Between Worlds: Meeting the Needs of English Language Learners

2014 AMTESOL Conference
Oxford, Mississippi
Oxford Conference Center
Friday, January 24th
and
Saturday, January 25th
AMTESOL was founded in 1982, and membership is open to everyone interested in and or involved in the teaching and administration programs in English as a second or foreign language. In Mississippi we have members from various intensive English programs and public school systems in places such as Hattiesburg, Starkville, and Oxford. In Alabama our members include ESL professionals from all over the state such as Mobile, Montgomery, Tuscaloosa, Huntsville, Birmingham, Gadsden, and numerous places in-between.

AMTESOL strives to serve the needs of intensive program teachers, administrators, graduate students, and K-12 teachers in the field of ESL. Historically speaking, AMTESOL provided one of the few opportunities for ESL professionals in Alabama and Mississippi to receive local support, professional development, and opportunities to share ideas and experience. Today, AMTESOL strives to continue this service in combination with support programs that may already be in place. Over the years, members of AMTESOL have emphasized that one of the greatest benefits of membership is the connections made in the field of ESL, many of which have lasted for many years.

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**AMTESOL’s Mission:**

- To collect and disseminate useful information about teaching English as a second language.
- To provide opportunities for interaction among ESL professionals.
- To identify and address TESOL problems of local, regional, and national concern.
- To stimulate professional development within the TESOL institutions of the area.
- To promote and actively support programs in local communities that will improve the teaching of English as a second language at all levels of education.
- To advocate the recognition of the specialized nature of the TESOL profession on the local, state, and national levels.
Welcome new and returning AMTESOL participants. We are so pleased to have another year to network, learn, and inform our practice to meet the needs of English language learners navigating between worlds.

Now, more than ever, we have multiple worlds we are bridging in addition to the cultural and language aspects of our students and schools. Our conference chair Dinorah Sapp and her colleagues have planned two conference days that will refresh our knowledge for serving English learners in several settings including K-12, Higher Education, and Adult ESL. On Friday, we are thrilled to offer a variety of pre-conference workshops led by well-respected practitioners that will address research, practice in K-12, and supporting instruction for college and adult English learners. Following our breakout sessions we will conclude the first day with our renowned keynote speakers Drs. Yvonne and David Freeman. Our breakout sessions Friday afternoon and Saturday morning promise to be a well-rounded selection of presentations from our peers that will move us toward mastering our theme “Between Worlds: Meeting the Needs of English Language Learners”

We invite all participants to join us for our business meeting on Saturday morning at 8:00 AM. Attending the business meeting is a way for you to learn more about AMTESOL and get involved. Please grab a cup of coffee or a snack and attend our brief meeting.

If you are new or returning, a classroom teacher or an ESL teacher, we hