide range of challenges for faculty who are not equipped to deal with them. The presenters discuss research that examined faculty experiences teaching in linguistically and culturally diverse classrooms and offer implications for faculty training and support.
Presenter(s): Eman Elturki, Kate Hellmann
Settings/Audiences: Academic English Programs

Language Teachers’ Research Engagement: Developing Inquiry-Based Communities of Practice
The presenters examine how language teachers’ (mis)conceptions of research may impede their research engagement and present a project which aimed to reorient teachers’ conceptions and lead them to participation in an inquiry-based community of practice (CoP). The presenters also discuss implications for contexts that are still developing their own inquiry-based CoPs.
Presenter(s): Gena Bennett, David Chiesa, Ulugbek Azizov
Settings/Audiences: Graduate/Post-Graduate Academic Programs

Making Aviation English Globally Accessible and Pedagogically Sound
What do CBI, ESP, and online language teaching principles have in common? They all have informed the creation of an aeronautical university’s online aviation English course development process. This session demonstrates how course developers took an in-person English-for-flight-training course and made it a pedagogically sound and globally accessible online course.
Presenter(s): Alan Orr, Jennifer Roberts
Settings/Audiences: Adult Education
CONCURRENT SESSIONS

Friday, 26 March, 3:00 PM
Digital Learning & Technologies
Academic Session with Q & A

Mixed, Augmented, and Virtual Reality for English Language Teaching and Learning
Panelists present a culmination of research, trends, and case studies on mixed, augmented, and virtual reality. Join the discussion as they demystify these mediums and lay the groundwork for an engaging conversation regarding technology that has and will continue to be involved in English language teaching and learning.
Presenter(s): Andy Curtis, Dave Dolan, Mai Minh Tien, Marta Halaczkiewicz
Settings/Audiences: Primary School, Adult Education

Friday, 26 March, 3:00 PM
Digital Learning & Technologies
Dialogue

Not Another PowerPoint: Creating Student-Generated Online Multimodal Projects
Student-generated, online multimodal projects engage students in the authentic process of analytical and critical thinking. Presenters share projects focusing on digital learning and technologies: infographics, podcasting, and digital posters. Engaging students’ natural interests and assigning assessments with an authentic audience to communicate via digital tools will increase language learning success.
Presenter(s): Mari Bodensteiner
Settings/Audiences: Academic English Programs, Adult Education

Friday, 26 March, 3:00 PM
Reading, Writing, & Literacy
TESOL In Focus with Q & A

Reconceptualizing the Teaching of Academic Reading/Vocabulary: A Multilingual Reader-Oriented Approach
This session reports a classroom-based qualitative study of the use of a reader-oriented approach for teaching academic reading/vocabulary to multilingual students. Findings show that a reader-oriented approach promotes critical thinking, agency, and increased interactivity in multilingual readers as they develop academic reading skills and vocabulary.
Presenter(s): Neda Sahranavard
Settings/Audiences: Academic English Programs

Friday, 26 March, 3:00 PM
Advocacy, Social Justice, & Community Building
Academic Session with Q & A

Resisting Resistance: School-Level Advocacy for Refugee-Background Learners
What misunderstandings may some mainstream teachers and administrators bring to working with refugee-background learners? What does research say about how we can respond effectively? Panelists discuss and problematize efforts to dismantle deficit discourses, counter resistance to teaching refugees, and raise awareness surrounding refugee concerns more generally in schools.
Presenter(s): Kristin Köbler
Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs

Friday, 26 March, 3:00 PM
Personal & Professional Development
Panel Session with Q & A

Service Learning to Prepare TESOL Teachers: Models, Experiences, and Perspectives
This panel brings together four TESOL practitioners from Michigan to discuss service-learning models for TESOL teacher preparation at their respective institutions. Panelists explore the benefits, challenges, and effects of service learning in the following contexts: a TESOL practicum, a rural community, and a study abroad experience.
Presenter(s): April Burke, Emily Feuerherm, Zuzana Tomas, Amie VanHorn-Gabel
Settings/Audiences: Graduate/Post-Graduate Academic Programs

Friday, 26 March, 3:00 PM
Digital Learning & Technologies
Panel Session with Q & A

Supporting Classroom Teachers of ELs: Best Practices of EL Coaching
Implementing best practices of EL instructional coaching and coteaching is crucial for districts’ ability to support classroom teachers of ELs. Three panelists share their insights on how research-based models are applied in practice. This session is of special interest to anyone involved in PD of classroom teachers of ELs.
Presenter(s): Diana Bayona-Bland, Tracy Tabor, Svetlana Nuss
Settings/Audiences: Primary School, Secondary School

Friday, 26 March, 3:00 PM
Advocacy, Social Justice, & Community Building
Panel Session with Roundtable

The Immigrant Song: Challenges SiFEs Face in Host Countries
This session addresses the challenges ELs with interrupted education face as a result of Latin American socioeconomic migration, Arab and African refugee migration, and internal political/economic disruptions. Attendees gain insight into the issues students with interrupted formal education face to understand their needs and inform teaching and advocacy.
Presenter(s): Jose Franco, Judith O’Loughlin, Brenda Custodio, Orangel Abreu, Ahmed Kadhum Fahad, Kara McDonald
Settings/Audiences: Academic English Programs, Adult Education

Friday, 26 March, 3:00 PM
Personal & Professional Development
TESOL In Focus with Q & A

Unprecedented Precedence: New ways of promoting excellence through CEA accreditation
CEA, the Commission on English Language Program Accreditation, is a specialized accreditor promoting excellence in the field of English language teaching and administration for postsecondary IEPs. Various operational changes have been undertaken for meetings, training events and site visits. Survey results of site pandemic-related changes and agency adaptations are presented.
Presenter(s): Heidi Vellenga
Settings/Audiences: Adult Education
What’s the Use of Usage-Based Linguistic Approaches to Language Teaching?
This session explores how cognitive linguistics, sociocultural theory, and corpus linguistics contribute to usage-based approaches to language teaching. Their shared focus on meaning as the basis of human communication is particularly relevant for L2 teaching. Following a brief discussion of each approach, the panel concludes with a Q&A.
Presenter(s): Natalia Dolgova, Andrea Tyler, Benjamin White, Jack Hardy

Settings/Audiences: Academic English Programs

Empowering Effective EFL/ESL Teacher Training in the Postpandemic World
Following rapid worldwide shifts in education in response to global events, what pedagogical and practical needs now inform ESL/EFL teacher training program design? Guided by TESOL’s 6 Principles®, participants explore new insights into how PD can empower and inspire English teachers in the post-COVID-19 world.
Presenter(s): Kathleen Copeland, Nicole Servais, Jennifer Johnston, Ketty Reppert

Settings/Audiences: Graduate/Post-Graduate Academic Programs

Antiracist Genre Pedagogy: Considerations for a North American Context
This session, for K–12 English language teachers, outlines a set of principles and practices for engaging in genre-based literacy instruction that is fundamentally and actively antiracist. Attendees leave with a five-point framework for designing their own antiracist genre-based curriculum, instruction, and assessment.
Presenter(s): Kathryn Accurso

Settings/Audiences: Primary School, Secondary School

Exploring “Good Writing” and Complexities of Cultural and Linguistic Comparisons
This session revisits intercultural rhetoric, including positioning it as a link between L2 writing and the translanguaging approach. Focusing on complexities in how L2 writers negotiate linguistic and cultural differences, panelists discuss and explore writing research and practice in a variety of contexts and academic levels (from secondary to postgraduate).
Presenter(s): Estela Ene, Kyle McIntosh, Nancy Ann Overman, Andrea Lypka, Kazuyuki Kawano, Ulla Connor

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Best Practices for Instructional Coaching in EL Teacher Education
The presenters describe a coaching model for in-service teachers. Specifically, they detail how and why the coaching model evolved in response to teachers’ reactions, how the model was integrated into academic coursework, and ways this coaching resulted in teachers’ increased use of effective differentiation strategies and cognitive learning strategies.
Presenter(s): Jill Swavely

Settings/Audiences: Primary School, Secondary School

Equitable Measurement of EL’s Reading Fluency Performance and Progress
Reading fluency is defined as reading at an appropriate rate with adequate comprehension. This session provides tools for teachers to measure reading fluency progress. We present research on measuring fluency growth and demonstrate how to use the tools with a practice data set. Participants are invited to bring a laptop.
Presenter(s): Steven Carter, Neil J. Anderson

Settings/Audiences: Academic English Programs, Adult Education

Concurrent Sessions

Leadership and Presentation Skills: Teaching in the ESP Global Context
What are the language and presentation strategies used by today’s successful global leaders? Explore proven techniques for teaching executive presence to international professionals in the ESP context. Participants examine techniques for effective leadership and presentation skills. Gain resources for teaching students how to motivate stakeholders and create new opportunities.
Presenter(s): Daniel Bullock

Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs

Teaching Large-Enrollment Online EFL Courses: Faculty Perspectives and Curricular Models
This session discusses research on faculty experiences teaching large online EFL courses. After providing a brief overview of the study, the presenters focus on challenges instructors face, pedagogical implications in the areas of online course development and implementation, and institutional support options and opportunities. Concrete examples are provided.
Presenter(s): Dawn Bikowski

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

5:00 pm US ET
Beyond the Textbook: Creating Engaging ESL Materials
Many ESL textbooks play it safe in terms of content, which limit their ability to interest and motivate learners. This session focuses on adapting and supplementing textbooks with original, motivating teacher-created materials. The presenter also demonstrates how original materials can help review old learning points and preview upcoming ones.
Presenter(s): Gregory Mizera

Settings/Audiences: Secondary School, Academic English Programs

Corpora and Data-Driven Learning for Younger Learners: Making It Work
Data-driven learning (DDL) involves direct learner engagement with language corpus data, working as “language detectives,” with “every student a Sherlock Holmes.” This session discusses the affordances of DDL for younger (pretertiary) learners, introduces some useful DDL tools, and outlines challenges in implementing DDL in the pretertiary TESOL classroom.
Presenter(s): Peter Crosthwaite

Settings/Audiences: Secondary School, Academic English Programs
Critical Reading and Stance-Taking: Effective Online Practices
Demonstrating critical reading skills through class discussion are part and parcel to academic success. For international students entering graduate-level studies, it is crucial to understand how new literacy skills form the basis for contributions to discussion. The presenters examine online reading course materials and effective pedagogical practices promoting stance-taking.
Presenter(s): Natalya Watson
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Programs

Mission Possible: Interweaving Content-Language Learning Outcomes for Student Success
What happens when social science professors and ESL instructors coteach university-level general-education prerequisites? Emerging bilingual students not only master content, expanding their intercultural competencies, but also develop literacy skills to communicate more effectively in academic contexts. This session explores practices that allow specialist educators to collaborate productively throughout a course.
Presenter(s): William C. Cole-French, Kristen Petersen
Settings/Audiences: Academic English Programs

Naming and Disrupting White Complicity in TESOL Teacher Education
Drawing on notions of White complicity and vigilance, a panel of White female teacher educators share insights and ongoing dilemmas from their research on efforts to disrupt racist language pedagogies and curriculum in TESOL teacher education. Critical Whiteness studies, raciolinguistics, and critical self-reflexivity frame the overall session and individual presentations.
Presenter(s): Judy Sharkey
Settings/Audiences: Primary School, Graduate/Post-Graduate Programs

Promoting Cross-Cultural Dialogue Through Virtual International Exchange
With travel restrictions imposed by COVID-19, international virtual exchange can become an alternative to foster cross-cultural dialogue and English learning in secondary and higher education. The presenters share findings from synchronous and asynchronous exchange opportunities that engaged domestic and international students in sharing cultural experiences, creating a virtual art festival, and promoting multilingualism.
Presenter(s): Clara Bauler
Settings/Audiences: Secondary School, Academic English Programs

Advocacy, Social Justice, & Community Building

Teacher Book Clubs: Examining the Refugee and Resettlement Experience
What can an ESL teacher do when mainstream teachers do not connect with or show empathy for newcomer refugee students? This session discusses how an urban elementary school worked to build a more inclusive community by reading fiction centered on the refugee and resettlement experience.
Presenter(s): Kelly Bull
Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs

Teacher Development on Twitter: What Social Network Analysis Tells Us
The mixed-method netnographic social network analysis study discussed examines PD in Twitter’s ELT community, ELT Twitter chat topics, the mechanisms reproducing patterns of response, and Twitter’s influence on teachers’ interests and practice. The study provides support of Twitter’s benefits and teachers’ self-directed PD as a valid form of PD.
Presenter(s): Anna Bartosik
Settings/Audiences: Academic English Programs, Adult Education

Teaching Graphic Novel Literacy for Social Justice: A Multiliteracy Approach
In this workshop, participants learn why students should “read” the visual language in a graphic novel for increased comprehension, emotional impact, and motivation. Participants explore equity-oriented graphic novels and resources to collaborate and create a sample unit plan that addresses social justice issues in their own classroom.
Presenter(s): Tamara Wik
Settings/Audiences: Secondary School, Intensive English/Private Language Programs

The Apple of Your Writing: Descriptive Writing for ESL
What does “be more specific” mean? How much should I say? Why do I need to write all that? This session presents a memorable, task-based exercise that engages students across a variety of levels in determining which details are necessary, helping them answer “how much is enough?” for themselves.
Presenter(s): R. Scott Partridge, Monica Farling
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs
The Brain is Behind the Operation: Evidence-Based ELT

This session examines how recent neuroscientific research regarding learning can dispel myths, and shows how neuroscience, together with psychology and other educational research, can provide an evidence base that informs and validates what we do in the English language classroom. Practical teaching examples are given.

Presenter(s): Patricia Harries, Carol Lethaby
Settings/Audiences: Graduate/Post-Graduate Academic Programs, Intensive English/Private Language Programs

Title III Consortium Support for Low-Incidence Districts

This session demonstrates how two Title III Consortia support districts to improve outcomes for ELs. Each consortium takes a different approach to providing resources, professional learning opportunities, guidance, and technical assistance while increasing the capacity of the districts and staff to support ELs.

Presenter(s): Jill Kramer, Dana Weber
Settings/Audiences: Primary School, Secondary School

Using a Generative Learning Model to Approach Mentor Texts

This session investigates some of the theory, practices, and benefits of using a mentor text as a springboard for students to generate their own academic essay outline. The presenter shares tips and best practices to guide students as well as some ideas that will motivate student engagement.

Presenter(s): Amanda Simons
Settings/Audiences: Academic English Programs

Cultivating Intercultural Competence Abroad Through Guided Reflection

This session reports on research conducted on international students in the United States and France. Students reflected on their experience living abroad through a guided reflection approach. Findings report that reflection helps transform dialogue from "solid" to "liquid." Recommendations for study abroad training programs as well as in-classroom activities are provided.

Presenter(s): Judith White
Settings/Audiences: Academic English Programs, Adult Education

Empowering ELs With Digital Learning Resources

Empower ELs by supporting higher order thinking and offering choice and voice in virtual settings. Participants explore digital learning tools as a catalyst for language development, content achievement, and engaged learning. Bring your own device to this interactive session.

Presenter(s): Maria Cieslak
Settings/Audiences: Primary School, Secondary School

Enriched Learning Through Mindfulness, Dance, Yoga, and Exercise-Based Brain Boosters

This high-energy workshop is led by two visionaries who offer research in neuroscience and cognitive psychology that shows the crucial importance of classroom brain energizers. Eight fun and easy brain energizers for the mind, body, and soul are demonstrated through innovative mindfulness techniques, creative dance, yoga practices, and physical exercises.

Presenter(s): Patrick T. Randolph, Laura Giacomini
Settings/Audiences: Primary School, Intensive English/Private Language Programs

Motivating and Engaging Online Learning: Practical Ideas for Adolescent ELs

Reconsideration of how we design online instruction to motivate ELs is imperative. This session focuses on demonstration and hands-on experience with digital tools, such as Flipgrid, Google Expeditions, and Seek by iNaturalist, in order to create generative environments that meaningfully engage ELs in content-based language lessons.

Presenter(s): Robin Schell, Betty Thomason, Natalia Ward, Clara Lee Brown
Settings/Audiences: Secondary School

Using Calligraphy and the Visual Arts to Teach English Vocabulary

The careful use of visual arts, such as calligraphy and painting, can help ELs process and retain new vocabulary. Drawing from both East Asian and Western cultural traditions, this session illustrates several visual arts techniques that stimulate the memory by engaging the learner’s senses and emotions.

Presenter(s): Alan Seaman
Settings/Audiences: Secondary School, Academic English Programs
Tuesday, 27 March, 5:00 AM

Listening, Speaking & Pronunciation

2021 TESOL Award for Distinguished Research Session with Q & A

**Activity Theory and Understanding Interaction in Peer Feedback Activities**
The session reports on using Activity Theory as a framework for understanding the role played by learners’ motives for second language learning, writing and peer interaction. The findings are discussed in terms of how an array of individual-related and context-related factors shape learners’ approaches towards peer feedback activities.

**Presenter(s):** Azar Tajabadi

**Settings/Audiences:** Early Childhood, Primary School

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Tuesday, 27 March, 5:00 AM

Vocabulary & Grammar

Recorded Presentation with Q & A

**Expanding and Using Vocabulary With Word Clouds**
The presenter, who teaches in an EFL tertiary setting, introduces a collection of 50+ word cloud activities useful for teachers and students of English to expand and use vocabulary in academic reading and writing courses.

**Presenter(s):** Suzan Stamper

**Settings/Audiences:** Academic English Programs, Intensive English/Private Language Programs

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Tuesday, 27 March, 5:00 AM

Applied Linguistics

Recorded Presentation with Q & A

**Teaching English in the Multilingual Context of Balochistan: Challenges and Solutions**
Balochistan is a multilingual and multiethnic province of Pakistan. In this underprivileged region, various languages are spoken, so English is taught as a third language. The presenter explores the challenges faced by the female English language teachers in their multilingual classrooms and suggests solutions to overcome such challenges.

**Presenter(s):** Shumaila Butt

**Settings/Audiences:** Secondary School, Graduate/Post-Graduate Academic Programs

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Saturday, 27 March, 6:00 AM

Vocabulary & Grammar

Recorded Presentation with Q & A

**A Study Design Checklist for Practitioners to Evaluate Vocabulary Research**
Teachers interested in referencing front-line vocabulary research can now choose from a multitude of studies as such reports are now commonplace. What is missing is a set of accessible checks teachers can use to gauge the trustworthiness and quality of these reports. Such a checklist is provided in this session.

**Presenter(s):** Joseph Vitta

**Settings/Audiences:** Academic English Programs, Graduate/Post-Graduate Academic Programs

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Saturday, 27 March, 6:00 AM

Digital Learning & Technologies

TESOL In Focus

**New Ways in Teaching With Games**
Presenters introduce a ground-breaking new book on language gaming that contains a variety of board, dice, and online games for different levels and learning objectives. A YouTube video was developed for each game to illustrate how each should be played to maximize language learning opportunities.

**Presenter(s):** Randall Sadler, Ulugbek Nurmuhammedov

**Settings/Audiences:** Secondary School, Adult Education

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Saturday, 27 March, 6:00 AM

Reading, Writing, & Literacy

Recorded Presentation with Q & A

**Writing Immigration Stories in the High School EL Class**
This session shares a success story of high school ELs who were motivated to write immigration stories. Participants gain insight into the necessity of having a meaningful topic and procedural knowledge for using an authentic writing prompt for essays that satisfy the literacy goals of the striving school district.

**Presenter(s):** Jane Ward

**Settings/Audiences:** Secondary School

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Saturday, 27 March, 7:00 AM

Listening, Speaking & Pronunciation

**A Technology-Integrated Complexity System Approach to L2 Pronunciation Teaching**
Despite advances in L2 pronunciation teaching, students may still be unable to apply what they learned in the classroom in their daily communication because pronunciation features were taught in isolation. A complexity system view of pronunciation, along with the integration of technology, offers a much needed and promising new approach.

**Presenter(s):** Di Liu

**Settings/Audiences:** Academic English Programs, Graduate/Post-Graduate Academic Programs
**Beyond Zoom: WhatsApp as an Alternative Platform for Adult ESL**
When COVID-19 forced adult education to move online, many ELs were unable to participate in video lessons. In this session, discover how one rural-area program used WhatsApp to keep students engaged before, during, and after stay-at-home orders disrupted the traditional classroom.

*Presenter(s):* Glenda Rose

**Settings/Audiences:** Adult Education

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**Effectively Administering Language Programs in a Remote, Socially Distanced World**
This session features multiple panelists presenting best practices for leadership of remotely delivered language programs with a particular focus on how to address common complications found in this environment, such as staying student centered, mentoring teachers, conducting virtual classroom observations, advising students, managing resources, and navigating time differences.

*Presenter(s):* Rosario Giraldez, Kateryna Forynna, Llej Schwartz, Kirti Kapur

**Settings/Audiences:** Academic English Programs

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**Engaging Students While Inductively Teaching Grammar Via Presentation Software**
This session offers teachers a student-centered approach that encourages participation while teaching the rules of grammar. Students find this fresh method interesting and effective in allowing them to identify and produce certain grammatical structures that they have previously found to be overwhelmingly complex.

*Presenter(s):* Caitlin Capone

**Settings/Audiences:** Academic English Programs, Intensive English/Private Language Programs

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**Critical Friendining and Peer Coaching during the Disruptive COVID-19 Pandemic**
Educators from Israel, Switzerland, the United Kingdom, and the United States discuss the disruptive pivot to online teaching during the pandemic and the role of critical friend and peer coaching as a move away from master narratives. They share how meaning making included exploratory, self-critical, and reflective discourses, as well as multimodality.

*Presenter(s):* Arieh Sherris, Diana Gonzalez, Dot McElhone, Anita Bright, Jessica Bradley, Susan Acosta, Brad Parker, Dulce Nino, Valerie Jakar, Sabine Little, Hina Agarwalla

**Settings/Audiences:** Primary School, Secondary School

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**Invoking "Disruptive" Teacher Leadership Among EL Pre- and In-service Teachers**
Advocacy is an important tenet within the K–12 EL teacher profession, yet EL teacher education often operates within a frame of comfort and accessibility, limiting opportunities to examine complex and disruptive topics. Teacher educator panelists address how they foster disruption to model teacher leadership among pre- and in-service teachers.

*Presenter(s):* Trish Morita-Mullaney, Michelle Benegas, Karla Stone, Michelle Greene, Amy Stolpestad, Lynne Stallings, Jenna Cushing-Leubner

**Settings/Audiences:** Primary School, Graduate/Post-Graduate Academic Programs

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**Effective Speaking Instruction Online**
This English as a Foreign Language and Computer-Assisted Language Learning Interest Section InterSection panel examines how teaching speaking online has been approached in EFL settings around the world. The panelists share their experiences, ranging from the use of innovative digital resources and websites to applications to in-class experiences in relation to effective speaking teaching online.

*Presenter(s):* Olenka Villavicencio, Jane Chien, Belinda Braunstein, Fuad Abdul Hamied, Araceli Salas, Marta Halaczkiwicz

**Settings/Audiences:** Academic English Programs, Adult Education

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**Multilingual Preservice Teachers’ Identity Negotiation and Reconstruction Through Poetry**
The standards set by monolingual English native practitioners in the TESOL world have neglected the experiences of those practitioners’ multilingual English nonnative counterparts. This dialogue session provides opportunities for participants to understand how art-based approaches in teacher education help preservice teachers reconstruct identities and main cultures and raise awareness of multilingual voices.

*Presenter(s):* Yixuan Wang

**Settings/Audiences:** Graduate/Post-Graduate Academic Programs
CONCURRENT SESSIONS

Saturday, 27 March, 11:00 AM

Personal & Professional Development
Panel Session with Q & A

Pivoting Online: Supporting Teachers in Online Teaching
Teaching language in an asynchronous environment is vastly different from typical intensive English environments. Adjusting requires finessing skills and adapting teaching aptitude to fit a modality not designed for traditional language approaches. In this session, panelists discuss strategic and responsive teacher training to meet the needs of online teaching.

Presenter(s): Emily Clark, Summer Peixoto, Elizabeth Gould
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

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Saturday, 27 March, 11:00 AM

Advocacy, Social Justice, & Community Building
Intersection Session with Q & A

Pursuing Social Justice in TESOL
This panel of TESOL educators, researchers, and teacher trainers showcase current work on the topic of social justice. Presenters explore how TESOL professionals can expose and address inequalities, what practices and tools can be used to empower others, and what efforts are being made to bring about social change.

Presenter(s): Benjamin White, Ryuko Kubota, Raichle Farrelly, Melissa Cahnmann-Taylor, Kathleen McGovern
Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs

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Saturday, 27 March, 11:00 AM

Culture & Intercultural Communication
Recorded Presentation with Q & A

Revamping the Cultural Artifact Activity to Prepare Critical Intercultural Teachers
This session demonstrates one tool for teacher educators to employ to engage preservice teachers in critical self-analysis of their intercultural beliefs, knowledges, and communicative practices. The presenter expands on the traditionally superficial cultural artifact sharing activity through active silent listening, discourse analysis, and postinteraction critical reflection.

Presenter(s): Amanda Swearingen
Settings/Audiences: Graduate/Post-Graduate Academic Programs

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Saturday, 27 March, 11:00 AM

Teacher Education
Recorded Presentation with Q & A

Supporting Racial Literacy Among Teachers of Multilingual Learners
This session for K–12 teacher educators and teachers of multilingual learners shares promising practices and lessons learned from “REAL Talk,” an international, intergenerational racial literacy book club. Attendees leave with a framework for creating community and accountability around issues of racial and linguistic justice in their own contexts.

Presenter(s): Brenda Muzeta
Settings/Audiences: Graduate/Post-Graduate Academic Programs

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Saturday, 27 March, 11:00 AM

Digital Learning & Technologies
Invited Speaker Session with Q & A

The Challenges and Promises of Technologies in Remote Learning Environments
The presenters consider six fundamental elements of remote learning, which they call the 6 “As”: Availability, Access, Awareness, Application, Assistance, Affiliation. Each element is considered in terms of the technology considerations educators need to grapple with to ensure the academic and social-emotional growth of their ELs.

Presenter(s): Cristiane Vicentini, Ashlee Cappucci, Tony Erben
Settings/Audiences: Primary School, Secondary School

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Saturday, 27 March, 2:00 PM

Language Assessment
Recorded Presentation with Q & A

Empowering Multilingual Learners Through Classroom Assessment in Multiple Languages
Equity for multilingual learners in K–12 settings stems from teaching and assessment practices that are inclusive of multilingualism. In that way, multilingual learners can negotiate meaning and engage in deep learning in the languages of their choice. Using a five-step cycle, this session highlights classroom assessment strategies in multiple languages.

Presenter(s): Margo Gottlieb
Settings/Audiences: Primary School, Secondary School
Extensive Reading: An L2 Reading Essential for Adult Learners
Considering the wide variety of L2 high school, adult education, and higher education students, instructors must be strategic in implementing research-based approaches to engage and motivate L2 reading for learner success. Using a variety of hands-on tasks, participants gain knowledge, experience, and materials for including extensive reading in their reading curriculum.

Presenter(s): Doreen Ewert

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Female Leadership in ELT in Latin America
This research-based session explores how female teachers and researchers in the ELT field become leaders in Latin America. The study found that collaboration and trust from other women are significant in the development of female leaders in the region. The session will hopefully raise awareness on female leadership emergence.

Presenter(s): Araceli Salas

Settings/Audiences: Adult Education

Fostering Leadership Through Project-Based Language Learning
This session introduces a project-based language course, Language Learning Through Leadership and Service, which provides a platform for both language development and student success. Through this interactive presentation, participants consider ways to create relevance in the language classroom as they gain a richer understanding of PBL.

Presenter(s): Ikuko Fujiwara

Settings/Audiences: Academic English Programs

Intercultural Communication Training: Bolivia in the Global Software Development Industry
This session shows the results of more than 10 years of research and development of an English training program for Bolivian software engineers to enable them to join the global software development industry. The presenter discusses intercultural communication challenges in multicultural teams, and the methodology and tools applied in the program.

Presenter(s): Maria Gutierrez

Settings/Audiences: Adult Education

Modeling Technological Pedagogical Content Knowledge to Engage Teachers in CALL Training
This pedagogy-based session models Technological Pedagogical Content Knowledge (TPACK) to engage EFL school teachers in intensive, formal CALL teacher training in rural schools who have to follow a prescribed curriculum and work in underresourced classrooms. Enacting the TPACK-in-Action framework, the presenter initiates contextualized, TPACK-driven tasks to prepare teachers for change.

Presenter(s): Tien Minh Mai

Settings/Audiences: Adult Education

Mythbusters 2.0: Research-Based L2 Writing Classroom Practices
Despite much research on teaching L2 writing in the past decade, classroom practices may still be based more in mythology than research-informed practice. Each presenter highlights a writing myth (from process to development to language use), related research, and tested practices to reorient teaching toward more effective practice.

Presenter(s): Jan Frodesen, Gena Bennett, Diane Schmitt, Margi Wald

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

New Ways in Teaching Speaking: Engaging Activities for Students
The presenters describe five new, engaging lesson plan activities published in "New Ways in Teaching Speaking, Second Edition," from TESOL Press. Attendees receive a link providing each ready-to-use activity’s step-by-step instructions. This session focuses on “speaking and technology” or “spoken EAP” activities; the book includes many activities from several categories.

Presenter(s): Julie Vorholt

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

"Nonnative" English Speakers in TESOL: Current Issues and Future Prospects
For nearly three decades, scholars problematized dominant approaches in TESOL and offered novel ways to reconceptualize the notions of standards, legitimacy, ownership, identity, instruction, use, and interaction. In this session, panelists offer their vision for the future of this line of scholarship and discuss its implications for TESOL profession(als).

Presenter(s): Aya Matsuda, Nathanael Rudolph, Bedrettin Yazan

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs
Peer Collaboration and Professional Accountability Through Observations
This session revolves around findings from research on current continuous PD approaches, results from a quantitative survey carried out in the Brazilian English language teaching context, and qualitative data gathered from interviews with ELT professionals: teachers, teacher educators, and managers. It involves discussion on future perspectives regarding observation.
Presenter(s): Marcela Cintra
Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs

A Norming System for Writing Assessments That Works
Norming of placement writing exams and term writing tests is essential in an IEP. Successful norming ensures interrater reliability and increases instructor confidence. This session presents a solid model of norming writing assignments through training, follow-up, and consistent application that is proven to work.
Presenter(s): Michelle Snead
Settings/Audiences: Intensive English/Private Language Programs

Contract Cheating: What Is It? How to Deal With It?
Have you ever received papers that do not seem to have been written by your students? This session offers participants an opportunity to discuss problems regarding contract cheating and ways for educators to deal with it. Participants leave with concrete strategies for preventing, deterring, and responding to contract cheating.
Presenter(s): Thu Tran
Settings/Audiences: Academic English Programs

Coping With Change: Teaching Philosophy Statements Reimagined for Reflection
Changing times demand continued reflection on practice. The teaching philosophy statement (TPS), rarely used outside of the hiring process, is underutilized and disliked by teachers. This workshop introduces new approaches to the TPS as a reflective tool. Explore five effective strategies to create, edit, and reflect on teaching philosophy statements.
Presenter(s): Kelly Donovan, Terra Nicoll
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Designing Online Language Teacher Education
Is your teacher education program looking to go online? In this workshop, participants coconstruct a framework for online language teacher education (OLTE) and explore guiding principles for designing OLTE. Presenters provide examples from their context and participants have time to workshop their materials in light of the framework and guidelines.
Presenter(s): Julia Reimer
Settings/Audiences: Graduate/Post-Graduate Academic Programs
Inspired With Content, Empowered Through Academic Literacy: Reassessing Course Design
This session considers a five-pronged strategy for designing EAP assignments within a content-based humanities course. The presenters reflect on the utility of the strategy, especially for closing academic literacy gaps (e.g., negotiating academic discourse, finding academic voice, and projecting academic persona) when bringing IEP and U.S. students together for joint assignments.

Presenter(s): Lynne Rankin-Clark

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Language and Interculturality: Teaching From a Discourse Approach
This session critically analyses the traditional approaches to teaching interculturality in the context of ESL/EFL and exemplifies some ways to teach interculturality using a critical discourse analytic approach. It is suggested that the critical discourse analytic approach should be integral to language teacher training programs.

Presenter(s): Sadia Shad

Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs

Pronunciation Assessment Guidelines and Best Practices in ITA Programs
A panel of experts shares assessment procedures, guidelines, and rubrics used at two U.S. universities to assess the English oral proficiency of prospective ITAs. They also discuss the features that seem to impact ITAs’ comprehensibility, ITAs’ perceptions of the testing experience, and program services to assist ITAs.

Presenter(s): Veronica Sardegna

Settings/Audiences: Academic English Programs, International Teaching Assistantships

Research Trends in Online Language Teaching and Teacher Education
Practice informs research and research informs practice. This panel explores this symbiotic relationship, beginning with an overview of online research trends, and continues with specific research: affordances and limitations in online language teacher education, conversation analysis methods in online talk, building an online community of inquiry, and reconceptualizing PD.

Presenter(s): Deborah Healey, Mary Ann Christison, Amber Warren, Joan Kang Shin, Faridah Pawan

Settings/Audiences: Graduate/Post-Graduate Academic Programs, International Teaching Assistantships

The Seal of Biliteracy for EFL Students and Programs Abroad
In this session, attendees learn how educators and ministries of education can use the Seal of Biliteracy to promote the study of English as a foreign language.

Presenter(s): Christel Brody, Paul Sandrock

Settings/Audiences: Adult Education

Tools for Developing Cultural Competence in Teacher Education Programs
The presenters discuss two teacher education programs’ continuous improvement to guide candidates with acquiring and demonstrating cultural competence. The session features self-study of two assignments: a sociolinguistics autobiography and a culture study project. Attendees receive the guidelines and assessment tools for both assignments.

Presenter(s): Gisela Ernst-Slavit, Andrea Hellman, Alexis Gonzalez

Settings/Audiences: Graduate/Post-Graduate Academic Programs

Trained Conversation Partners in the ESL Classroom: Facilitating Intercultural Dialogue
Discover how conversation partners trained on a service-learning model go into ESL classrooms for developing conversation skills and fostering a positive campus culture. The program removes social barriers to interactions and relationship development between confident English speakers and international ESL students, building intercultural communication skills to foster mutual cultural understanding.

Presenter(s): Amy Chastain, Melissa Meisterheimer, Benjamin J Hassman, and Sonja N Mayrhofer

Settings/Audiences: Secondary School, Academic English Programs

Translanguaging in the EFL Classroom: Student Voice, Freedom, and Access
Attendees explore possibilities for incorporating students’ L1s in EFL classrooms. Guiding questions include: How does translanguaging provide a voice to emergent multilingual students? What are the consequences of denying students’ home languages? What changes need to occur for translanguaging to be embraced? How can translanguaging make learning more accessible?

Presenter(s): Amanda Swearingen

Settings/Audiences: Secondary School, Intensive English/Private Language Programs
CONCURRENT SESSIONS

Saturday, 27 March, 3:00 PM
**Vocabulary & Grammar**
Recorded Presentation with Q & A

**Working With Multiword Expressions Across Language Levels and Skills**
Multiword phrases are highly frequent in all language uses. Teaching and learning recurrent multiword phrases is important in listening, speaking, reading, and writing, and their uses can be highlighted in practically any context. This session offers teaching strategies and activities that are practical and effective in various instructional settings.

**Presenter(s): Brent Green**

**Settings/Audiences: Secondary School, Academic English Programs**

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Saturday, 27 March, 4:00 PM
**Personal & Professional Development**
Recorded Presentation with Q & A

**Integrating Design Thinking in Language Curriculum Design**
Language curriculum design can be challenging and time-consuming. By suggesting clear steps for teachers and curriculum designers, this session focuses on how to integrate design thinking, a collaborative and creative problem-solving approach, into the curriculum/course/syllabus design process in order to make it more efficient, effective, and human-centered.

**Presenter(s): Kelley Crites**

**Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs**

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Saturday, 27 March, 4:00 PM
**Materials Development & Publishing**
Intersection Session with Q & A

**Developing Effective Materials for Adolescent and Adult Emergent Readers**
Those who teach adolescents or adults who are emergent readers struggle to find materials that are representative and age-appropriate. This session discusses the unique literacy needs of this population and how materials can be better developed to meet their needs.

**Presenter(s): Sarah Daniels-Larson, Andrea Echelberger**

**Settings/Audiences: Secondary School, Adult Education**

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Saturday, 27 March, 4:00 PM
**Applied Linguistics**
Recorded Presentation with Q & A

**Evidence-Based Vision-Building Motivational Strategies in the L2 Classroom**
This session reports on motivational strategy use in the college-level L2 classroom. Attendees are provided with a motivational teaching diagnosis questionnaire for self-evaluation and walk away with classroom-tested vision-building motivational strategies and tasks that are easily adaptable to any ESL/EFL teaching context and curriculum.

**Presenter(s): Zeynep Erdil-Moody**

**Settings/Audiences: Academic English Programs**

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Saturday, 27 March, 4:00 PM
**Advocacy, Social Justice, & Community Building**
Invited Speaker

**Identifying, Referring, and Servicing Dually Identified EL/SpEd Students**
This session explores how educators can use comparative data to meet the needs of EL students in making informed decisions about referrals to special education (SpEd), thereby reducing disproportionality, and identify collaborative practices in the multiliteracy system of support process that meet ELs’ language needs in supporting appropriate referrals/services of ELs to SpEd.

**Presenter(s): Lynda Idle**

**Settings/Audiences: Primary School, Secondary School**

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Saturday, 27 March, 4:00 PM
**Program Administration & Evaluation**
Academic Session with Q & A

**ITA Programs and Internationalization: A Local Transformative Resource Approach**
The panelists discuss policy issues regarding internationalization efforts, the role of ITA programs, and the benefits of a linguistic asset perspective in which ITAs are a transformative resource for intercultural learning. Concrete ways in which ITA programs can amplify opportunities for domestic students to develop global-cultural competence are addressed.

**Presenter(s): Linda Harklau, James Coda, Roxana Senyshyn, Elizabeth Wittner, Maria Mendoza**

**Settings/Audiences: International Teaching Assistantships**

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Saturday, 27 March, 4:00 PM
**Personal & Professional Development**
Workshop

**Maintaining Motivation in Mystifying Moments**
Teaching is challenging, and dealing with frustrating and demotivating factors can directly impact both student and teacher performance in the classroom. This workshop explores factors of motivation and strategies to effectively maintain motivation. Leave this workshop with a self-made motivational keepsake and a renewed sense of motivation.

**Presenter(s): Terra Nicoll, Kelly Donovan**

**Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs**

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Saturday, 27 March, 4:00 PM
**Content-Integrated Approaches**
Panel Session with Q & A

**Models for Preparing Adult ELs for the Workforce**
Adult ELs need support to realize their career goals. Integrated EL civics (IELCE) curriculum enhances integrated education and training (IET) in order to prepare learners for the workforce. Presenters describe their exemplary program models, challenges, and successes to assist participants in evaluating the models for their own program use.

**Presenter(s): Lori Howard, Evelyn Jackson, Paige Endo**

**Settings/Audiences: Adult Education**
Preservice ESL Teachers and Undocumented Students
This session describes a research project that explores preservice ESL teacher candidates’ awareness of and attitudes toward undocumented students in U.S. schools. Findings indicate that most teacher candidates are unaware of undocumented students and the issues they face, and that teacher education courses can raise awareness of these issues.
Presenter(s): Gregory Cramer
Settings/Audiences: Primary School, Secondary School

Supporting Instructors in Using Corpora in the Classroom
Though using corpus tools for language learning has been proven effective, there is still a need to support corpus-novice instructors in implementing context-specific corpus work. This session addresses this need by sharing strategies of ongoing scaffolding and training of corpus tools successfully adopted by a graduate EAP program.
Presenter(s): Rebekah Callari-Kaczmarczyk
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Teaching Notetaking in EAP: Weighing Commercial Textbooks and Authentic Materials
This workshop begins with issues related to notetaking in ELT, focusing on the evaluation and use of commercial and authentic materials for notetaking instruction. Participants are invited to consider their current teaching practices for notetaking and jointly analyze commercial materials for notetaking instruction.
Presenter(s): Joseph Siegel
Settings/Audiences: Secondary School, Academic English Programs

The Future is Now: COVID-19, the Zoom-Practicum, and Mixed-Reality Classrooms
With COVID-19, opportunities to practice face-to-face teaching have greatly diminished. The study discussed, designed to tackle this problem, describes the integration of mixed-reality classrooms—involving the teaching of simulated classes on TV, in which the students’ role is played by avatars—into Zoom-based practicum courses.
Presenter(s): Lia Kamhi-Stein, Ravy S. Lao, Nairi Issagholian
Settings/Audiences: Graduate/Post-Graduate Academic Programs, International Teaching Assistantships

(Re)considering Learner Engagement Through Digital Technologies: Lessons From Hong Kong
This session reports on findings from interviews with 10 primary and secondary school ELT teachers in Hong Kong during the COVID-19 pandemic. Findings address the primary challenge of engaging learners in a new language through digital environments and present new ways of implementing and thinking about digital learning and technologies.
Presenter(s): Kevin Wong
Settings/Audiences: Primary School, Secondary School

Using Photo-Narrative Frames to Explore EFL Teachers’ Professional Identities
This session discusses the use of photo-narrative frames, an innovation that integrates participant photographs with narratives, to explore the professional identity of expatriate EFL teachers. A case study is used to exemplify how photo-narrative frames support participants in constructing and understanding their own experiences and conveying their stories to others.
Presenter(s): Vincent Greenier
Settings/Audiences: Graduate/Post-Graduate Academic Programs

Working Memory, Long-Term Memory, and Language Teaching
This session compares the limitations of the working memory with the limitless nature of long-term memory. In practice, this means that teaching can’t overload working memory with new information and has to take advantage of what learners already know. Find out what all this means for English language teachers.
Presenter(s): Carol Lethaby
Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs

A Critical Lens of Inclusivity for Mainstream Classrooms
Emergent bilingual students (EBSs) of all proficiency levels participate in mainstream classrooms. Some incorporate EBSs dynamically. Others are sink-or-swim! How do we know? The presenter created an observation lens to predict the degree EBSs are guaranteed access to mainstream material, presents the lens, and discusses initial research implementing it.
Presenter(s): Eric Dwyer
Settings/Audiences: Primary School, Secondary School
Adapting Programs to Online Contexts
The COVID-19 emergency forced education to move to online contexts practically overnight. While some schools struggled to redesign their programs, others took this as an opportunity and were successful in making learning happen. The presenters share their experience adapting face-to-face and blended programs to the fully online context.
Presenter(s): Rosario Giraldez
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Interactivity, Choice, and Access: Integrating UDL Guidelines Into Virtual Classrooms
Universal Design for Learning (UDL) is all about curriculum that provides a pathway for all learners. Come to this session to brush up on the basics of UDL and then walk away with easy-to-implement and student-approved tips and tools to integrate UDL into your own online classroom.
Presenter(s): Dana Saito-Stehberger, Rachel Fernandez, Gail Schwartz
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

An Iterative Process for Designing an EAP Placement Test
Redesigning a placement exam is challenging, especially when the responsibility falls on instructors already balancing a full-time workload. In this session, a process is presented for enabling instructors to successfully share the workload of designing and piloting a new English oral placement exam for a graduate EAP program.
Presenter(s): Andrew Davis
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

LINCS 101: Community, Courses, and Resources for Adult Education
Have you ever heard of the Literacy Information and Communication System (LINCS)? LINCS delivers high-quality, on-demand educational opportunities to adult education practitioners. Join this session to learn the basics about what LINCS offers, what’s new with LINCS, and how to access it to use for ongoing PD.
Presenter(s): Cherise Moore
Settings/Audiences: Academic English Programs, Adult Education

Begin Within: Empower Your Pedagogy With a Racial Equity Lens
Become inspired by two experienced social justice educators as they empower you with a racial equity lens to jumpstart your pedagogy and self-reflection, which will ultimately benefit your students. The presenters provide strategies, frameworks, and resources to further the necessary work of becoming your best selves for your learners.
Presenter(s): Lavette Coney, Elisabeth Chan
Settings/Audiences: Primary School, Graduate/Post-Graduate Academic Programs

Mitigating Trauma in Culturally and Linguistically Diverse Settings
This workshop explores transitions shock, including culture shock and trauma, with a particular lens on newcomer/recent arrival student populations. Participants analyze how significant stress can impact learning and gain tools to mitigate the influences of trauma in the school setting, especially in the context of limited English classrooms.
Presenter(s): Louise El Yaafouri
Settings/Audiences: Primary School, Secondary School

How Readers Cope With Unknown Vocabulary: An Eye Tracking Study
Readers use a variety of strategies for coping with unknown vocabulary: guessing the meaning from context, ignoring the word, and using a dictionary. This study utilizes eye tracking and comprehension scores to examine which strategies proved best. Implications, including activities aiming to improve strategic competency, are overviewed.
Presenter(s): Caleb Prichard
Settings/Audiences: Academic English Programs

Overcoming Obstacles in PD
Time, money, and resources are common obstacles in creating PD opportunities. The presenters discuss three educator-led activities they created to overcome these barriers within their institutions. Participants learn how to replicate these ideas to create similar projects in their own EFL or ESL contexts.
Presenter(s): Katrina Schmidt
Settings/Audiences: Academic English Programs, Adult Education
Paired-Speaking Tasks: Planning Conditions and Task Performance
The research project discussed explores planning for a paired-speaking task. This study identified the content and interaction features of learners planning phase speech and how these are related to speaking scores. The presenter discusses the pedagogical and research implications of the findings.

Presenter(s): Garrett Larson

Settings/Audiences: Intensive English/Private Language Programs
Prepare for a Career Teaching English

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Advocating for ELs Who Have Been Identified as Having Disabilities
This session reviews literature on the under- and overrepresentation of ELs identified as having dis/abilities and then presents ways ESL, bilingual, special education, and general education teachers can collaborate to create and advocate for productive and culturally sustaining learning environments for all students.

Presenter(s): Nicole King

Settings/Audiences: Primary School, Graduate/Post-Graduate Academic Programs

Affirming Multifaceted Identities in TESOL
ELT professionals identify themselves and are identified by others in many ways: "nonnative," bilingual, multilingual, translingual, among others. In this session, the panelists examine the distinctions among these terms and share their professional experiences navigating and affirming their and/or their students’ multifaceted identities in educational contexts.

Presenter(s): Doaa Rashed, Ching-Ching Lin, Aylin Atilgan Relyea, Lawrence Zhang, Rashi Jain

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

An Exploration of EFL Teachers’ Experience With Learning Disability Training
To date, little research on learning disability training in EFL contexts has been carried out. The purpose of the research discussed in this session was to find out about EFL teachers’ experience with learning disability training. Results indicated that the majority of participants did not feel confident identifying and accommodating students with learning disabilities.

Presenter(s): Jimalee Sowell, Larry Sugisaki

Settings/Audiences: Secondary School, Academic English Programs

Building Communities, Not Walls: Educating to Elevate Underserved Communities
Nonprofit ESL education is a growing field in the United States, but many members of underserved communities often have trouble accessing even free language programs due to work, childcare, or legal issues. In this session, the presenters share concrete steps one can take to best serve individuals in these communities.

Presenter(s): Noga Laor

Settings/Audiences: Adult Education
**Diversity and Leadership: Trajectories From 4 TESOL Past Presidents**

Over the past decade, the TESOL field has been more concerned with representation and diversity in leadership in language teacher associations. TESOL past presidents who represent linguistic, cultural, geographic, and racial diversity describe their leadership trajectories from their first leadership experience to the TESOL presidency.

*Presenter(s): Luciana de Oliveira*

*Settings/Audiences: Graduate/Post-Graduate Academic Programs*

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**Engaging Families in Early Childhood: Connecting Research, Theory, and Practice**

Research consistently indicates family engagement as a factor for educational success, especially for dual language learners. The panelists share research and theory that can improve family engagement practices. Perspectives of families, schools, and teachers are shared. Educators leave the session with practical ideas to increase family engagement.

*Presenter(s): Pamela Rose*

*Settings/Audiences: Primary School*

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**English as Gendered Symbolic Power: Findings of a Qualitative Inquiry**

This qualitative study of bilingual Indian women examines the ways in which English serves as a form of gendered symbolic power inside patriarchies. Seen through a critical lens and taken up from a feminist standpoint epistemology, early findings suggest that the relationship between English, gender, and power is indeed salient.

*Presenter(s): Kelly Metz-Matthews*

*Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs*

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**From Self-Researching to Classroom Transformation: Insightful Perspectives in TESOL**

This panel looks at the power of self-studying or self-researching, which enables English teachers to (re)think pedagogical practices, with the vision of achieving emotional well-being. Three interest sections in TESOL share perspectives and experiences on exploring “self” to transform actions in workplaces/classrooms.

*Presenter(s): Ethan Trinh, Bedrettin Yazan*

*Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs*

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**High School ELs Go to College: Barriers and Hopes**

This session documents experiences of college-bound ELs and counselors to identify successful strategies used and barriers faced in college applications. The session finds challenges despite educators’ best efforts to help. It provides suggestions for how TESOL educators can serve as advocates, facilitators, and mentors to college-bound ELs.

*Presenter(s): Lei Jiang*

*Settings/Audiences: Secondary School, Academic English Programs*

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**Home Translanguaging: Challenges and Best Practices**

This poster aims to discuss challenges that parents face in preserving and developing their twins’ first language while their U.S. school enforces an English-only policy and to present home translanguaging activities and strategies to encourage 6-year-old twins to use their first language and develop positive translingual dispositions.

*Presenter(s): Islam M. Farag*

*Settings/Audiences: Primary School, Adult Education*

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**How to be American: What Citizenship Textbooks Teach About Identity**

As conflict continues to escalate surrounding American identity, citizenship classes provide an important place for immigrants to construct this understanding. A multimodal discourse analysis was conducted of two popular citizenship textbooks to examine definitions of American social identity. Results of the analysis and implications for instructors are discussed.

*Presenter(s): Debby Adams*

*Settings/Audiences: Adult Education*

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**Increasing English Language Teachers’ Capacity to Teach for Social Justice**

This session discusses the principles and practices adopted in a project that aimed to increase the capacity of English language teachers to integrate social justice issues into their classes. After reflecting on various critical issues, the participants created lesson plans and materials and carried out their own social responsibility projects.

*Presenter(s): DENIZ Ortactepe-Hart*

*Settings/Audiences: Primary and Secondary School*
Advocacy, Social Justice, & Community Building

Panels and Sessions

**Insight to Action: Black ESL Students in the United States**
Panelists present findings from investigations, observations, and interviews of immigrants, refugees, and U.S.-born Black ELs in the United States. Case studies address challenges and resilience of students who are both linguistic and racial minorities. Presenters’ conclusions seek to increase participants’ awareness of and advocacy for traditionally marginalized students.

*Presenter(s): Ayanna Cooper*

**Settings/Audiences:** Primary and Secondary School

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**Language, Life Skills, Laughter, and Leadership: Creating Unlikely Future Leaders**
Secondary students from low-resource rural areas in Tanzania participate in a specialized English language program providing engaging input to improve language skills while developing life and leadership skills along with plenty of laughter. Learn how twice weekly classes, community projects, and immersion camps can build creative-thinking leaders from unlikely backgrounds.

*Presenter(s): Jane Petring*

**Settings/Audiences:** Primary and Secondary School

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**Leveraging Diverse Picturebooks to Create Spaces for Translanguaging in Classrooms**
Incorporating picturebooks reflecting students’ languages and cultures opens spaces for educators to draw on diverse students’ funds of knowledge to facilitate academic success. Presenters highlight practical implications for K–12 educators related to (a) leveraging multimodal texts to create spaces for translanguaging and (b) analyzing texts to plan for their implementation.

*Presenter(s): Sharon Smith*

**Settings/Audiences:** Primary and Secondary School

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**Peace Education and the EFL classroom: A Natural Union**
The presenter shares her experience in her doctoral journey as she investigates the intersection of language learning and peace education. Audience leave away with a better understanding of how providing students with effective conflict resolution and peacebuilding skills can improve intercultural communication.

*Presenter(s): Nichole McVeigh*

**Settings/Audiences:** Academic English Programs, Adult Education

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**Planning K–12 ESL Lessons to Meet Social Justice Standards**
This session presents a teaching tip introducing practical ways to incorporate social justice principles in lesson plans and enact them in day-to-day teaching in K–12 ESL classes. This tip is based on a document analysis research study examining the integration of social justice principles into ESL teachers’ lesson plans.

*Presenter(s): Alexandra Balconi*

**Settings/Audiences:** Primary and Secondary School

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**Ridding EL Programs of Othering Practices**
This session shares findings from a case study that sought to understand the support system for ELs at a secondary school in Los Angeles, California, USA. Findings suggest that consistency in practice and ideology across the system were important for producing specific positive outcomes. Implications for system improvement are discussed.

*Presenter(s): Olivia Obeso*

**Settings/Audiences:** Secondary School

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**Tajik Voices: Resilience Through Digital Storytelling**
In this time of COVID-19, the voices of youth challenged by loss and isolation can be shared through digital stories—recorded narrative, images, and music combined into short multimedia artifacts. Digital stories created by young Tajik women in an ACCESS program in southwestern Tajikistan are showcased.

*Presenter(s): Jode Brexa*

**Settings/Audiences:** Secondary School

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This session introduces a teaching tip focusing on practical ways to incorporate social justice principles in lesson plans and enact them in day-to-day teaching in K–12 ESL classes. This tip is based on a document analysis research study examining the integration of social justice principles into ESL teachers’ lesson plans.

*Presenter(s): Alexandra Balconi*

**Settings/Audiences:** Primary and Secondary School

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**Moving Across Accents: Beyond Monolingual Bias in ELT**
What is the role of accent(s) in ELT? The presenters in this session problematize the relationship between identity and accent(s), interrogating monolingual biases that permeate the teaching and learning of English in classrooms around the world. Presenters discuss implications for teaching practice and advocacy.

*Presenter(s): Doaa Rashed, Sunyung Song, Lilia Savova, Gabriela Klickova, Mai Mowafy*

**Settings/Audiences:** Academic English Programs, Graduate/Post-Graduate Academic Programs
Advocacy, Social Justice, & Community Building
Recorded Presentation

Toward Social Justice: Integrating Disability Into L2 Writing
An L2 writing pedagogy based on social justice enables writers to reframe and write about disability as a socially and politically constructed phenomenon and recognize people with disabilities beyond stereotypical perceptions. This session introduces L2 writing instructors an inclusive writing pedagogy and instructional materials containing the core concepts of disability studies.
Presenter(s): Negin Hosseini Goodrich
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Advocacy, Social Justice, & Community Building
Poster Session

Using Visual Literacy in ESOL to Build Community Among Immigrants
This session showcases an English language program that provides community conversation classes to immigrant adult learners using visual literacy. It highlights curricula developed to represent immigrant stories, build community, and promote civic engagement. Classes, centered on a video series, engage learners in English conversation and introduce essential civic topics.
Presenter(s): David Rowley
Settings/Audiences: Adult Education

Advocacy, Social Justice, & Community Building
Recorded Presentation

Worth the Risk: Toward Decentering Whiteness in ELT
This session demonstrates how TESOL frames Whiteness as both a prize and a goal, explains the deleterious impact whiteness has on racialized students and teachers, argues for the necessity of decentering Whiteness, and provides suggestions for ways we can push our field toward a future where Whiteness no longer reigns supreme.
Presenter(s): J.P.B. Gerald
Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs

Applied Linguistics
Panel Session

Bridging the Gap Between Linguistic Theory and Practice in TESOL
For language teachers, solid knowledge of the linguistic systems their students are acquiring is a must. This colloquium highlights that linguistic knowledge base, sharing some applications of knowledge of morphology, syntax, morpho-syntax, pragmatics, and phonology to different pedagogical contexts and domains of English language teaching and learning.
Presenter(s): Nabat Erdogan, Nikki Ashcraft, Howard Williams, Gulsat Aygen, Anna Krulatz, Solange Lopes-Murphy
Settings/Audiences: Graduate/Post-Graduate Academic Programs

Building Linguistically Integrated Classroom Communities: The Role of Teacher Practices
Based on the notion that students from all linguistic backgrounds benefit from peer relationships within and across EL and non-EL classified groups, researchers used social network analysis and qualitative analysis of fieldnotes to identify how teachers’ instructional practices relate to differences in their classroom peer networks’ linguistic integration.
Presenter(s): Amanda Kibler
Settings/Audiences: Primary and Secondary School

Applied Linguistics
Teaching Tip

Can your learners sustain motivation during challenging times? Teach them! Using the “Decoding the Disciplines” approach, this talk reports a series of successful activities and assessment tools designed to address the motivational bottleneck of L2 learning in a college-level Academic Listening class during COVID-19. Ideas can be readily implemented.
Presenter(s): Beatrix Burghardt
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Applied Linguistics
Poster Session

(De)hailing: Genre Conventions and Politeness Strategies in Admissions Decision Letters
This session explores the genre conventions and politeness strategies in admission decision letters, showing how letters of acceptance serve to interpellate or hail the recipients while those of rejection dehail them by different gatekeepers of academic discourse communities. Attendees should expect theorization of business communication along with close textual analysis.
Presenter(s): Mijanur Rahman
Settings/Audiences: Graduate/Post-Graduate Academic Programs, International Teaching Assistantships

Construction of Identity in Teaching Philosophy Statement
This session discusses how teachers of English use first-person pronouns and possessive determiners to express their identities in teaching philosophy statements, with a focus on types, frequencies, and functions. Participants leave this session with a greater understanding of how these powerful linguistic devices are used to communicate teaching identities.
Presenter(s): Ella Alhudithi
Settings/Audiences: Graduate/Post-Graduate Academic Programs
Corpus-Based Research Writing Activities for Engineering Students  
**Corpus-based activities are becoming influential in research and pedagogy. The presenter shares how mining techniques and developing corpus-based activities greatly impact EFL students’ (in our example, engineering students) research writing performance while they face field-related lexical choices.**  
**Presenter(s): Guzal Nurmatova**  
**Settings/Audiences: Academic English Programs**

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Effective Shortcuts to Understanding English Tense-Aspect Grammar Rules  
**Mastering the English tense-aspect system is challenging for adult university ESL learners, namely given writing needs. The presenters developed eight shortcuts that reflect the shared conceptualizations of tense-aspect prescriptive rules, based on ontological structures of time and happenings. These allow students to efficiently understand the main workings of the entire system.**  
**Presenter(s): Daniele Allard**  
**Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs**

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How to Get Published in TESOL and Applied Linguistics Serials  
**This session provides authors with advice on how to get published in academic journals. Editors from a number of journals discuss what they are looking for in submissions to their journals and answer audience questions.**  
**Presenter(s): Charlene Polio**  
**Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs**

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How Words Achieve Meaning in the U.S. Hyperpartisan Raciopolitical Context  
**This session reports findings from a study examining word meanings in the U.S. hyperpartisan political context. Findings reveal patterns of racial coding, reclaiming, political projection, and values attribution, creating sharply different meanings for the same word/phrase, pushing ELT to enrich vocabulary teaching beyond text-level context. Audience participation is encouraged.**  
**Presenter(s): Shondel Nero**  
**Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs**

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Language Learning Essentials: How and Why to Share With Learners  
**Discussing SLA research findings with language learners can empower them to become more intentional, consistent, and independent. The presenters share a simple infographic that describes essential elements of successful language learning, as well as materials that can be used to help students set achievable goals to maximize their learning.**  
**Presenter(s): Bridget Green**  
**Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs**

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Language Learning Strategies Past–Present: Where We Are as a Field  
**This session reports on a diachronic analysis (change over time) of the field of language learning strategies, synthesizing 45 years of evolution. Empirically driven by in-depth analyses of explicit definitions and implicit conceptualizations of strategies, developments are reported and a new theoretical framework is introduced for innovative research and practice.**  
**Presenter(s): Nathan Thomas**  
**Settings/Audiences: Secondary School, Academic English Programs**

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Meta-Analytic Review About Interventions on Improving Nonnative English Speakers’ Intelligibility  
**This session reports a meta-analysis examining the effectiveness of interventions aiming to improve the intelligibility and comprehensibility of nonnative English speakers (NNESs), either from the aspect of NNESs’ productions or native English speakers’ perceptions. The results identified measures of intelligibility and comprehensibility, and the speech task type as significant moderators.**  
**Presenter(s): Xueyan Hu**  
**Settings/Audiences: Academic English Programs**

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Monitoring Affect and Minimizing L2 Anxiety to Foster Learning  
**In this session, attendees (1) learn to recognize signs of anxiety in their students’ body language and behaviors, (2) learn about the physiological and psychological underpinnings of anxiety, and (3) learn which tools are at their disposal to minimize their students’ language anxiety and foster their growth, learning, and development.**  
**Presenter(s): Bahiyyih Hardacre**  
**Settings/Audiences: Adult Education, Intensive English/Private Language Programs**
Problematizing Unproblematic TOEFL Scores: Exploring Chinese International Freshmen’s Linguistic Functioning
The qualitative study discussed explores the linguistic functioning and first-semester experiences of 12 Chinese freshmen. The findings problematize participants’ unproblematic TOEFL scores and draws attention to the mismatches between their perceived English proficiency and their actual linguistic functioning. Implications have shed light on American higher education’s language support for international students.
Presenter(s): Qianqian Zhang-Wu
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Turning Negative Transfer Into a Positive in the Classroom
This session reports on findings from an investigation into the negative transfer of refusals among 60 students studying in Japan and the USA. Findings revealed that occurrences, content, and patterning of refusals differed according to the L1 and L2 settings. Implications for pragmatic research comparing L1 and L2 environments are offered.
Presenter(s): Rod Case
Settings/Audiences: Intensive English/Private Language Programs

Role of Nepali English in Education and Society in Nepal
The presenter explores how one of the South Asian varieties of English (i.e., Nepali English) is perceived by K–12 Nepali English teachers in Nepal and how Nepali English teachers use/perceive the concept of multilingual teaching in their teaching of English.
Presenter(s): Binod Dhami
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Using Songs for Vocabulary Acquisition in Uzbekistan Primary Education
Using songs is an effective way to help children learn lexical patterns that will be stored in their minds and applied in conversation naturally. This session discusses how the words learned with the help of songs can be remembered for longer periods, which results in vocabulary acquisition.
Presenter(s): Dilnoza Ruzmatova
Settings/Audiences: Primary School

The Efficacy of Authentic Texts in the Speaking Classroom
The authenticity of language in learning is cause for much debate. This session details an exploration of the ways in which authentic texts assisted the speaking abilities of students in an EFL context. Discussion will share the most significant findings in response to the data and the classroom materials used.
Presenter(s): Simon Wilkins
Settings/Audiences: Academic English Programs

Vietnamese Working Adults’ Attitudes Toward “Standard” English Norms
This session discusses findings of a study on the attitude of Vietnamese working adults toward “standard” English. The results show a general preference toward native speakers’ norms; however, participants’ perspectives are somehow affected by their English proficiency and frequency of using English. Implications on whose English to teach are discussed.
Presenter(s): Nguyen Khanh
Settings/Audiences: Academic English Programs, Adult Education

Translingual Awareness: Perspectives on English From Chinese Professionals
This session critically examines and refines the concept of translingual dispositions. Based on a synthesis of prior research and interviews with English as a lingua franca speakers working in international business, the presenters propose that translingual awareness is a more suitable concept for understanding many EFL speakers’ perspectives on English.
Presenter(s): Jiadi Zhang
Settings/Audiences: Adult Education

When Research Meets Instruction: Teaching L2 English Articles and Noun-Types
Using theoretical underpinnings of GenSLA—the Feature Reassembly Hypothesis and the Bottleneck Hypothesis—this study seeks to create a linguistically informed environment for the ESL classroom. Preliminary results show immediate positive effects of instruction at posttest.
Presenter(s): Dakota J. Thomas-Wilhelm
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs
**Beyond TOEFL/IELTS: Preparing Students for More Than the Test**

A test preparation course should provide more than memorization of speech acts. Helping students develop and practice the language in authentic meaningful contexts should develop the underlying test-taking skills in a more meaningful way. Presenters demonstrate an activity that combines language instruction to enhance proficiency and test success.

**Presenter(s):** Beata Keller

**Settings/Audiences:** Academic English Programs, Intensive English/Private Language Programs

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**Campus Life: A Course Integrating International Students into American Universities**

This session introduces a communicative IEP/Bridge course designed specifically to educate international students on how to access campus resources and become more involved in social activities, which can help students feel like a part of the campus social fabric and better prepare them to start their academic programs.

**Presenter(s):** Lily Lewis

**Settings/Audiences:** Academic English Programs, Intensive English/Private Language Programs

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**Challenges and Benefits of an Experiential, Project-Based ESL Curriculum**

Experiential and project-based learning are increasingly popular curriculum approaches that can be challenging to implement in an ESL program. The presenters share their experience, advice, and success using these approaches for over 3 years with students from a wide range of English proficiency.

**Presenter(s):** Silvia Karlovska, Lisa Boosey, Chirstin Stephens, Jason Sander, Mark Makino

**Settings/Audiences:** Intensive English/Private Language Programs

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**Combining Content and Language in Course Design**

A coherent approach to curriculum design is essential for a course that seeks to meaningfully combine language and content. This session details an approach for developing content-based curriculum for implementation in a college/university setting.

**Presenter(s):** Sherise Lee

**Settings/Audiences:** Academic English Programs

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**Communicating Across Disciplines: Specific Language Instruction in Intercultural Contexts**

In an ever-globalizing world, communication across academic disciplines and contexts is inherently strategic. Effective communication arguably demands not only linguistic proficiency in specialized genres but also other competencies, including intercultural competence. This session foregrounds how ESP programs can address the communication needs of learners in today’s globalized world.

**Presenter(s):** Elizabeth Wagenheim, Tariq Elyas, Iftekhar Haider, Zohreh Eslami, Ismaeil Fazel

**Settings/Audiences:** Academic English Programs, Adult Education

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**Designing ESP Curricula at the Professional School Level**

The presenter suggests strategies for designing curricula based on the four pillars of ESP. She showcases materials that she has developed for students enrolled in U.S. professional schools (e.g., schools of law, urban design, and enterprise risk management) and highlights teaching techniques that are transferable to other EAP contexts.

**Presenter(s):** Shelley Saltzman

**Settings/Audiences:** Graduate/Post-Graduate Academic Programs

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**Effective Writing-to-Learn Strategies Across the Curriculum for ELs**

Writing-to-learn is a low-stakes strategy that can be used to promote conceptual learning and content-specific academic language development. Participants learn about the possible uses of writing-to-learn activities and participate in the demonstration of writing-to-learn activities adapted specifically to strengthen ELs’ content-specific academic language across the curriculum.

**Presenter(s):** Wei Zhang

**Settings/Audiences:** Secondary School

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**Effects of Learner Autonomy in Service-Learning-Enhanced EAP Courses**

In service-learning (SL) EAP courses, do students who operate more autonomously in SL activities benefit from the experience more than instructor-directed students? In this session, the evolution of a SL course and eight semesters of data are discussed by the program director, the SL-course instructor, and the graduate assistant.

**Presenter(s):** Honnor Orlando, Estela Ene, Laura Colantonio

**Settings/Audiences:** Academic English Programs, Intensive English/Private Language Programs
ON-DEMAND SESSIONS

Content-Integrated Approaches
Recorded Presentation

English as Medium of Instruction Policies at a Brazilian University
This session discusses the creation of university language policies, challenges, and strategies needed to implement English as a medium of instruction (EMI) at a university in Brazil, and benefits and risks of offering courses in English at undergraduate and graduate levels. Participants discuss issues related to EMI implementation.
Presenter(s): Camila Hofling
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Fostering Global Competencies and Creating Global Citizens in EAP Classrooms
EAP classrooms need to build students’ global competencies and prepare them for global citizenship by integrating interdisciplinary content that spans current international trends and issues. The presentation explores in depth one such advanced-integrated-skills course through the unique course design and assessment procedures that the instructor created in a Z-course format.
Presenter(s): Rashi Jain
Settings/Audiences: Academic English Programs

Fostering Student Self-Directed Learning in Collectivist Cultures Using Art
In the United States, it is imperative for ESL students to become self-directed learners to achieve academic success, but critical thinking can be difficult for students from collectivist cultures. This workshop showcases strategies and outcomes from Virginia Tech Language and Culture Institute adapted from the DC National Gallery of Art.
Presenter(s): Andrea Todd
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Integrating TBLT and CBI to Promote Classroom Communication
This session highlights task-based language teaching (TBLT) by presenting specific examples of U.S. K–12 teachers integrating tasks in their content-area classes to promote ELs’ classroom communication. Tasks for a variety of grade levels (elementary, middle, high school) and content areas (math, science, social science, business) are presented.
Presenter(s): Virginia David, Selena Protacio, Amira Eldemerdash
Settings/Audiences: Primary and Secondary School

Jumpstart for International High School Student Success
This session offers a practical approach to blending language-learning and academic skills acquisition in content-course context to empower and prepare international students for success in their high school programs. Gain a clear understanding of the skills needed along with relevant ideas to make those skills immediately useful for students.
Presenter(s): Victoria Navarrete
Settings/Audiences: Secondary School

Jumpstart for Success: Virtual and Traditional Classroom Adaptations
Prepare international high school students for success, whether starting the year virtually or in person, through practical lessons blending language-learning and academic skills acquisition in a content course context. Achieve an understanding of the necessary skills and learn to leverage that knowledge for immediate applicability in both environments.
Presenter(s): Victoria Navarrete
Settings/Audiences: Secondary School

Language Practices for Content Teaching: Coteaching and Professional Collaboration
This session highlights features about coteaching and how to integrate the language tools for complex content-area tasks while fully utilizing language for success. Educators identify academic practices and language functions to best align curriculum while promoting language across the four domains: reading, writing, listening, and speaking.
Presenter(s): Aline Lima
Settings/Audiences: Secondary School

Lessons Learned Supporting Teachers in Integrating Content and Literacy
The presenters share lessons learned about integrating literacy and content from a 2-year project designed to support upper elementary students, including ELs, learning content while developing literacy skills in the United States. The supporting research as well as concrete examples are shared to illustrate each lesson learned.
Presenter(s): Katya Koubek
Settings/Audiences: Primary School
**Pathways: Collaborative Ways to Deliver Successful University Content Courses**

Interdisciplinary collaboration is vital to the success of English pathway programs. The presenters introduce how one independently developed pathway program has evolved over 3 years to support students’ linguistic development and cultural transition, build an interdisciplinary professional community of practice, and integrate content and language instruction while maintaining academic rigor.

**Presenter(s):** Karen Asenavage, Julie Lopez, Scott Duarte

**Settings/Audiences:** Academic English Programs

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**Telling Stories: Teaching Proficiency Through Reading and Storytelling for Vocabulary**

This session explores the use of teaching proficiency through reading and storytelling (TPRS), a method commonly used in foreign language classrooms, and how to adapt it and use it as a quick, low-lift, highly engaging method for preteaching vocabulary to both ELs and other students in the classroom.

**Presenter(s):** Lauren MacLean

**Settings/Audiences:** Primary and Secondary School

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**"The Way We Planned This": Equitable Learning Outcomes in Collaboration**

This interactive session explores how ESL and content teachers’ collaboration afforded or constrained opportunities for ESL students’ participation in four collaboratively taught eighth-grade classrooms. The participants’ outcomes include practical strategies for increasing ESL students’ learning outcomes and examples of relevant secondary content-based activities in cotaught classrooms.

**Presenter(s):** Amanda Giles

**Settings/Audiences:** Secondary School

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**University Teacher Learning in a Cotaught CBI Program**

Effective content-language integration and coteaching require CBI instructors to enhance their instructional expertise. In this session, the presenters discuss the study of content and language instructor beliefs and practices in a North American university’s cotaught CBI program and invite participants to consider implications for CBI program design and faculty learning in their own settings.

**Presenter(s):** Colleen Gallagher

**Settings/Audiences:** Academic English Programs, Graduate/Post-Graduate Academic Programs

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**Teaching About the Nobel Peace Prize**

Do you want to stimulate students’ interest in peace, social justice, and global affairs? Would you like to inspire them with stories of people who have worked for a better world? Then why not teach a unit on the Nobel Peace Prize? Come and join this session to learn how.

**Presenter(s):** Kip Cates

**Settings/Audiences:** Secondary School, Academic English Programs
Advancing English Language Instruction Through Online Intercultural Exchanges
The presenters describe an innovative after-school program built on an online intercultural exchange between K3-4-5 ESL learners in a high-needs school in Southeast Michigan and K5-6 EFL learners in Slovakia. Learners in both contexts were guided to draw upon their assets as they provided feedback on international peers’ multimodal writing projects.
Presenter(s): Zuzana Tomaš
Settings/Audiences: Primary and Secondary School

Cross-Cultural Health Communication in Elder Care
ELs can be prepared for the increasing global demand for elder care by investigating stakeholder perceptions of successful interaction and authentic language in the workplace within ESP. This session presents preliminary qualitative results of stakeholder perceptions, observations, and stimulated recall to identify key language components of cross-cultural communication.
Presenter(s): Kendi Ho
Settings/Audiences: Secondary School, Adult Education

Art in EFL Lessons: Widening Students’ Horizons Beyond Language
The use of images in educational contexts is inescapable, and the way we use and explore them will determine the strength of the connections we want to establish in our students’ minds. This session intends to show how the use of artistic resources may widen the learning possibilities beyond language.
Presenter(s): Ana Luisa Branco
Settings/Audiences: Primary and Secondary School

Cultural Expectations for Class Participation: International Students in Seminar Classes
There is a dearth of research exploring international student participation in seminar-type courses. The multiple case study discussed in this session works with students speaking English as an additional language and their instructors in four seminar courses to examine their culturally influenced expectations for class participation and critically appraise the meaning of participation.
Presenter(s): Jade Kim
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Bringing ELs’ Worlds Together: A Showcase of Family Engagement Initiatives
With the increase of the EL population, the need for effective family engagement becomes even more critical. This session showcases initiatives that teachers implemented at their schools. Participants will take away knowledge of current best practices, gaining recommended resources and new ideas for helping educators connect with families of ELs.
Presenter(s): Angela Bell
Settings/Audiences: Primary School, Graduate/Post-Graduate Academic Programs

Culturally Sustaining Performing Arts Pedagogies in Low-Resource Contexts
Drama, dance, music, and storytelling are culturally sustaining pedagogies that develop students’ linguistic, literate, and cultural pluralism. This session showcases three performing arts projects by ELs in Tanzania and provides a framework for teachers working with limited resources to implement similar culturally sustaining arts activities in their own contexts.
Presenter(s): Riah Werner
Settings/Audiences: Primary and Secondary School

Coming Together for College Success: A Presemester Program for ELs
Do ELs feel confident and comfortable as part of your campus community? Do they understand the skills and attitudes necessary for college success? This session shares materials, curriculum, and outcomes from a presemester program to help ELs transition to college. It also addresses the transition to an asynchronous online format.
Presenter(s): Elinor Westfold
Settings/Audiences: Academic English Programs

Culture Capsule Project With ELs
Experiential learning is based on the ideals of active and reflective learning. Learn about Culture Capsule Project in which ELs work together to develop the target language skills through the experience of creating a website with descriptions of different aspects of their own culture and traditions.
Presenter(s): Marietta Bradinova
Settings/Audiences: Secondary School, Intensive English/Private Language Programs

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Presenter(s): Marietta Bradinova
Settings/Audiences: Secondary School, Intensive English/Private Language Programs
Developing Translingual Practices via Family Games
Reporting on mini-ethnographies conducted within two multilingual families, this session views literacy development as a creative, performative act of language socialization and considers how games can foster translingual practices among family members. Presenters provide suggestions for ESL teachers and curriculum designers to encourage translingual interactions within families.
Presenter(s): Jason Litzenberg

Multilingualism and Identity Shift Among Immigrant Students in Iceland
This research session discusses how language knowledge, especially English, affects the self-identities of immigrant students in Iceland. Multilingualism is integral to their lives, has practical benefits, and increases their self-esteem. Their identities often shift between languages and some use languages to “mask” their identity and avoid being judged by origin.
Presenter(s): Samuel Lefever

Navigating Around Communication Breakdowns: Teaching Strategies for the ESL Classroom
Selecting certain key strategies from components of strategic competence, the presenters lead the participants through a series of activities that can help their learners prevent or repair a conversation breakdown. Recorded examples of repair strategies in an EAP classroom are shown and discussed.
Presenter(s): Alison Turner

Negotiation of Linguistic Ideology and Cultural Identities in English Learning
This session reports on how Chinese tertiary-level ELs negotiate native linguistic ideology and cultural identity during English learning. Questionnaire and interview data revealed how students’ multiple identities align and conflict with each other. Implications for culture adjustment and identity reconstruction during English study are discussed.
Presenter(s): Fang Gao

Overcoming Inter- and Intracultural Challenges in L2 Composition Classes
Teaching L2 first-year composition is challenging given various intercultural differences among students who matriculate as international or New American students, as well as intra-cultural differences within the same student population. This colloquium presents critical observations on such multifaceted challenges and effective pedagogical ideas that may help to overcome them.
Presenter(s): Jasper Sachse, Ashley Yochim, Yuanheng Wang

Preparing NNESTs to Challenge Language and Culture Assumptions in the United States
When nonnative-English speaker teacher (NNEST) students pursue higher education opportunities in inner circle countries, they may encounter linguistic and cultural misunderstandings. How can educators in sending and receiving countries prepare students to name, understand, and confront these issues? Experiences and advice for navigating the transnational and translinguistic landscapes of higher education are shared.
Presenter(s): Maria Rossana Ramirez, Saurabh Anand, Teresa X. Nguyen, Udambor Bumandalai

Say What You Mean: Supporting Graduate Students With Pragmalinguistic Competence
Why is teaching pragmalinguistic competence so challenging? This interactive session focuses on the case for explicit instruction in a graduate business course using authentic materials, a task-based curriculum, and a to-do list for instructors aiming to help their students reach their goals and position themselves in the global community.
Presenter(s): Kayla Landers, Mary Newbegin

Serving Late-Arriving Immigrants With Absent Fathers
Growing numbers of students from East Asia arrive in the United States, seeking educational opportunity, with just their mothers; their fathers stay in their home country. What characteristics do these “fatherless” children have, and how do we address their English acquisition needs in secondary/higher education? The presenters discuss interview data.
Presenter(s): Stefan Frazier

Settings/Audiences: Primary and Secondary School

Settings/Audiences: Secondary-School, Adult Education

Settings/Audiences: Academic English Programs, Adult Education

Settings/Audiences: Academic English Programs, Adult Education

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Settings/Audiences: Secondary School, Academic English Programs
**Culture & Intercultural Communication**

**Recorded Presentation**

**Socializing L2 Learners to Culturally Appropriate Email Practices**

This interactive session presents three activities for socializing international students to cultural practices surrounding the use of email in a U.S. higher education context. These activities—designed for use in the beginning, middle, and end of an academic term—are based on real life situations and authentic, student-written emails.

Presenter(s): Marta Baffy

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

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**Culture & Intercultural Communication**

**Recorded Presentation**

**Teaching English for Global Citizenship in a Multicultural University Context**

Multicultural education has developed over the last several years in Albania. This is a new approach through which teachers are working to increase English language skills and students’ awareness toward the target culture and other cultural backgrounds. Presenters share their pedagogical strategies in their multicultural classes to help students become global citizens.

Presenter(s): Elena Mehili Kolaj

Settings/Audiences: Academic English Programs, Adult Education

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**Culture & Intercultural Communication**

**Recorded Presentation**

**The Role of Culture in Refugees’ Education**

Culture dictates certain behaviors and actions, which may affect refugees’ lives in their new environment, including their education. This session shares narratives from four women refugees about their culture and how it is affecting their learning in the United States, which places emphasis on the need for culturally competent educators.

Presenter(s): Alia Hadid

Settings/Audiences: Adult Education

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**DIGITAL LEARNING & TECHNOLOGIES**

**Digital Learning & Technologies**

**Recorded Presentation**

**A Framework of Digital Game-Based L2 Use: Theory in Practice**

This session proposes a theoretical framework of digital-game based L2 use that offers guidelines for pedagogy and research. The speaker conceptualizes different forms of digital game-based L2 use, discusses their implications for L2 learning and teaching, and showcases examples of digital game-based L2 practice activities.

Presenter(s): Karim Ibrahim

Settings/Audiences: Academic English Programs, Adult Education

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**Digital Learning & Technologies**

**Recorded Presentation**

**Achieving Learner Autonomy Through Blended Language Learning in Pakistan**

University students must exhibit adaptability and a willingness to take at least some control of their learning. This session highlights how ELs at a Pakistani university exercised their agency by engaging with digital technologies to take better control of their own learning both on and off campus.

Presenter(s): Abida Ayesha

Settings/Audiences: Academic English Programs

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**Digital Learning & Technologies**

**Recorded Presentation**

**An Exploration of Refugees’ Stories About Online Language Learning**

This session shares the experiences of Syrian women refugees studying English online. Through stories, they indicate how online learning positively impacted their performance, their communication, and their lifestyle. Implications for creating conducive language learning environments are discussed.

Presenter(s): Alia Hadid

Settings/Audiences: Adult Education

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**Digital Learning & Technologies**

**Recorded Presentation**

**Anatomy of an Online Activity: Design, Implementation, and Assessment**

In this session, participants explore a framework that allows instructors to analyze the learning potential of various online activities. The framework can act as a useful heuristic to guide instructors in designing online organic mediational tools that promote deep learning.

Presenter(s): Gabriel Diaz Maggioli

Settings/Audiences: Graduate/Post-Graduate Academic Programs, Intensive English/Private Language Programs

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**Digital Learning & Technologies**

**Teaching Tip**

**Creating Multimodal Texts in ESL Composition Classes**

Have you ever used multimodal texts? What are they? How can you help students to successfully create them? This session provides an overview of the multimodal composition research. It outlines the five essential modes used to create multimodal texts successfully. Teaching tips and activities are shared.

Presenter(s): Rashad Ahmed

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

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**Digital Learning & Technologies**

**Recorded Presentation**

**Digital Tools to Support ELs With and Without Disabilities**

The increasing interest, and recent need, to teach online has left many teachers looking for guidance on which digital tools to use and how to use them. This session provides an overview of how to design instruction strategically with various free digital tools to enhance instruction and language development.

Presenter(s): Caroline Torres

Settings/Audiences: Primary and Secondary School

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In the climate of COVID-19, social distancing creates a challenge for providing classroom teachers with feedback. Meeting through a Zoom platform and applying a teacher-driven observation protocol encourages the teacher being observed to take authority in directing the observation, and video data gathered on targeted observation areas support teacher development.

Presenter(s): Aisulu Aibat
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

**In Kahoots: Studying a Gamification App That Brings Students Together**

The Kahoot! app makes most “best apps for teachers” lists because it gamifies classroom quizzes. This session explores vocabulary acquisition via Kahoot in Korean university EFL classrooms. Participants receive a tutorial for Kahoot, review the results of the presenters’ major project, and learn to better implement gamification that works.

Presenter(s): Eric Reynolds
Settings/Audiences: Academic English Programs, Adult Education

**Intelligent Personal Assistants in Language Classrooms: Google Home Mini**

Intelligent personal assistants (IPAs) as the emerging technology have a lot to offer. In this session, the presenters share how in-class use of the IPA Google Home Mini among language learners can be used to bolster vocabulary knowledge and several tips on the effective use of IPAs for improving language development.

Presenter(s): Ali Dincer
Settings/Audiences: Intensive English/Private Language Programs

**Just Do It! You, Too, Can Make Teaching Videos**

If you’ve ever thought about making videos for students, now’s the time! The presenter shows you how a total novice like her learned to record videos, post them, flip a class, start a YouTube channel, and publish classes online—and how you can jump in and do it, too.

Presenter(s): Jean Lundbom
Settings/Audiences: Academic English Programs, Adult Education

**L2 Writers Online: Instructor Preparation and Teaching Strategies**

This session reports the results of a mixed-methods study of instructors teaching writing online to diverse student populations, focusing on instructor preparation and suggesting teaching strategies instructors can employ to ensure their students’ success in online writing courses.

Presenter(s): Mariya Tsantsura
Settings/Audiences: Adult Education
Make It Stick: Vocabulary and Technology Come Together
Do you want your students to really learn vocabulary? Word knowledge is a strong predictor of academic success, and through effective vocabulary instruction, students can develop literacy, retain what they learn, and use new vocabulary effectively. Participants learn a process for teaching vocabulary that, when infused with technology, enhances students’ engagement as well as vocabulary production and retention.
Presenter(s): Kristi Reyes, Susan Gaer
Settings/Audiences: Academic English Programs, Adult Education

Teaching Young EFL Learners in Videoconferencing English Classes
Recently, English e-learning programs provided for rural young learners in China have increased. Drawing on evidence from a qualitative case study of rural Chinese schools, this session provides pedagogical suggestions on teaching synchronous, video-conference-based e-learning classes to young EFL students within and beyond the Chinese context.
Presenter(s): Chaoran Wang
Settings/Audiences: Primary School

Language Assessment
Teaching Tip
Classroom Assessment for Teaching and Learning Academic Writing in English
This session explores teachers’ assessment practices in teaching academic writing for the freshmen attending a U.S. university. The classroom data reveal that integrating assessments into the writing process and product enhances student-teacher collaboration, contributing to students’ achievements of academic writing. Pedagogical implications are generated for classroom practices.
Presenter(s): Ling He
Settings/Audiences: Academic English Programs

Language Assessment
Recorded Presentation
Diagnosing Discipline-Specific Vocabulary Knowledge in ESP Classrooms
This session highlights how diagnostic assessments can be used to enhance vocabulary learning and instruction in ESP courses. Using an engineering ESP course as an example, guidelines for developing and interpreting the results of diagnostic assessments are reviewed, focusing on the implications of the results for L2 classroom instruction.
Presenter(s): Tatiana Nekrasova-Beker
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Language Assessment
Panel Session
Disabilities and ELs: Practical Applications for Referring and Assessing Students
Data indicate that ELs are overidentified for learning disabilities and speech impairments, and underidentified in other categories. Why is this happening? How can professionals distinguish language learning from disability? What is the impact of culture and language load during standardized evaluations? Together, the presenters and participants examine EL and special education issues.
Presenter(s): Emily Day, Amber Hipps, Matthias Maunsell, Stephanie Corcoran
Settings/Audiences: Primary and Secondary School

Teaching Tip
Practicing Communication With CLD Families Through Mixed-Reality Simulation
In this session, the presenters share their exploratory research on teacher candidates’ experiences using a mixed-reality simulation technology tool to conduct parent-teacher conferences in sheltered English immersion classes. This tool allows teacher educators to create “almost” real-life experiences for teachers to practice communication skills with parents during simulated conferences.
Presenter(s): Andrea Cayson
Settings/Audiences: Primary School, Graduate/Post-Graduate Academic Programs

Rehearsing and Applying Critical Thinking/Writing Skills Through Digital Platforms
The presenters share their approach to helping students focus less on format, organization, and language constraints of writing assignments and more on generating critical ideas. They demonstrate a process evolving from short fluency-focused writing in Canvas Discussion forums to longer, more complex, independent, and collaborative assignments composed in Google Docs.
Presenter(s): Donette Brantner-Artenie
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Screencast Video Feedback in Online Classes
This session compares online TESOL students’ perceptions of two types of instructor feedback: screencast video feedback and text-only feedback. It also reports the ways in which students incorporated these two types of feedback in revisions. Tips on how to provide quality technology-enhanced feedback in online programs are shared.
Presenter(s): Dongmei Cheng
Settings/Audiences: Graduate/Post-Graduate Academic Programs
**Fostering Student Self-Awareness Through Skill-Focused Surveys and Goal Setting**

Come learn about how to develop language skill-focused surveys that help students set goals, develop self-awareness, and overcome their language plateaus. Participants leave with tips for developing and implementing surveys in their classrooms and examples that can be adapted to different skills and levels.

Presenter(s): Barbara Flocke

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

**Principles for Effective and Rigorous Classroom Assessment in Adult ESL**

Participants learn about classroom assessment practices that reflect the increased rigor of the National Reporting System levels for adult education. Through scenarios, sample assessments, and discussion, participants learn about best practices and consider implications for their own contexts, including work with lower proficiency learners.

Presenter(s): Elyssa Sun, Kristine Nugent

Settings/Audiences: Adult Education

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**Gamifying the Classroom for Language Assessment Needs**

The presenter demonstrates three engaging games and simulation activities that teachers can use to maximize language learning or cross-cultural understanding in their face-to-face or online classrooms. This is supported with a basic model on how to integrate them into the content of any classroom.

Presenter(s): Randall Davis, Rus Wilson, Riadh Koubaa

Settings/Audiences: Secondary School, Intensive English/Private Language Programs

**Recommendations to Identify an EL’s Learning Disability: Theory and Practice**

To properly assess the source(s) of an EL’s academic struggles, it is critical that teachers employ a multifaceted process and consider a variety of outputs to examine progress over time. This panel presents an assessment framework along with instructional practices to more accurately separate a language struggle from a disability.

Presenter(s): Solange Murphy

Settings/Audiences: Primary and Secondary School

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**Involving ESL Students in Classroom-Based Writing Assessment Through Genre Pedagogy**

This session reports on the findings of a case study investigating the affordances that genre pedagogy (GP) could offer to ESL classroom-based writing assessment. Findings reveal that GP promotes learner involvement in assessment. The presenter shares examples of genre analysis tasks that enable self- and peer assessment.

Presenter(s): Ahmet Serdar Acar

Settings/Audiences: Academic English Programs

**Supporting All Teachers’ Meaningful Use of Standardized English Proficiency Tests**

This session shares ways to support teachers in understanding and using information from standardized English language proficiency measures, such as ELPA21. A classroom mapping tool is shared along with associated activities. The presenters discuss using these in the professional development of preservice and in-service teachers.

Presenter(s): Lisa Wymore

Settings/Audiences: Primary and Secondary School

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**Learning-Oriented Assessment in Programs, Curricula, Teaching, and Learning**

Learning-oriented assessment argues for a systemic and ecological approach that sees classroom assessment and large-scale assessment as having complementary roles to play in the service of learning. Practitioners from a variety of contexts share how they apply this conceptualization in their programs.

Presenter(s): Gad Lim, Rosario Giraldez, Isabela Villas Boas, Nick Saville, Fernando Fleurquin

Settings/Audiences: Primary and Secondary School

**Test Comparability Study Across 18 European Nations**

This poster session describes a research project in which 18 European nations compared their national test results to a benchmark test. The analysis of the data, lessons learned, and implications for other test comparability studies are presented.

Presenter(s): Peggy Garza

Settings/Audiences: Graduate/Post-Graduate Academic Programs
The Case for Video-Based Listening Tests: Authenticity, Difficulty, Motivation
Should ESL/EFL academic listening tests include visuals, such as graphs and diagrams? What might a good video-based listening question look like? To shed new light on these questions, the study discussed proposes an innovative way to design high-stakes video-enhanced academic English listening tests and validates it with an evidence-based argument.

Presenter(s): Roman Lesnov
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

The Success of Secret Diary Page: An Informal Assessment
Explore the secrets of your class through an informal assessment tool, Secret Diary Page, and learn a great deal about the interpretive, cognitive, and creative abilities of ELs for effective instruction and State Education Department’s promotion. This potent tool is easy to implement, enjoyable, requires minimal time, and produces valuable discussion and results.

Presenter(s): Samina Rana, Sadia Anwar, Samina Rana, M.Attique Ur Rehman
Settings/Audiences: Graduate/Post-Graduate Academic Programs, Intensive English/Private Language Programs

Using EL Shadowing Data to Drive Instructional Change
EL shadowing provides educators with an important data source for making instructional changes. Participants practice coding students’ linguistic engagement using a student shadowing tool that tracks students’ use of language in all four domains. Participants then analyze that data to determine next steps for instruction and professional learning.

Presenter(s): Beth Skelton
Settings/Audiences: Primary and Secondary School

Web-Based Formative Assessment: Introducing the English Online Diagnostic Assessment
Participants are introduced to the new Online Diagnostic Assessment (ODA) English, a free web-based formative language assessment that gives ESL/EFL learners a tool to evaluate and manage their own learning. ODA English provides users with immediate individualized feedback describing their strengths and weaknesses comprehending authentic reading and listening passages.

Presenter(s): Donald Harootian
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Developing Global and Intercultural Perspectives Through Oral Academic Communication
This teaching-oriented session focuses on how an oral academic communication class at a U.S. university was reconceived to engage students more fully in promoting internationalization-at-home. Participants come away with a set of understandings and strategies that enable them to infuse global and intercultural content into their oral communication curricula.

Presenter(s): Megan Szczek
Settings/Audiences: Academic English Programs

Effective Practices for One-on-One Pronunciation Feedback to ITAs
Do you hold one-on-one consultations as a complement to a course for ITAs? This panel discusses research on consultation efficacy and provides suggestions for assessing, teaching, and guiding pronunciation improvement in one-on-one instruction. Presenters also share online formative assessment tools with a comparison chart aligning online tools with targeted skills.

Presenter(s): Susan Gaer, Veronica Sardegna, Marsha Chan, Belinda Braunstein
Settings/Audiences: International Teaching Assistantships

Encouraging Extensive Listening Through Sharing Multiple Versions of English Songs
Listening to English music has numerous benefits for ELs, but teachers struggle with how to make it a consistent component of the curriculum. Letting students vote on preferred versions of the same song can add a fun element to the class and, more important, encourage extensive listening to English music.

Presenter(s): John Rucynski
Settings/Audiences: Secondary School, Intensive English/Private Language Programs

Energizers and Icebreakers: A Playlist for Classroom Engagement
Intentional warm-up and brain-break activities help support the social and emotional needs of students, which are essential for learning. As part of this active and music-centered presentation, participants learn how to meaningfully integrate activities into any classroom and try out a few of the presenter’s classroom-tested activities.

Presenter(s): Ami Christensen
Settings/Audiences: Secondary School, Intensive English/Private Language Programs
Engaging ITAs: Task-Based Activities That Build Fluency and Confidence

What are some student-centered task-based projects that provide opportunity for oral practice and create classroom community? This poster session presents two task-based projects that aim to develop students’ productive skills through individual and small group presentations. Participants gain new ideas and materials for improving fluency and confidence in students.

Presenter(s): Elka Kristonagy

Settings/Audiences: Graduate/Post-Graduate Academic Programs, International Teaching Assistantships

Materials and Strategies for Teaching Intonation to ESL/EFL Learners

Intonation plays a critical role in successful interaction. Yet, it is often neglected in instruction due to lack of materials or knowledge of pedagogical approaches. This session equips teachers with information about effective teaching models, research-based materials, and pronunciation learning strategies for teaching intonation successfully in the ESL/EFL classroom.

Presenter(s): Veronica Sardegna, Lucy Pickering, John Levis

Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs

Expanding the Textbook: Getting More Communication From Textbook Activities

Textbooks are a vital part of teaching ESL/EFL, but they suffer from limitations. Mass appeal and publishing costs limit the communicative scope of textbook activities. This session explores limitations of textbooks and offers practical, research-backed ideas for expanding textbook activities to provide more oral production practice.

Presenter(s): Bradley Knieriem

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Power Posing: Enhancing ESL Students’ Public Speaking Confidence

Power posing in the ESL classroom has much potential to help learners reduce stress from oral presentations in class. In the research discussed, the students who did a 2-minute power posing before their extemporaneous speeches felt and were perceived by the audience as more present, engaging, and confident.

Presenter(s): Svetlana Vikhnevich

Settings/Audiences: Academic English Programs, Adult Education

Foreign Students’ English Listening Comprehension at International Airports

The presenter examines international students’ understanding of announcements and directions at airports. The researcher highlights international students’ struggles and obstacles when encountering different dialects, stress, noise, and new experiences that influence their listening comprehension. Missing flights, getting lost, and losing luggage are the negative results of that misunderstanding.

Presenter(s): Ahmed Alshammari

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Providing Delayed Corrective Feedback on Students’ Spoken Production

Delayed corrective feedback gives learners correction on their oral production without interrupting communicative flow, holds them accountable for uptake and learning, and facilitates the tracking of evolving complexity, accuracy, and fluency. This session examines the theory behind this approach and introduces a free, web-based platform for providing delayed corrective feedback.

Presenter(s): James Hunter

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

How to Improve Speaking and Listening Skills With Applied Improvisation

Applied improvisation is a fun way to develop students’ active listening, impromptu speaking, and critical thinking. You need not be an actor to add improv to your repertoire. This session demonstrates how you can adapt improv content for your classroom. Teachers will see a sample syllabus, timeline, assignments, and video.

Presenter(s): Michael Garnett

Settings/Audiences: Intensive English/Private Language Programs

Public Speaking in EFL: Problems and Ways to Tackle Them

How can you teach public speaking in EFL classes in a fun and effective way? The presenter explains learners’ difficulties and classroom practices to overcome them. Audience sees demo tasks to develop public speaking skills. Participants walk away with a set of activities applicable to any EFL class.

Presenter(s): Anastasia Khodakova

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs
**Self-Regulated Pronunciation Practice to Improve Comprehensibility**

Help students improve their pronunciation with tools for self-directed practice. The Google Docs voice tool improves general comprehensibility. The Google App for pronunciation allows practice with visual feedback. On Flipgrid’s platform, learners can easily compare their self-recorded speech to instructor-provided models. Lesson templates plus student samples are provided.

Presenter(s): Gail Schwartz

**Shaping English Language Instruction to the Vessel of Online Learning**

The unforeseen shift to remote learning, as a result of the coronavirus pandemic, brought about drastic changes to the delivery of an MS TEFL Pronunciation course. This session explores the demands placed upon pronunciation teaching and learning and reveals approaches for achieving favorable and encouraging results.

Presenter(s): Rita Naughton

**Student, Teacher, and Textbook Perceptions of ESL Pronunciation**

The presenters explore students’ perceptions of their pronunciation needs as well as teachers’ pronunciation cognitions and practices in an ESL context. Analyses of ESL textbooks of varying proficiency levels are also presented.

Presenter(s): Victoria Millard

**Thanks a Latte: True Starbucks Student Stories and Pronunciation Lessons**

International students face numerous speaking and communication challenges living in the United States, including difficulty being understood while ordering at Starbucks. The presenter shares true Starbucks student stories, highlighting six pronunciation skill areas, with specific accompanying lessons. Attendees engage in interactive activities gaining strategies for improving students’ pronunciation everywhere.

Presenter(s): Catherine Moore

**The Effectiveness of Explicit Pronunciation Instruction on Function Word Reduction**

This session introduces information relating to the effectiveness of explicit pronunciation instruction on Chinese EFL learners’ production of function words. An in-class research investigating the vowel duration of function words produced before and after training shows a significant improvement in the vowel reduction of function words.

Presenter(s): Xinting Zhang

**The Nuts and Bolts of Teaching Effective Listening Strategies**

How do students become better active listeners? This session reviews factors that make listening difficult for language learners and demonstrates interactive and realistic activities for both high- and low-resource environments that teach, not just test, effective listening skills. Ideas for both face-to-face and online classes are addressed.

Presenter(s): Randall Davis, Mona Bouhlel, Pragya Adhikari, Keilor Vargas

**The Study Buddy Map: An English Language Tutoring Tool**

When paired up with a language partner, it can be frustrating to think of things to talk about beyond greetings and getting to know each other. Using a tool full of tips and level-guided discussions, language learners can fast track their communicative skills productively and efficiently. Problem? See the solution.

Presenter(s): Judy James

**Using Podcasts in a Chinese ESL Classroom**

Chinese ESL/EFL students are rarely exposed to English outside the classroom setting. Podcasts can bridge this gap by giving students practice with authentic, diverse voices. This session provides attendees with techniques to incorporate podcasts into their lessons and data on feedback from Chinese ELs.

Presenter(s): Laura Schlichting
Adapting Open Educational Resources for EAP: Potentials and Pitfalls
In this session, the presenters discuss their use of open educational resources (OER) in supporting EAP courses in a STEM university. They share how they adapted materials and the challenges and benefits of using OER for academic success. Presenters offer list of tips and resources for beginner adopters of OER.
Presenter(s): Esther Boucher-Yip
Settings/Audiences: Academic English Programs

Art, Poetry, and Drama Empower Tanzanian Youth and Mitigate COVID-19
Innovative projects in East Africa empower youth and adults to protect themselves against gender discrimination, abuse, and now COVID-19 through drama, poetry, and art. One addresses girls directly and another family and community. Participants come away with ideas for creating meaningful materials and lessons that tackle challenging social issues.
Presenter(s): Jane Petring
Settings/Audiences: Primary and Secondary School

Inspired and Empowered: English for Peacekeepers
Participants receive advice and caveats for designing asynchronous online courses so that they have a realistic view of the complexity of course development. They also view sequences of a recently-developed course in Canvas for UN peacekeepers that includes photos and animation.
Presenter(s): Carol Pineiro
Settings/Audiences: Adult Education

Predrivers Curriculum: Benefits of Relevant, Engaging Curriculum for Young-Adult ELs
To motivate and inspire entry-level adolescent and adult ELs, curricula need to be designed around high-interest topics with engaging tasks and materials. With this in mind, this poster session describes an original predriver education class developed for entry-level high school ELs from Latin America, showcasing original lesson plans and materials.
Presenter(s): Tana Huyck
Settings/Audiences: Secondary School, Adult Education

Providing Financial Equity Through Open Educational Resources for ESL Writing
This session examines how open educational resources (OER) can be incorporated in academic ESL writing classes to alleviate students’ financial burden. The presenters discuss the purpose of using OER, the process involved in incorporating OER materials, the challenges faced, and the reactions of both faculty and students.
Presenter(s): Lin Cui
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Street View: What Students Really See in the Classroom
As teachers prepare lessons for their 21st-century learners, it is important to know how these nonlinear learners view the classroom activities. The research discussed explores how engaging teenagers and young adults find classroom activities as well as what things they need more and less of in a lesson.
Presenter(s): Andres Paredes
Settings/Audiences: Adult Education

Teachers’ Perceptions to the Higher Secondary English Textbook in Bangladesh
Based on a qualitative study of teachers’ perceptions, this session discusses the selectional and organizational flaws in the contents of the higher secondary English textbook in Bangladesh. Reflecting on the findings, the presenter draws pedagogical implications for teachers, researchers, and textbook designers working in EFL settings.
Presenter(s): Md Tahamid Ar Rabbi
Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs

Translanguaging and Process Writing—Based Language Instruction: Curriculum Materials Development
What would a writing pedagogy based on translanguaging and process writing look like in an EFL context? This session reports on an innovative project that is currently developing English writing instructional materials for Chinese K–12 contexts. Findings and implications from a recent pilot study in Shanghai are discussed.
Presenter(s): Nathaniel Murray
Settings/Audiences: Secondary School
**Using Art as Content in ELT**
In this panel, presenters leap from the whys to focus on the hows of using visual and performing arts in ELT. Participants gain creative ideas for using poetry, drama, design, painting, and sculpture to create lessons that also meet language outcomes.

*Presenter(s): Alice Savage*

*Settings/Audiences: Academic English Programs, Adult Education*

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**Designing a Whole-Class Approach to Supporting ELs**
This session reports on outcomes of a research practice partnership in which three mainstream elementary school teachers, informed by the design thinking process and research-based workshops facilitated by the local university, developed and implemented supports for students designated as ELs. Teacher learnings and implications for PD are discussed.

*Presenter(s): Annie Kuo*

*Settings/Audiences: Primary School*

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**Developing Feedback Experience Through Long-Distance PD Writing Groups**
The panelists share their story of participating in an online peer writing group for publication. The panel covers forming a group, determining purpose and schedule, using technology tools, and giving constructive feedback. Participants learn how to form online writing groups and give peer feedback.

*Presenter(s): Nancy Tarawhiti, Bicho Azevedo, Junice Azosta*

*Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs*

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**Entrepreneurs/Intrapreneurs: How ESP Practitioners Are Adjusting to Changing Times**
Gain insights from ESP practitioners who work as administrators, entrepreneurs, and intrapreneurs across the globe. Learn about their professional journeys, how they set up and run programs and get new business opportunities, and how they handle change and challenges. Q&A and networking time follow the session.

*Presenter(s): Gerlinde Koppitsch, Hong Yan Zhang, Tarana Patel, Kevin Knight*

*Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs*

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**Exploring Faculty and Multilingual Students’ Beliefs About Teaching and Learning**
This session reports on findings from an investigation into faculty and multilingual students’ beliefs about teaching and learning. Findings revealed that there is a mismatch in beliefs about pedagogical techniques and practices between faculty and multilingual students. Implications for institutional collaboration and PD are discussed.

*Presenter(s): Nino Jakhaia*

*Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs*
Instructional Shifts and Culturally Responsive Teaching in Collaboration
This session examines how ESL and content teachers shifted their instructional practices to coplan for and coteach ESL students in an eighth grade collaboratively taught language arts classroom. The participants’ outcomes include strategies for adopting a culturally responsive framework, practical steps for sustaining collaboration, and examples from the lesson activities.
Presenter(s): Amanda Giles

International Students in a Mainstream College Classroom: A Pedagogical Shift
Have you faced the question of how to help international students in a course designed for U.S.-born undergrads? This session posits that course design itself can be changed to help both domestic and international students thrive, using insights from two pedagogical frameworks: culturally responsive teaching and universal design for learning.
Presenter(s): Renata Kantaruk

Learning Through Mindfulness: Techniques to Reduce Anxiety and Empower Students
In this session, presenters provide tips on teaching mindfulness to students, share their observations of how these practices impact overall student performance and classroom environment, and relay feedback from students following a prolonged mindfulness practice. Participants experience a guided meditation and take home a list of references for further learning.
Presenter(s): Monica Hatch

Mentoring Support Program for Enabling Teachers to Conduct Classroom Research
This session first presents a context of mentoring support program implemented by the British Council Nepal to enable Nepali teachers to resolve their classroom problems through exploratory action research (EAR). Then, it discloses experiences of both mentees and mentors on how this program contributed them to enhance their professionalism.
Presenter(s): Tirtha Karki

Overview of TESOL’s Standards and the Standards Professional Council
Did you know that TESOL has developed several sets of Standards for the field? The Standards Professional Council (SPC) will guide you through an overview of the Standards. You can share your ideas and ask questions. Learn about the SPC and what we can do for you!
Presenter(s): Standards Professional Council Members

Teacher Reflection on Cultural Identity Within a Community of Practice
This poster features a study that examined the intersections of teacher identity, cultural responsiveness, and equitable education. Findings show that communities of practice provide a beneficial and compelling forum for teachers to reflect critically on how their assumptions, beliefs, and cultures influence pedagogical practice with culturally and linguistically diverse students.
Presenter(s): Janet Turner

Teaching Combined-Level Courses: An Exercise in Compromise
Faced with a significant decrease in enrollment, many English language programs choose to combine levels in order to remain operational. The presenters share the practices of their CEA accredited IEP and reflect on what they have learned from responses to an inter-institutional survey about this new trend.
Presenter(s): Renata Phelps

Teaching With Empathy: Fostering Learning Beyond the Classroom
Besides academic challenges, ESL learners come across peculiar problems that may hinder their learning process. This poster illustrates some potential strategies for ESL teachers to help learners beyond the classroom to give them confidence and overcome some of the learning barriers.
Presenter(s): Aziz Qureshi
Training ESOL Teachers to Support Students With Disabilities
Teacher educators must prepare ESOL teachers for classrooms of students with diverse abilities. However, many struggle to incorporate instruction on working with learners with high incidence exceptionalities, such as dyslexia, dysgraphia, and autism. The panelists describe the implementation of such inclusive instruction in preservice and in-service teacher education programs.
Presenter(s): Ying Hui-Michael, Solange Lopes Murphy, Gilda Martinez-Alba, Tyler Hill, Ann Rohrbraugh
Settings/Audiences: Graduate/Post-Graduate Academic Programs

Transforming Nonnativeness in the Classroom: Lessons From Faculty Learning Community
This session reports on the findings from a trans-disciplinary faculty learning community of international instructors. Findings revealed that reflective practices in a professional community led to improving teaching effectiveness, strengthening professional legitimacy, and promoting diversity and inclusion. Implications for effective teacher training and reflective pedagogical models are discussed.
Presenter(s): Galina Shleykina
Settings/Audiences: Graduate/Post-Graduate Academic Programs, International Teaching Assistantships

What Special Education Can Teach Us: Supporting ELs With Disabilities
Disabilities affect approximately 15% of the world’s population, and yet ESL/EFL teachers are often unequipped with effective strategies for supporting them. This interactive panel session examines how various evidence-based strategies utilized in special education can be adapted to the ESL and EFL contexts.
Presenter(s): Rosa Dene David
Settings/Audiences: Primary and Secondary School

1st-Year Composition and ESL Integration: A Case Study
Presenters describe steps one university took to consolidate its first-year composition (FYC) and ESL departments. Through discussion of one university’s integration of sheltered ESL and mainstream FYC classes, participants gain an enriched understanding of the intersection of composition and ESL. Participants are asked to share their experiences with FYC.
Presenter(s): Ashley Murphy
Settings/Audiences: Academic English Programs

2018 Standards for TESOL PreK-12 Teacher Preparation Programs
This session highlights the new 2018 Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs. Participants learn more about each of the five standards and the 22 components, and explore the “preponderance of evidence” model required for national recognition.
Presenter(s): Anita Bright
Settings/Audiences: Intensive English/Private Language Programs

Case Study: Administration and Operation of an L2 Conversation-Partner Program
This session describes a conversation-partner program that provides opportunities for L2 learners to work together with learners of other languages to improve their skills in the language they are learning. It details the aims, procedures, and results from a case study and concludes with recommendations for and insights about the program.
Presenter(s): Judy James
Settings/Audiences: Intensive English/Private Language Programs

Creating Meaningful Final Ceremonies When “Graduation” Doesn’t Apply
When a language program does not “graduate” its cohort, how can it effectively honor student achievements? This poster shows how a final ceremony goes hand in hand with orientation as part of a ritual of entering and exiting and shares ways to facilitate a time of collective reflection.
Presenter(s): Jana Quigley
Settings/Audiences: Adult Education, Intensive English/Private Language Programs

Designing, Implementing, and Assessing Cross-Cultural Composition: Implications From Programmatic Research
Drawing from a multiyear study of an L2 writing program’s assessment and outcomes of cross-cultural composition as a placement option, this practice-oriented session offers participants strategies and materials for curriculum design and development, implementation, and assessment.
Presenter(s): Tanita Saenkhum, Hannah Soblo
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs
**Program Administration & Evaluation**

**Disrupting College Admission: Proving English Proficiency Without High-Stakes Testing**

Imagine a better way to gauge international students’ English language proficiency for admission to a university while teaching them necessary skills for college success. This poster poses challenges of using high stakes testing for university admission and offers the solution of an online course currently being used for university admission.

Presenter(s): Dianna Lippincott

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

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**Student Perceptions of an EAP Pathway: A Case Study**

This session presents the results of a qualitative case study identifying the impact of EAP on students’ linguistic, academic, and social experiences. Results point to language skills development, mixed effects on other courses, and the importance of sociocultural needs. Implications for program validity and curriculum content are discussed.

Presenter(s): Scott Douglas

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

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**Program Administration & Evaluation**

**English Language Programs for Master’s Students in Engineering Disciplines**

This session describes the gap between current language programs for international engineering graduate students and what is needed. Achievements, challenges, and future directions for language instruction for engineering students are discussed. Presenters characterize the language needs of engineering students and suggest pedagogical implications for curriculum design and instructional strategies.

Presenter(s): Jenny Mak

Settings/Audiences: Adult Education

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**Reading, Writing, & Literacy**

**A Case for Unfocused Written Corrective Feedback**

When giving written corrective feedback, teachers and researchers can choose to either focus on all (unfocused) or a few errors (focused). By critically examining the arguments put forward for and against each method, the presenters make a case for unfocused feedback to be employed by teachers and researchers alike.

Presenter(s): Mohammad Falhasiri

Settings/Audiences: Academic English Programs, Adult Education

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**Evaluating Teacher Training and EFL Educator Empowerment: A Mixed-Methods Study**

TEFL training programs ideally evaluate how professional learning experiences empower EFL teachers to be effective change agents in their field. A mixed-methods study examined the impact of one U.S. university teacher training program; the findings inspire new directions for program design and offer key insights into program evaluation.

Presenter(s): Adil Bentahar

Settings/Audiences: Graduate/Post-Graduate Academic Programs

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**A Research-Based Model of Feedback for ESL Composition: An Enactment**

Given that feedback from different sources is combined to ripple through the revision process, it is crucial to create a space where students can engage with rich feedback. This session discusses research-based principles of effective feedback, suggests a communal model of feedback, and provides a feedback cycle example.

Presenter(s): Kyung Min Kim

Settings/Audiences: Academic English Programs

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**Sociocultural Factors in International Students’ University Experiences**

The study discussed examines the academic and social adjustment issues experienced by international students attending a predominantly White university in the United States. Survey data from both international students and faculty were collected. Findings indicate that sociocultural integration presents a major challenge for academic retention. Implications are discussed.

Presenter(s): Peter Parker

Settings/Audiences: Academic English Programs

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**"Arguing to Learn": Exploring Beyond the Traditional Argumentative Essay**

Though the “learning to argue” approach to argumentative writing, on which the traditional argumentative essay is based, is used in many EAP classrooms, the “arguing to learn” approach may help students develop more complex arguments and content knowledge, and transfer skills. This session provides practical activities to teach this approach.

Presenter(s): Susanne Rizzo

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs
A Task-Based Analysis of Target Discourse on Academic Conference Abstracts

Task-based learning teaching (TBLT) focuses on the use of meaning-based, communicative tasks. The study discussed analyzes abstract writing specifically for ESL graduate students and researchers. Identifying seven subtasks from 200 abstracts has shown a pattern for a specific ordering of rhetorical moves that can be taught in advanced level writing courses.

Presenter(s): Vashti Lee

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Building Reading Skills Across Levels: Text Structure and Citation Strategies

Research indicates that applying strong academic reading skills can lead to adult EL success in college and careers. In this session, participants explore explicit strategies to teach analysis of text structure and citation of evidence with ESL literacy through advanced level students in both online and face-to-face learning environments.

Presenter(s): Lisa Gonzalves, Ronna Magy

Settings/Audiences: Adult Education

Community College ELs in 1st-Year Composition: Research, Practice, Policy

Community colleges offer resident and international EL students opportunities to learn core writing skills and gain access to U.S. higher education. Presenters on this panel share research on and pedagogy for community college ELs, of interest to teachers and administrators in first-year composition.

Presenter(s): Betsy Gilliland, Miriam Moore, Barbara Auris, Caroline Torres, Heather Finn

Settings/Audiences: Academic English Programs, Adult Education

Beyond Brainstorming: Coming Together Throughout the Writing Process

Activities that support skills in the writing process often rely on students’ drafts. What if a student doesn’t have a draft? Participants experience four collaborative activities that engage students, with or without drafts ready, at different points in the writing process. Participants leave with ready-to-use, adaptable activities.

Presenter(s): Danica Messerli

Settings/Audiences: Secondary School, Intensive English/Private Language Programs

Development of Multilingual Learners’ Multimodal Communicative Competence and Data Commentaries

This session reconceptualizes data commentary pedagogy not only from a multilingual, multimodal perspective but also according to disciplinary context of culture. Attendees explore how to analyze visual and verbal semantic relations within data commentaries and how such an analysis can be adapted to develop multilingual learners’ multimodal communicative competence.

Presenter(s): Kate Batson

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Beyond Editing: Scaffolding Writers’ Peer Review Skills With Google Docs

When engaging in peer review activities, ESL writers often struggle with their confidence level and their ability to provide meaningful feedback. Scaffolding peer review tasks through Google Docs moves ESL writers beyond editing to focus on higher order concerns, increasing understanding of feedback and improving critical reading and writing skills.

Presenter(s): Trischa Duke

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Enhancing Oral Language in Pre-K-8

ELs develop two languages simultaneously; however, due to the focus on reading and writing, oral language is often overlooked. Underdeveloped oral language has negative implications for literacy success. Guiding research informing instruction and connected to strategies and techniques to address assessment, instruction, and intervention in oral language is shared.

Presenter(s): Pamela Rose

Settings/Audiences: Primary School
ESL/EAP Programs and the College Completion Movement: Cross-State Policy Perspectives
This panel compares and contrasts the effects of college completion reforms (e.g., corequisite and acceleration initiatives, cohort pathways, 15 to Finish) on ESL programs and EL learning support in four different states. Panelists assess benefits, challenges, and ethical and equity issues for multilingual students, faculty, and ESL and composition programs.
Presenter(s): Kate Batson, Lubie G. Alatriste, Melissa Reeve, Christina Ortmeier-Hooper, Todd Ruecker, Linda Harklau

Inconsistencies in the Assessment of Graded Reader Difficulty
"Graded Readers," as their name implies, are supposedly "graded" according to the difficulty of the content. While they may be internally consistent for a specific series, comparisons across publishers reveal numerous inconsistencies in their complexity, CEFR level, headword count and other criteria. Participants explore and compare those criteria.
Presenter(s): Thomas Robb

Intentional Teaching for Transfer in an ESL Composition Classroom
Transfer of learning is at the heart of education, and the ESL composition classroom operates on the very notion of preparing students to transfer writing skills to future and varied contexts. Learn how instructors can intentionally teach for transfer by engaging with sample class activities that employ various transfer techniques.
Presenter(s): Tamara Roose

Language Ideology in Academic Writing: Eliciting Multilingual Students’ Perspectives
Responding to scholarly debates about how to engage with language ideology when supporting multilingual writers, the presenters show findings of an empirical study examining multilingual students’ attitudes, beliefs, and feelings about English writing in the American academy. They discuss study trends and pedagogical implications for writing tutors, instructors, and program administrators.
Presenter(s): Tetyana Bychkovska, Courtney Massie, Sarah Johnson

Make Remote Learning Work: Exploring Virtual Literature Circles
Literature circles have long been a staple in the classroom. With remote learning on the rise, educators need to take literature circles to the next level. This session proposes a framework for this activity that adapts key elements of literature circles while giving useful tips on incorporating effective digital tools.
Presenter(s): Marilena Draganescu

Media Literacy Skills Development in EFL Classrooms
Every day, teenagers are exposed to a large number of media. These media sources influence teenagers’ choices and, therefore, their lives. That is why having media literacy skills is essential for young people. This session discusses the ways media literacy skills can be developed in EFL classrooms at different levels.
Presenter(s): Iryna Roubel

Multimodal and Translingual Literacy Practices of Young ELs
The presenters report findings from a study on multimodal and translingual practices of young ELs in the United States. The findings offer valuable insights into a pedagogical model for literacy instruction and showcase how theories from different disciplines (multimodality, translingualism) can inform multilingual literacy research and pedagogy.
Presenter(s): Youngjoo Yi

Negotiating Literacy in L2 Writing Tutorials: Affording/Denying Learning Opportunities
This session reports on a study examining how two L2 writers and one tutor negotiate their diverse literacies in writing tutorials. Findings highlight the extent to which different negotiation strategies afford/deny learning opportunities and may affect the rhetorical repertoire of multilingual writers. Implications for effective teacher/tutor training are discussed.
Presenter(s): Aima Elabdali
Online Writing Assessment Literacy, Strategies, Tools for L2 Writing Instruction
This panel provides new insights into how online writing assessment literacy can support L2 online writing instruction. Panelists discuss alternative ways to enhance building more effective curricula; share online integrated reading-writing assessments and rubrics; and inform best practices in developing online placement tests, validation, and use.
Presenter(s): Aylin Atilgan Relyea, Paul Kei Matsuda, Deborah Crusan, Lia Plakans, Sara Cushing and Xun Yan
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Recalibrating How We Select Texts in the ESL Writing Classroom
L2 students’ success in writing-intensive environments at U.S. universities can depend upon their familiarity with formalist approaches to rhetorical analysis. This session, arguing that such familiarity grows primarily from the texts we teach with, will propose revised criteria for selecting texts that promote students’ understanding of sound analytical writing.
Presenter(s): Megan Connolly, Joseph Connolly
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Practical Approaches to Leveraging Technology in L2 Writing Instruction
This panel explores classroom-tested techniques for using technology to support writing skills development in ELT contexts. Panelists demonstrate tech tools for L2 writing instruction, share implementation and scaffolding strategies for a variety proficiency levels and writing genres, and discuss the learning and affective outcomes associated with technology use.
Presenter(s): Marta Halaczkiewicz, Jennifer Meyer Francois, Nicky Hockly, M Sidury Christiansen, Undraa Maamuujav
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Religious Text as Linguistic Capital: Missing Opportunities for ESL Teachers
ESL learners from religious minority groups in North America and Europe experience literacy practices in public education systems that may marginalize them in various ways. This session provides thoughts for English language teachers to design curricula incorporating religious texts for ESL learners to promote religious pluralism and interreligious dialogues.
Presenter(s): Sanjoy Banerjee
Settings/Audiences: Secondary School, Adult Education

Reading Research and Implications for L2 Reading Development
In recent years, a number of newer directions in understanding reading and reading development, and the role of vocabulary in language development, have taken on a greater prominence. Five well-known scholars present on these expanded directions in reading research and their implications for L2 reading curricula and instruction.
Presenter(s): William Grabe, Marlise Horst, Charles Browne, Fredricka Stoller and Alice Savage
Settings/Audiences: Secondary School, Academic English Programs

Several Butterflies in One Net: Innovating Literacy, Spelling, and Vocabulary.
The presenters share an integrated, interactive model that includes balanced literacy processes; meaningful vocabulary instruction; and contextualized spelling, writing, word study, and phonological awareness through one lesson of pre-/during-/postreading activities with enhancements at each stage of instruction. Activities and outlines to apply this model are provided.
Presenter(s): Kate Reynolds, Sharryn Walker
Settings/Audiences: Primary School

Student Challenges With Disciplinary Writing: Implications for Curriculum Design
The presenters draw on interviews with international students and disciplinary faculty and lessons learned from collaborations between language specialists and disciplinary faculty to discuss L2 students’ challenges in transitioning to disciplinary writing and strategies for improving EAP and first-year writing courses to better prepare students for disciplinary writing.
Presenter(s): Thomas Mitchell, Jan Frodesen, Maria Gomez Laich, Silvia Pessoa, Amy Joy Lashmet, Judy Gough
Settings/Audiences: Academic English Programs
**Surfing Strategies and Digital Age Activities for Online Readers**

Literacy today implies competence with both print and digital texts. Yet many learners are not taught online reading strategies or given sufficient practice to become fluent, accurate digital readers. This session offers four research-informed strategy training activities for online reading suitable for multiple levels and educational contexts.

*Presenter(s): Nicole Brun-Mercer*

*Settings/Audiences: Secondary School, Academic English Programs*

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**Survey of Graduate Writing Assignment Genres at a STEAM University**

This session presents an analysis of a survey of writing assignment genres across graduate programs at a university with a focus on science, technology, engineering, arts, and mathematics (STEAM) fields. Findings reveal that some of the most frequently assigned genres across disciplines are often overlooked in published EAP materials.

*Presenter(s): Erin Karl*

*Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs*

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**Teaching Inferencing and the Language of Certainty for Text-Based Claims**

This session focuses on how to teach advanced reading and writing students inference and making persuasive claims. Going beyond the advice to “support one’s claim with textual evidence,” it reveals how claims have varying levels of certainty and introduces language to distinguish the levels.

*Presenter(s): Jennifer Mott-Smith*

*Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs*

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**Teaching Language Arts at a Newcomers Academy: Challenges and Successes**

The presenters share findings from a year-long study focused on the instructional activities senior multilingual learners were engaged in during their English Language Arts class at a U.S. newcomer school. The poster illustrates hands-on activities and student work samples from before and after state testing concluded.

*Presenter(s): Elena Andrei, Rebekah Harper*

*Settings/Audiences: Secondary School*

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**Technology-Mediated Collaborative Writing as an Instructional Strategy in 1st-Year Composition**

The study discussed implements and explores technology-mediated collaborative writing tasks as an instructional strategy in first-year composition for multilingual students. Preliminary findings suggest that the tasks create various layers of scaffolding that are accomplished through interactions between peers and with the technology and better prepare the students for subsequent individual writing.

*Presenter(s): Jui-Hsin Renee Hung*

*Settings/Audiences: Academic English Programs*

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**The Plot Thickens: Creating Books About Books to Motivate Readers**

Successful reading activities motivate readers and can provide deeper, more meaningful connections to text. Presenters share fun, interactive reading activities that can be immediately implemented in the reading classroom. Handout includes methods for creating books about books, suitable for elementary to adult school, IEP, and EFL settings.

*Presenter(s): Nicole Brun-Mercer, Catherine Moore*

*Settings/Audiences: Academic English Programs, Adult Education*

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**Tracking the Real-Time Processes of Multimodal Writing: A Task-Based Approach**

The study discussed examines EAP students’ multimodal writing performances from the perspectives of TBLT and the cognitive process of writing. Thirty-one EAP students completed a timed multimodal writing task and an essay task. The presenter discusses multimodal composing processes and their relationships with the quality of task performance.

*Presenter(s): Jungmin Lim*

*Settings/Audiences: Academic English Programs*

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**Training ELs to Detect English Satirical News**

Information literacy and media literacy are increasingly important 21st-century skills. The presenters demonstrate a classroom-tested technique for helping ELs improve their ability to detect satirical news. Participants are also invited to take a sample test, and the presenters summarize research-based tips for recognizing English satirical news.

*Presenter(s): John Rucynski*

*Settings/Audiences: Secondary School, Academic English Programs*
Translanguaging Pedagogy Through Teacher Collaboration in Language Arts

This session examines how ESL and content teachers drew on their professional expertise and their students’ language backgrounds to coplan and coteach classes for emergent bilinguals in a seventh grade language arts classroom. The participants’ outcomes include translanguaging pedagogical strategies and practical steps to sustain teacher collaboration in secondary schools.

Presenter(s): Amanda Giles, Bedrettin Yazan

Settings/Audiences: Secondary School

Tutors on Location: Tutor-Mediated Peer Reviews in ESOL Classes

In this session, presenters describe a collaboration between their ESOL program and the University Writing Center to provide tutor-mediated peer reviews for both graduate and undergraduate credit-bearing ESOL writing classes. The presenters share the challenges and benefits of this approach and recommendations for implementing on-location tutoring in ESOL contexts.

Presenter(s): Anastasiia Kryzhanivska

Settings/Audiences: Academic English Programs, Tutoring

Writing Class by Google Docs via Laptop, Cell Phone, and iPad

Writing is one of the more challenging issues in the learning process. We know our students belong to the technology era, and they are completely intertwined with their cell phones, iPads, or laptops. With the help of Google Docs, we can provide our students a new method of teaching in writing classes.

Presenter(s): Hanieh Baradaran

Settings/Audiences: Academic English Programs, Adult Education

Writing Strategies of International College Students: A Longitudinal Study

Drawing on 4 years of qualitative case study research with international college students in the United States (n = 7), this session reports on those students’ writing strategies. Attendees discover students self-reported writing strategies; how strategy uses reflected unique academic, professional, and personal goals; and how strategic practices evolved during college.

Presenter(s): Jason Schneider

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

A Student-Centered Communicative Correction Cycle for Homework Exercises

Homework correction presents challenges for teacher’s time and creativity. By planning communicative, student-centered methods, teachers involve students in error correction and discussions of homework exercises. This teaching tips session demonstrates a communication cycle, providing options for three activities to engage students in group error correction, discussions, or a game.

Presenter(s): Parmelee Welsh

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Addressing the How, What, and Who in Teacher Preparation

This poster addresses three areas needed in preservice teacher preparation: the how, what, and who in regards to teaching ELs. The researcher considers current preparation and analyzes what type of training would be beneficial for preservice teachers working with ELs in general education classrooms.

Presenter(s): Katrina Reinhardt

Settings/Audiences: Graduate/Post-Graduate Academic Programs

Assessing Social Justice Education in Bilingual Teacher Education Programs

This session reports on findings from research into four bilingual teacher education programs in implementing social justice education. Findings revealed coherence and gaps between participants’ beliefs and practice of social justice education and between different programs. Recommendations for assessing social justice education in curriculum are discussed.

Presenter(s): Julien Ekiaka Oblazamengo

Settings/Audiences: Graduate/Post-Graduate Academic Programs

Becoming Language Teachers: International Students in Teacher Preparation Programs

This session describes perspectives of international students in a U.S. K–12 language teacher-education program. Narrative data analysis revealed that participants articulated understandings of teaching that varied as they positioned themselves as language learners, graduate students, and novice teachers. Implications are discussed for teacher education programs that enroll international students.

Presenter(s): Lottie Baker, Xuewei He

Settings/Audiences: Graduate/Post-Graduate Academic Programs
Being Mindful When Writing Feedback to Encourage Student Engagement

Students often find it difficult to understand teacher comments. In this poster session, examples of feedback from academic writing courses and the IEP classroom are provided that illustrate positive feedback techniques teachers can make using a more mindful approach to enable the feedback to positively impact student learning.

Presenter(s): Janine Carlock

Settings/Audiences: Graduate/Post-Graduate Academic Programs, Intensive English/Private Language Programs

Critical Incident Reflection to Inform Instructional Decision-Making for Diverse Learners

This session reviews the literature on the application of critical incident reflection in preservice teacher education targeting culturally and linguistically diverse settings. Gaps in research are addressed regarding the potential for using critical incidents written by students and analyzed by preservice teachers to surface tensions around instruction.

Presenter(s): Tierney Hinman

Settings/Audiences: Graduate/Post-Graduate Academic Programs

Building Capacity for ELT in Uzbekistan

A team from the English Speaking Nation: Secondary Teacher Training Program highlights a contextualized and collaborative PD program to elevate both English language proficiency and English teaching practice across Uzbekistan, from context analysis to cascading teacher PD with teacher leaders and regional peer mentors.

Presenter(s): Heidi Faust

Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs

Digital Pedagogy in TESOL Curriculum: Multimodal Ensembles and Students’ Perceptions

This session reports a study that explored effects of multimodal projects implemented in graduate TESOL courses. The presenter shows how students orchestrated multimodal resources to represent knowledge, construct meaning, and engage audience. The presenter also discusses benefits of integrating multimodal practices into TESOL curriculum and provides recommendations on digital pedagogy.

Presenter(s): Mimi Li

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Challenges to and Benefits of Implementing Differentiated Instruction in EFL

Addressing diversity in even seemingly homogenous EFL classroom can be challenging, but differentiated instruction can help teachers meet students’ varied needs. This session shares results of a study that investigated teachers’ challenges to and benefits of implementing differentiated instruction and discusses implications for increasing teacher efficacy and enhancing PD.

Presenter(s): Yana Kuchkarova

Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs

EAL: Educational Innovations in Eastern Canada

Newcomer populations are growing rapidly in Eastern Canada. Many initiatives have been put in place in schools and communities to support the educational needs of children, youth, and families. This session addresses both curricular and extracurricular initiatives aimed at supporting language and culture in New Brunswick schools.

Presenter(s): Paula Kristmanson

Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs

Circle of Motivation: How to Enhance Students’ Learning

Have you ever faced a class full of blank stares? Have you ever felt frustrated by your students’ lack of interest? Have you ever used the “circle of motivation” or ‘motivational game frames’? The presenters share these successful strategies, which increase students’ motivation as active participants in their learning process.

Presenter(s): Catherine Moore, Lily Roh

Settings/Audiences: Adult Education, Intensive English/Private Language Programs

EFL Writing Teacher Education and PD in Underresearched Contexts

This panel examines EFL writing instruction and teacher PD in several non-English-dominant contexts in which teacher education has been underresearched, including Chile, China, Nepal, Romania, Thailand, and Turkey. Presenters share individual research findings and compare and contrast across contexts to highlight strengths and needs in writing teacher preparation.

Presenter(s): Betsy Gilliland, Tanita Saenkhum, Sarah Henderson Lee, Estela Ene, Lisya Seloni

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs
Emotional and Ethical Work of Rural Teachers of ELs
This session shares findings of a narrative inquiry that investigated teacher identity of elementary teachers of ELs in the U.S. rural South. Stories from two veteran teachers reveal their emotional experiences when they faced ethical dilemmas in teaching ELs. Participants engage in mutual storytelling and critical reflection.
Presenter(s): Shuzhan Li

Settings/Audiences: Primary School

Empowering Preservice Teachers to Utilize Digital Storytelling for Supporting ELs
This session discusses the implementation of digital storytelling (DST) conducted in an EL Methods course for preservice elementary and early childhood teachers. Attendees are presented with guidelines for utilizing DST to integrate oracy, multiliteracies, and cultural competence for ELs and see samples of preservice teacher-generated DST.
Presenter(s): Sunyung Song

Settings/Audiences: Graduate/Post-Graduate Academic Programs

Filling Gaps: ESP for International Business University Majors in Honduras
The extended study discussed was conducted in two correlated stages: initially, to design highly demanded ESP programs for international business majors; secondly, to determine the representations about ESP pedagogy from upcoming teachers. Curriculum was implemented. Implications on effective ESP programs and teacher training are discussed.
Presenter(s): Jose Espino

Settings/Audiences: Adult Education, Graduate/Post-Graduate Academic Programs

Examining Graduate Students’ Transformative Learning in a Community-Based TESOL Experience
The qualitative multiple case study discussed reports the findings of graduate students’ reflective practices as a result of working with migrant education students and families in a supervised field experience. Implications for future research are shared to promote opportunities for TESOL professionals to engage in transformative learning in various contexts.
Presenter(s): Katya Koubek, Stephanie Wasta

Settings/Audiences: Graduate/Post-Graduate Academic Programs

From STEM to TESOL: Professional Identities Reconsidered
This session reports on a qualitative study of in-service STEM teachers working with ELs in urban areas while completing an ESL certification. The study revealed significant changes in not only the teachers’ instructional strategies as they incorporated language development practices, but also their professional identity as they crossed disciplinary boundaries.
Presenter(s): Gladys Vega

Settings/Audiences: Graduate/Post-Graduate Academic Programs

ESL Preservice Teachers’ Digital Literacy and Learning Through Online Discussions
This session reports findings from a study of graduate-level ESL preservice teachers’ reading of digital texts. The findings include the participants’ experiences of reading culturally and linguistically diverse digital stories and their learning in online discussions. The presenter discusses pedagogical implications and the potential of digital literacy in teacher education.
Presenter(s): Ho-Ryong Park

Settings/Audiences: Graduate/Post-Graduate Academic Programs

ESP Teacher Preparation: Challenges and Lessons Learned
In addition to instruction, teachers of ESP also are called on to conduct needs assessments, design curriculum, and develop or adapt materials. This session discusses the effective preparation of ESP teachers for these varied demands. The presenters draw from their experiences supporting teachers in diverse settings worldwide.
Presenter(s): Dawn Bikowski, Tabitha Kidwell

Settings/Audiences: Graduate/Post-Graduate Academic Programs

ESL Teacher Certification Policy: The Good, Bad, and Ugly
In this policy-oriented session, presenters offer an in-depth look at current K–12 ESL teacher certification trends in the United States. Data collected from publicly available state certification policies highlight the need for evidence-based policy decision-making to better serve the needs of ESL teachers and ELs.
Presenter(s): Christopher Gras

Settings/Audiences: Graduate/Post-Graduate Academic Programs
Identifying as Language Learners/Teachers: The Experience of Teacher Candidates
This session examines the language learner/teacher identity of native English speakers who self-rated moderate or higher proficiency in another language as they pursued an ESL or bilingual endorsement. Through a language survey and testimonials, researchers categorized experiences of the teacher candidates to examine their identification as language learners and teachers.
Presenter(s): James Cohen
Settings/Audiences: Primary School, Graduate/Post-Graduate Academic Programs

Incorporate Scaffolding Strategies Into Your Lessons: Experience and Share
Expand your scaffolding strategies for developing skills learners need to succeed in employment and education. The presenter describes and provides examples of two scaffolding types, social and materials supports, from the "Six Principles for Exemplary Teaching of ELLs in Adult Education and Workforce Development." Participants share their own effective supports.
Presenter(s): Donna Price
Settings/Audiences: Adult Education

Increasing Rigor for Academic and Workplace Success
How can adult ESL teachers increase instructional rigor to prepare ELs for the demands of college and careers? In this session, the presenter shares strategies for teaching adult EL students important academic vocabulary, language, and critical thinking skills in both online and face-to-face ESL learning environments.
Presenter(s): Ronna Magy
Settings/Audiences: Adult Education

K–12 Teachers’ Growth in Implementing the SIOP Model
The study discussed investigates K–12 teachers growth in implementing the Sheltered Instruction Observation Protocol (SIOP) model after PD. Findings revealed 11 high, 11 moderate, and six low implementers before PD, which increased to 18 high and 10 moderate implementers. Statistically significant improvements were observed for all SIOP subscales except “interaction.”
Presenter(s): Maria Selena Protacio, Virginia David
Settings/Audiences: Graduate/Post-Graduate Academic Programs

Language Demands in the Elementary Math Classroom: A Teacher-Led Inquiry
This session provides a glimpse into how one teacher inquiry team developed a focus on language demands in elementary math through instructional leadership and the use of guidelines for math instructional materials for ELs. Examples of how teachers led this inquiry, the tools used to support this process, and implications are shared.
Presenter(s): Felice Russell
Settings/Audiences: Primary and Secondary School

Mentor-Mentee Interactions: An Investigative Study of the Process of Topics
This poster depicts the findings from an investigation of the process of mentor-mentee interactional topics during planning meetings with a master’s TESOL practicum student teaching in an ITP course. Findings reveal major shifts in the frequency of topics discussed. Suggestions for mentor interactional development are presented.
Presenter(s): Stacy Suhadolc
Settings/Audiences: Graduate/Post-Graduate Academic Programs, International Teaching Assistantships

Motivating and Engaging Online Language Learners
This session focuses on teaching strategies and activities to motivate and engage online ESL/EFL learners. The strategies and activities are situated within teaching, cognitive, social, and learning online presences that are aligned with language learner motivation principles. The session provides practical suggestions for language teachers, teacher educators, and instructional designers.
Presenter(s): Faridah Pawan, Sharon Daley, Xiaojing Kou
Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Practicing What We Preach and Preaching What We Practice
Learn how to redesign your syllabi and/or training workshops to ensure you are delivering teacher prep content via strong modeling of communicative, cooperative, and content-based pedagogies. This session gives practical tips for using “modeling + naming,” a teacher training format that will transform how you make theory-practice connections for ESL instructors.
Presenter(s): Katie Welch
Settings/Audiences: Graduate/Post-Graduate Academic Programs
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| Preparing Culturally and Linguistically Responsive Teachers           | Recorded Presentation         | This session discusses the redesign and outcome of PD that was incorporated into an EL methods course to prepare preservice teachers to teach ELs in a culturally and linguistically responsive way. The session discusses key features of the PD’s success and persistent challenges. Attendees leave with practical recommendations.  
Presenter(s): Sunyung Song                                          | Settings/Audiences: Graduate/Post-Graduate Academic Programs |
| Preparing Teachers and Leaders for K-12 TESOL: Research, Issues, Approaches | Panel Session                  | This panel focuses on the preparation of teachers and leaders to work with K—12 ELs. Presenters highlight teacher preparation for advocacy; the skills and knowledge that specialist ESOL teachers, content area teachers, and multilingual teachers need; collaboration and coteaching; and a whole-school approach for preparing school leaders.  
Presenter(s): Heather Linville, Luciana de Oliveira, Andrea Honigsfeld, Lia Kamhi-Stein, Kristen Lindahl, Heather Linville, Trish Monita-Mullaney, Kara Mitchell Viesca | Settings/Audiences: Secondary School, Graduate/Post-Graduate Academic Programs |
| Preparing Teachers for the Diné Dual Language Classroom              | Poster Session                 | We ask, “How do we build on sociohistorical foundations to support culturally sustaining and revitalizing communities of practice for teachers of Diné language?” This question serves as a call to action to reverse oppressive language policy and to learn from our students.  
Presenter(s): Louise Lockard                                         | Settings/Audiences: Primary School, Graduate/Post-Graduate Academic Programs |
| Preservice Teachers’ Resilience in Postpandemic Practicum: The Vietnamese Context | Recorded Presentation         | The presenter adopts a narrative approach and interviews six teacher trainees who did their practicum in the context of lockdown easing and schools reopening in Vietnam. The findings indicate numerous factors influencing their resilience, from which implications for teacher training can be drawn.  
Presenter(s): Thu Dao                                                 | Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs |
| Digital portfolios are useful tools for showcasing artifacts using multimedia formats and sharing reflections in teacher education. However, writing reflections for a public audience and professional context can be a challenge. This session provides tasks and guidelines for facilitating reflective writing in digital portfolios.  
Presenter(s): Kaitlin Decker                                          | Settings/Audiences: Graduate/Post-Graduate Academic Programs |
| Reducing English Language Classroom Anxiety in Japanese University Contexts | Recorded Presentation         | This session reports on a study of an intervention to reduce student anxiety in EFL classrooms at a Japanese University. The majority of students had positive perceptions of the intervention. The nature of those perceptions is explored and details of the intervention, along with pedagogical suggestions, are discussed.  
Presenter(s): Jay Tanaka                                              | Settings/Audiences: Academic English Programs |
| Researchers and practitioners are still working to find effective, sustainable, and meaningful ways to help community-based ESL volunteers develop pedagogically sound language teaching practices. This session shares a Vygotskyan concept-based approach to volunteer training that aims to reorient and improve the ways in which teacher educators support volunteers in community-based settings.  
Presenter(s): Nicolas Doyle                                           | Settings/Audiences: Adult Education |
| Revisiting Autobiographical Narrative for Aspiring Teachers’ Reflective Learning | Poster Session                 | This poster session aims to offer an overview of autobiographical narrative as a tool for teacher educators in TESOL graduate programs. Potential takeaways from this poster include discussions about how autobiographical narratives can be embedded into a process of teacher education.  
Presenter(s): Jun Akiyoshi                                           | Settings/Audiences: Graduate/Post-Graduate Academic Programs |
Scaffolding Students’ Literacy Development Through the Use of Purposeful Repetition
Drawing on interactional scaffolding moves provides teachers with opportunities to engage diverse learners in didactic conversations, encouraging academic growth and development. Presenters identify several interactional scaffolding moves with which a first-grade teacher implemented purposeful repetition, providing educators with a discursive tool they can utilize with diverse student populations.

Presenter(s): Luciana de Oliveira

Settings/Audiences: Primary School

Teacher Conferencing in Peru: Fitting Feedback to Teachers’ Types
Effective supervisors tailor support to teachers’ needs. Published literature on teacher traits can help supervisors recognize how these needs may differ, but collaboratively developed profiles of teacher types pool supervisors’ expertise regarding characteristics unique to their context. Through this process, supervisors in Peru expanded their views of their own roles.

Presenter(s): Christopher Stillwell, Moses Alcantara Ayre

Settings/Audiences: Adult Education, Intensive English/Private Language Programs

Screening for Potential Gifted and Talented ELs With the HBGSI
This session covers reasons for the continued underrepresentation of ELs in gifted and talented programs and also analyzes the effectiveness of the Hispanic Bilingual Gifted Screening Instrument (HBGSI) in identifying these students. This session statistically analyzes the HBGSI and ways it can be redesigned for other ELs.

Presenter(s): Alma Contreras-Vanegas

Settings/Audiences: Primary School

Sharing Responsibility: Teacher Positioning of ELs and Self
This session reports on findings from a study of how a preservice ESOL teacher’s positioning of herself and her EL students shifted over her practicum experience. Findings also include how her university supervisors facilitated those shifts. Implications for ESOL teacher education are discussed.

Presenter(s): Wyatt Hall

Settings/Audiences: Graduate/Post-Graduate Academic Programs

Supporting ELs With Exceptional Needs: Instruction, Intervention, and Assessment
In this workshop, the presenter introduces the complex issues educators must address in seeking to identify and serve ELs with disabilities, particularly within inclusive settings. Participants address inclusive supports and accommodations in general education settings, problem-solving and strategies for support, and assessment and identification of ELs with disabilities.

Presenter(s): Patricia Rice Doran

Settings/Audiences: Primary School

Teaching Mathematics and Science to ELs: The CLD-PCK Model
This session reports on findings from a 3-year study of 26 preservice elementary teachers learning to teach mathematics and science to ELs. Findings indicate that there was significant improvement in the implementation of instructional strategies, understanding of mathematics and science content, and attitudes about teaching science to ELs.

Presenter(s): Elizabeth Franklin

Settings/Audiences: Primary School

Teaching Young ELs Around the World With TESOL’s 6 Principles®
Explore with us how teachers around the world are applying TESOL’s “The 6 Principles for the Exemplary Teaching of English Learners®” to engage young children at the preprimary and primary school levels in innovative, developmentally and linguistically appropriate, meaning-focused language education to set a path for them to become multilinguals.

Presenter(s): Joan Kang Shin

Settings/Audiences: Early Childhood, Graduate/Post-Graduate Academic Programs
The Impact of a Writing Intervention on ELL Vocabulary Development
This study investigates how L2 vocabulary instruction can be embedded into writing, and the impact that this has on L2 vocabulary development. Situated within a larger intervention for struggling second grade ELs, preliminary findings showed that including vocabulary instruction in shared writing, conferencing, and revising increased L2 vocabulary knowledge.

Presenter(s): Stephanie Moody

Settings/Audiences: Early Childhood, Primary School

A Rhetorical-Metacognitive Approach to Teaching Grammar to ELs
This session examines ways a two-pronged approach to teaching grammar can develop ELs’ writing across contexts: a rhetorical approach coupled with metacognitive exercises. This session engages the audience by asking about their experiences. Then, the presenter shares personal successes as well as teaching materials.

Presenter(s): Soha Youssef

Settings/Audiences: Academic English Programs

The Impact of Coaching on Preservice Teachers’ Instructional Practices
The presenters share findings from a study that demonstrates how coaching preservice teachers in their final year resulted in improved instructional practices for ELs. A case study of one preservice teacher highlights how the coaching model works to support ELs.

Presenter(s): Leslie Grant

Settings/Audiences: Primary School, Graduate/Post-Graduate Academic Programs

A Systematic Approach to Vocabulary Instruction to Support Reading Skills
A systematic approach to vocabulary instruction to support reading skills includes assessing learner vocabulary knowledge, selecting proficiency-appropriate texts, modifying texts to facilitate acquisition, and integrating ongoing review. The presenter shares his experience implementing this approach in an EAP setting and discusses how it might be implemented in other contexts.

Presenter(s): Christopher W. Collins

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs

Zoom Teaching: Self-Confrontational Reflections and Engaging Strategies
This session shares engaging strategies to teach more effective Zoom classes after the survival phase of online teaching. Socioaffective, pedagogical, and multimodal strategies are presented with numerous examples and techniques. Examples of surprising teacher behaviors with video-episodes are also introduced to engage participants conducting self-confrontational reflections in group activities.

Presenter(s): Saihua Xia

Settings/Audiences: Secondary School, Academic English Programs

Advice Columns as Authentic Sources for Teaching Vocabulary, Grammar, Culture
The presenter demonstrates how newspaper advice columns can be used as authentic sources to teach grammar, vocabulary, and especially culture. He shows how teachers can effectively use such columns in any ESL class.

Presenter(s): John Stasinopoulos

Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

6 Principles, 4 Board Games: Activating Vocabulary and Grammar
The advent of The 6 Principles® has sparked creativity among educators in the field of SLA. The presenters demonstrate how four versatile vocabulary and grammar board games incorporate curriculum to stimulate learners, assess their language development, and broaden community outreach, thereby utilizing The 6 Principles.

Presenter(s): Rita Naughton

Settings/Audiences: Academic English Programs

Assessing Technical Vocabulary Knowledge to Inform Course Design
Word list creation is well researched. Less is known about how those lists should be used. This session focuses on needs analysis for teaching and learning technical vocabulary in ESP contexts. It explores methods and purposes for assessing learners’ prior technical vocabulary knowledge to inform course design.

Presenter(s): Sandra Bancroft-Billings

Settings/Audiences: Academic English Programs, Graduate/Post-Graduate Academic Programs
Balancing Output Practice and Reading for Academic Vocabulary Learning
This session addresses the debate regarding output practice and reading in teaching academic vocabulary. Attendees learn different views about output practice, review research demonstrating the value of output practice, and learn about a proposed eclectic approach to academic word list instruction in IEPs.
Presenter(s): Alan Juffs
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Best Assess That Vocab Mess
Vocabulary assessment is a powerful tool to measure learner progress, but it can also frustrate students and teachers alike. In this session, review best practices in assessment and enhance your instruction with summative and formative vocabulary assessments. Assessments can be easily implemented in your class next week.
Presenter(s): Jennifer Majorana
Settings/Audiences: Academic English Programs, Intensive English/Private Language Programs

Examining Academic Vocabulary in EFL and English-Medium Institutions
This session discusses findings from a study that investigated the relationship between level of academic vocabulary and beliefs about its importance to learners’ university studies, explores trends from the findings, and raises awareness for EAP teachers concerning assumptions about students’ needs for vocabulary development based on learners’ perceptions and knowledge.
Presenter(s): Ijobat Juraeva, Liliya Makovskaya
Settings/Audiences: Academic English Programs

Teacher Action Research: Teaching Word-Learning Strategies to 6th-Grade Newcomers
In this teaching tip, the presenters share a teacher action research on stations and/or games to support emergent bilinguals’ vocabulary. The participants were a teacher’s sixth graders at a newcomers’ school in the United States. Students’ weekly posttests showed successful scores during weeks when stations and/or games were used.
Presenter(s): Elena Andrei, Stephanie Gabel
Settings/Audiences: Primary School

Using Focused Tasks to Teach New Grammar
Tasks are often used to activate prior knowledge, but rarely used to construct new grammar knowledge. This session showcases how focused tasks, if designed appropriately, can draw beginners’ attention to the target structure and encourage them to negotiate its meaning/function in its use without the teacher’s explicit explanation.
Presenter(s): Shaoyan Qi
Settings/Audiences: Adult Education

Vocabulary: Using Online Resources for Practice and Materials Development
This workshop teaches how to use online resources for materials development (e.g., AntWordProfiler, Lextutor, The Word Family Framework, SkELL, FLAX) and engages in completing classroom-tested exercises using technology (e.g., Socrative, Kahoot!). Participants walk away with classroom-tested tasks easily adaptable for use in any context and proficiency level.
Presenter(s): Valeria Bogorevich
Settings/Audiences: Academic English Programs, Adult Education

What’s in a Meme?
Using the popular format of memes, grammar students can engage with targeted grammar structures by creating authentic language. The ever-changing nature of internet memes provides excellent opportunities to observe authentic use of grammar and discuss culture. This session explains the process of expanding grammar understanding using popular meme culture.
Presenter(s): Karina Jackson
Settings/Audiences: Secondary School, Intensive English/Private Language Programs
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TESOL 2021

EXHIBITOR SESSIONS

THURSDAY, 25 MARCH

On-Demand

Teach Abroad With the English Language Fellow Program
Learn how you can enhance English language teaching capacity abroad through paid teaching fellowships designed by U.S. Embassies. In-person and virtual exchange opportunities are available for experienced U.S. TESOL professionals to provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.
Presenter(s): Maggie Steingraeber

7:00 am ET

Connect, Manage, and Engage: Best Practices for the Online Classroom
Creating connections in a virtual classroom is challenging but essential for effective online teaching. Connecting with learners helps us understand their progress, and lively interactions among students can result in more meaningful learning. Join this session to learn practical tips for managing communicative interactions and creating engaging online lessons.
Presenter(s): Chia Suan Chong, Sean Bermingham, Caitlin Thomas

8:00 am ET

English Language Specialist Program Impact in East Asia/Pacific
To commemorate the Specialist Program’s 30th Anniversary, this session showcases specialists’ impact in East Asia/Pacific over the last 30 years. Three specialists who have worked in-person or virtually in the region share their experiences and how their projects have impacted their professional lives and home communities.
Presenter(s): Donna Brinton, Tony Newman, Betsy Parrish, Abigail Williamson, Catur Wahyudi

9:00 am ET

Connect: Building Literacy for Academic Success!
This session features a brand new, standards-based core program designed specifically for ELs. This print and digital solution builds ELs’ academic success by developing their communication and literacy skills, as well as academic knowledge in the content areas of math, science, social studies, music, and art.
Presenter(s): Patricia Acosta

10:00 am ET

Creating Inclusive Classrooms and Fostering Accessibility With Free Microsoft Tools
Did you know Microsoft has created free, accessible assistive technology to support students who struggle with reading, writing, math, and communication? This session showcases how these free learning tools can be used to support classroom engagement of students with learning differences, such as dyslexia, dysgraphia, ELL, ADHD, and more.
Presenter(s): Rachel Berger

LIVE

Online Professional English Network (OPEN) Alumni: Staying Actively Involved
The Online Professional English Network (OPEN) program offers virtual learning opportunities to foreign English language educators, professionals, and learners worldwide. This session is for all OPEN alumni! Learn how you can stay actively involved in the program and connect with your colleagues from around the world.
Presenter(s): Dawn Rager, Katherine Bain, Amy Nunamaker, Kara Howard

Pandemic Challenges: Accessibility, Inclusion and Engagement
COVID-19 has played havoc with the learning opportunities for millions of people around the world. It added another dimension to the challenges of engagement, accessibility, and inclusion. This session explores what remote learning, testing, and assessment means to stakeholders from diverse contexts.
Presenter(s): John Shackleton, Gemma Bellhouse, Paul Muir

Writing Test Questions: From Design to Administration
The presenter describes the steps and processes followed to design, develop, and administer new question types aimed at assessing different language proficiency skills for different purposes using concrete examples from the TOEFL® Family of Assessments (the TOEFL iBT®, TOEFL ITP®, TOEFL Junior®, and TOEFL Primary® tests).
Presenter(s): Pablo Garcia Gomez

2021 TESOL INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO

Thursday, 25 March, 7:00 AM

LIVE

Thursday, 25 March, 7:00 AM

Prerecorded Presentation with Q & A

Prerecorded Presentation with Q & A

Prerecorded Presentation with Q & A

Prerecorded Presentation with Q & A

Prerecorded Presentation with Q & A
“World Link” Helps Learners and Teachers Track Progress Towards Confident Communication
The new, fourth edition of "World Link" provides the print and digital solutions needed to track learner progress in all classrooms. Through formative assessment opportunities in the Student's Books to adaptive online practice, "World Link" has what you need to get students speaking confidently in their world.

Presenter(s): John Hughes, Caitlin Thomas

A New Digital Formative and Summative EFL Assessment for Teenagers
Assessment better supports teaching and learning when personalized feedback is provided to test takers and teachers. Join us as we explore how MET Go!, a recently developed multilevel EFL exam for teenagers and now available in digital format for remote administration, can serve formative and summative purposes to foster learning.

Presenter(s): Fernando Fleurquin, Rita Simpson-Vlach

Developing Successful Writers Through Task-Based Writing
Join Randi Reppen as she examines how understanding different writing tasks can help students become more successful writers. A variety of typical, school-based writing tasks are broken down to address the vocabulary, grammar, and discourse demands. The process results in successful writing products for all students.

Presenter(s): Randi Reppen

English Language Specialist Program Impact in Europe/Eurasia
To commemorate the Specialist Program’s 30th Anniversary, this session showcases specialists' impact in Europe/Eurasia over the last 30 years. Three specialists who have worked in-person or virtually in the region share their experiences and how their projects have impacted their professional lives and home communities.

Presenter(s): Veronica Alvarez, John D. Bunting, Christine Coombe, Tony Newman

Teach the Rhythm of English With Color Vowel®
Learners can spend years learning grammar and building vocabulary, yet still feel helpless when it comes to actually speaking English. What’s often missing is rhythm, a vital synthesis of pronunciation, grammar, and vocabulary that supports speaking confidence. In this session, participants learn to create powerful, practical Color Vowel Chants.

Presenter(s): Karen Taylor

The Grammar You Need for Academic Writing: Beginning Through Advanced
Creators of the new Grammar You Need series of fold-out cards, free workbooks, and free web apps with student progress tracking demonstrate methods of teaching core grammar structures for academic writing at multiple levels. The approach is visual, corpus based, and flexible. Participants leave with practical techniques and plug-and-play materials.

Presenter(s): Michael Berman

Using Images to Elicit, Teach, and Reinforce Target Structures
ESL Library has one of the most comprehensive online image banks designed specifically for language teaching. Learn how to use images to elicit and teach vocabulary, reinforce grammar structures, and create lively discussion with your language learners.

Presenter(s): Ben Buckwold

What Have We Learned About Teaching During the Pandemic?
COVID-19 closed schools worldwide, moving English language educators online. Using data from polls, surveys, and samples of teaching practice, the presenters share perspectives on English teachers’ perceived challenges and successes related to teaching remotely during COVID-19 and the changing landscape of ELT toward more online and blended models.

Presenter(s): Joan Kang Shin, Jered Borup, Emily Casey

Digital Engagement: Practical Tips to Keep Students Involved During Class
As the rapid evolution of teaching over the past year drove classrooms online, teachers were forced to develop new techniques to keep students interested in, and engaged with, class material. In this session, participants discuss practical ways to encourage students to interact with the topics they’re learning and their classmates.

Presenter(s): Katherine Akey
Engage Reluctant Writers With Story Prompts
Students often say they can't write. Typical writing prompts are short and intimidatingly unstructured. By contrast, story prompts—unfinished stories—give more support, with a setting, with characters, and with a plot. But there’s room for creativity as students add plot twists and an end. Learn how to use story prompts to get students writing!

*Presenter(s): Walton Burns*

Peace Corps: Education Volunteer Assignments for U.S. Citizens
Join us to learn how you can use your TESOL skills in volunteer assignments around the world! Peace Corps provides two volunteer programs for U.S. citizens to gain experience working abroad. Volunteers frequently design curricula, train teachers, and share modern and innovative teaching techniques at all levels of instruction.

*Presenter(s): Natalie Borrego, Sakeena Ali*

**3:00 pm ET**

Empowered to Engage: Keeping Students and Families Connected During COVID-19
Distance learning for non-native English-language speakers poses significant challenges during COVID-19, especially in communication. Learn best practices and innovative approaches to reach students, teachers and families that help keep them connected and achieving through the pandemic and beyond.

*Presenter(s): Jami Herbst, Lizza Bowen*

Engagement, Interactivity, and Grammar! It Can Happen!
The new Modular Grammar Course Powered by Nearpod transforms a traditional grammar class by creating an engaging and learner-centered experience. Delivered on a powerful student engagement platform, it delivers compelling grammar lessons and allows programs to customize the content. See for yourself how you can enhance students’ learning experiences.

*Presenter(s): Christina Cavage*

Make Reluctant Writers Confident Writers
Writing class can be a challenge for students, especially when they lack confidence in their skills. Giving your students a reason to write, explicit steps to follow, and clear models can help. Reflect, a new series from National Geographic Learning, takes the mystery out of writing and creates confident writers.

*Presenter(s): Laura Le Drean, Tracy Bailie*

**4:00 pm ET**

Teaching Strategies for Successful Academic Speech Events
EAP speaking courses often teach low-frequency phrases, scripted dialogues, and unrealistic role-plays, describing what we want English to be, not what English actually is. Instead, they should prepare students for authentic situations. This session shares speech event "moves" that office hours, discussions, and presentations follow, equipping students for English-speaking interactions.

*Presenter(s): Kelly Sippell, Robyn Brinks Lockwood*

The Ubiquitous No. 3
Many things in the history of TESOL have come in threes: The Presentation-Practice-Production paradigm, the Pre-, While- and Post-phases of skills development, and many others.

*Presenter(s): Dr. Gabriel Diaz Maggioli*

Encouraging Meaningful Interaction in Every Young Learner’s and Teen’s Classroom
Ensuring young and teenage ELs maximize language development in all four domains, meet academic achievement standards, and engage with both in-person and online lessons can be tough! Let’s explore ways to engage learners through flexible learning materials with linguistically diverse content, academic language contexts, and globally inclusive photos, video, and readings.

*Presenter(s): Kate Norton, Joy MacFarland*

English Language Specialist Program Impact in the Western Hemisphere
To commemorate the Specialist Program’s 30th Anniversary, this session showcases specialists’ impact in the Western Hemisphere over the last 30 years. Three specialists who have worked in-person or virtually in the region share their experiences and how their projects have impacted their professional lives and home communities.

*Presenter(s): Efrain Diaz, Tony Newman, Robert Wyss, Natalie A. Kuhlman*
Maximize Student Success Using ESL Library Content and Courseware

ESL Library is one of the world’s leading resource sites for language teachers. Used in more than 10,000 schools around the world, ESL Library allows English teachers to access exceptional content and coursework every day. This session focuses on how to make the most of the ESL Library platform.

Presenter(s): Ben Buckwold

Exploring the Shifting Literacy Needs in English Medium Instruction

Many students all over the world share the same goal: academic success in English. However, these students may not share the same background or experiences. This session explores how a shift to a content-based approach to English instruction and curriculum can better meet the needs of tomorrow’s global leaders.

Presenter(s): Nonie K. Lesaux, Anders Bylund

Hands-On Reading Comprehension Strategies for ELs

Many ELs in Grades 4–12 are emerging readers and struggle to comprehend texts. This workshop focuses on evidence-based, hands-on strategies to improve comprehension. Participants learn strategies to use with students before, during, and after reading. Activities for fiction and nonfiction are included.

Presenter(s): Jill Haney

Immersive Virtual Reality for All: Getting Started Step-by-Step

Being immersed in virtual reality (VR) encourages language use and improves learner confidence. Launching a VR program is a fairly simple process. In this session, the presenters introduce you to the Immerse Virtual Language Experience Platform and provide step-by-step details to help you bring your English program to life in virtual reality.

Presenter(s): Sara Davila, Sarah Towler

Pandemic Challenges: Pedagogical Skills, Technological Awareness, and Student Interaction

The pandemic has forced teachers to find new ways to operate and sustain the learning of their students. Using evidence gathered by the British Council, participants discuss insights into the challenges teachers have faced, including issues of pedagogical skills, technological awareness, student interaction, and engagement.

Presenter(s): Graham Stanley, Ruth Horsfall

Standard Setting With the TOEFL ITP® Test

Every IEP program is unique in its educational mission and available resources—which can make it challenging to set score requirements for placement purposes. This session reviews the goals and steps of a well-designed standard-setting process using the TOEFL ITP Test to illustrate core concepts.

Presenter(s): Enrique Pilleux

The Right Synonym for the Right Context With Kory Stamper

More than just lists of synonyms, the all-new, corpus-based Cambridge Learner’s Thesaurus gives extensive real-world examples and articles that explain how words with similar meanings are used differently. Get tips for using this unique, free online resource to help your students pick the right synonym for the right context.

Presenter(s): Kory Stamper

What’s New in Microsoft Windows 10 Accessibility

Learn about accessibility features in Windows 10, including experiences to make your computer easier to see, hear, and interact with! Come learn about the Windows Accessibility team’s journey and how we want you to partner with us as we continue to empower every person on the planet to achieve more.

Presenter(s): Mariah Moon

A Smart, Effective Pronunciation App: Blue Canoe® With Color Vowel®

Learn about Blue Canoe, an effective mobile app that lets students practice pronunciation every day and get immediate, targeted feedback using the Color Vowel System. With rich content and a teacher’s dashboard, you can integrate Blue Canoe into your curriculum, assign it as homework, and watch students’ pronunciation confidence skyrocket.

Presenter(s): Karen Taylor
Demystifying Virtual Reality: How to Teach English in VR
Virtual reality (VR) is a powerful medium for creating meaningful, interactive task-based learning experiences that allow for deeply immersive, real-time synchronous learning. In this session, the presenters review how we have merged research and best practices to create a robust platform for facilitating synchronous English classes.

Presenter(s): Sarah Towler, Sara Davila

English Language Specialist Program Impact in Near East/North Africa
To commemorate the Specialist Program's 30th Anniversary, this session showcases specialists' impact in Near East/North Africa over the last 30 years. Three specialists who have worked in-person or virtually in the region share their experiences and how their projects have impacted their professional lives and home communities.

Presenter(s): Bob Schoenfeld, Janine J. Darragh, Joan Kang Shin, Tony Newman

How to Get Students Online and Charge What You're Worth
James Liu is a business coach for ESL teachers. In this training, he explains niche teaching—the only solution for teachers to charge a higher rate, two marketing models available for online teachers, and three steps to get students online and succeed in an online teaching business.

Presenter(s): James Liu

Remote Learning and Equity for Emergent Bilinguals
While remote teaching presents a number of challenges, one that needs particular attention is educational equity. How can educators ensure that all students are set up for success? Join José Viana as he gives you strategies to help you better address the needs of emergent bilingual students during this time.

Presenter(s): José Viana

U.S. Department of State Opportunities for Online Course Development
Learn how the U.S. Department of State partners with U.S. universities to develop online PD and ESP courses for ELs and teachers around the world. An overview of the American English E-Teacher program and information on potential partnership opportunities are shared.

Presenter(s): Joyce Catsimpiris, Dawn Rogier, Amy Nunomaker, Katherine Bain

Assessing Your Students Online With Testing and Evaluation
Distractions, cheating, time limits, technical capacities: Assessment in online and blended classes can be difficult. However, they don't need to hold you back. With a focus on ongoing assessment and structures for testing, which we’ll discuss in this session, you can effectively assess your students in any type of class.

Presenter(s): Katherine Akey

Calling Students In vs. Out: Dealing With "Hot Moments"
Linguistic (and cultural) miscommunications have always been an inherent part of the ESL classroom. What's new is our (justified) heightened awareness toward inclusive language and our collective worries surrounding what is currently "politically correct."

Presenter(s): Emily Sabo

English Language Specialist Program Impact in Africa
To commemorate the Specialist Program's 30th Anniversary, this session showcases specialists' impact in Africa over the last 30 years. Three specialists who have worked in-person or virtually in the region share their experiences and how their projects have impacted their professional lives and home communities.

Presenter(s): David Bohlke, Lea Gabay, Tony Newman, Janet Raskin

Five Ways to Effectively Serve ELs as Schools Reopen
With students learning at home, in school or a combination of both, educators must remain flexible to meet evolving student needs. So how do EL educators remain focused despite unpredictable circumstances, and what practices remain evergreen to accelerate learning?

Presenter(s): Julie Robinson, Michele Kimball, Lizza Bowen

In this session, participants explore how "Time Zones," Third Edition, supports teenage learners at all levels and in any learning environment. Using case studies from classrooms all around the world, the presenters demonstrate how "Time Zones"' authentic content, carefully sequenced lessons, and digital resources help bring all classrooms to life.

Presenter(s): Anders Bylund
Friday, 26 March, 3:00 PM
Prerecorded Presentation with Q & A

New Ways to Teach Idioms and Slang in the (Online) Classroom
"Slangman" David Burke (international TV show host and author of the Street Speak, -Spanish, -French and -Italian slang/idioms series) gives an informative and hilarious presentation on the importance of teaching slang and idioms.
Presenter(s): David Burke

Friday, 26 March, 3:00 PM
Live

Supporting Your Textbook With an LMS: Canvas and Stand Out
Establishing clear lesson goals, a logical progression of tasks, helpful scaffolds, and meaningful tasks while teaching online can be challenging. Join "Stand Out" authors, educators, and content developers Rob Jenkins and Staci Johnson as they discuss how these objectives are met with the Canvas shells they created specifically for "Stand Out."
Presenter(s): Rob Jenkins, Staci Johnson, Joy MacFarland

Friday, 26 March, 3:00 PM
Prerecorded Presentation with Q & A

A New Way of Testing: The First-Ever Adaptive Speaking Test
Researchers highlight their journey to build an automated, adaptive test of spoken English. They describe the methodology and technology used to enable adaptivity, including the challenges they overcame. They discuss the adaptive test’s impact using examples from academia and business, including implications for the language-learning industry.
Presenter(s): Judson Hart

Friday, 26 March, 3:00 PM
Prerecorded Presentation with Q & A

Upholding the Standards and Teaching Low-Level Students Remotely
In this session, participants explore ways you can engage, support, and challenge your low-level learners in a distance or blended learning setting by leveraging "Future’s" considerable digital and print resources and scaffolding instruction so students can learn the higher order skills.
Presenter(s): Sarah Lynn

Friday, 26 March, 3:00 PM
Prerecorded Presentation with Q & A

Take the Express to the New TOEFL iBT® Test
Get on board with testing experts to learn about important changes to the TOEFL iBT. Discover how using a skills-based short course can give your students the knowledge and practice needed to perform at their best on the TOEFL. Special emphasis on speaking and writing.
Presenter(s): Tammy LeRoi Gilbert

Friday, 26 March, 3:00 PM
Prerecorded Presentation with Q & A

The Power of Storytelling to Build Cross-Cultural Connections
Discover how you can use storytelling to unlock deeper connections in the classroom and in your daily life. Four English Language Fellow Programs alumni share intriguing tales from their experiences abroad. Attendees gain insights on how to craft engaging stories through reflection and Q&A.
Presenter(s): Maggie Steingraeber, Natasha Agrawal, Richard Silberg, Beth Trudell, Joe Voigts

Friday, 26 March, 3:00 PM
Live

Get Ready! And Get Reading!
This session examines ways to engage newcomer ELs as they develop language and academic skills in English. The "Get Ready!" and "Get Reading!" texts combine language, literacy, and content in fully articulated materials that serve newcomers with comprehensive print AND digital materials.
Presenter(s): Martin Smith

Friday, 26 March, 4:00 PM
Prerecorded Presentation with Q & A

"The ELT Grammar Book": New Edition of This Essential Resource
This session debuts the second edition of "The ELT Grammar Book," an indispensable guide for new and experienced English language teachers and curriculum writers. Come away with fresh tips on common grammatical head scratchers, instant access to free online bonus material, and a 40% discount for this new second edition.
Presenter(s): Richard Firsten

Friday, 26 March, 4:00 PM
Prerecorded Presentation with Q & A

Teaching Social Justice Topics Online With ESL Library
ESL Library strives to empower teachers to address challenging issues in the classroom by providing them with thoughtfully designed materials. Learn how to use ESL Library’s digital lesson plans, flashcards, and resources focused on social justice issues to engage with students in a meaningful way.
Presenter(s): Tammy Wik

Friday, 26 March, 4:00 PM
Prerecorded Presentation with Q & A

Engage and Excel: Best Practices for Remote Learning
Cambridge University Press brings together a panel of adult educators to share their experience with remote learning. Find out about their lessons learned, favorite technology tools, and strategies for learner engagement. Get answers to your questions and brainstorm solutions to problems you’ve experienced.
Presenter(s): Donna Price

Friday, 26 March, 4:00 PM
Prerecorded Presentation with Q & A

Friday, 26 March, 5:00 PM
Prerecorded Presentation with Q & A

Friday, 26 March, 5:00 PM
Prerecorded Presentation with Q & A
Teaching Vocabulary Online: Of Course
Teaching speaking or writing online may be relatively new, but vocabulary learning has occurred online for many years. The presenter explains seven ideas for online vocabulary instruction, including teaching and practicing new vocabulary, along with training learners to become more aggressive and skilled in improving their own English vocabulary.

Presenter(s): Keith Folse

 sábado, 27 marzo, 5:00 AM
presentación preregistrada con Q & A

Effective Digital Tools for Remote Teaching and Testing of EAP
Remote teaching has become the norm for EAP educators. Though teaching online isn’t more difficult than teaching face-to-face, it’s a different process and requires unique tools to keep students engaged and to monitor their learning. The New Interactions program employs adaptive learning and remote proctoring to make remote teaching effective.

Presenter(s): Alan R. Davis

sábado, 27 marzo, 5:00 AM
presentación preregistrada con Q & A

Creative Activities to Teach Speaking Skills
Too often, textbook speaking activities are really grammar practice. How often do we have the chance to teach students to use a broad range of communication skills, such as rhetorical strategies, gesture, and intonation? Learn about engaging activities that actually teach speaking skills!

Presenter(s): Walton Burns

sábado, 27 marzo, 11:00 AM
presentación preregistrada con Q & A

Nonfiction and Fiction Book Pairs for Newcomers in Grades 4–12
Newcomers face a number of challenges as they navigate their new schools and communities. This session reviews books that address critical topics for newcomers through nonfiction/fiction book pairs. Key supports to look for in books for newcomers are highlighted, including survival vocabulary and visual cues.

Presenter(s): Jill Haney

sábado, 27 marzo, 2:00 PM
presentación preregistrada con Q & A

Integrating Oxford University Press Course Materials Into Your Digital Class
When you’re preparing for the first days of class, some of the first steps include identifying how you’ll deliver course material and choosing how you’ll structure your lessons, especially when teaching online. We’ll walk you through some ways you can use Oxford University Press materials in your online class.

Presenter(s): Harcourt Settle

sábado, 27 marzo, 2:00 PM
presentación preregistrada con Q & A
Five Key Factors that Will Influence the Direction of Teaching Language Learners, Including English Learners in the Coming Year

Join this discussion with educators across professional backgrounds as they share their insights to the everchanging landscape of education and what factors will inform and influence the future of teaching language learners.

Presenter(s): Jami Herbst, Lizza Bowen

Maximize Student Success Using ESL Library Content and Courseware

ESL Library is one of the world’s leading resource sites for language teachers. Used in more than 10,000 schools around the world, ESL Library allows English teachers to access exceptional content and courseware every day. This session focuses on how to make the most of the ESL Library platform.

Presenter(s): Ben Buckwold, Tammy Wik

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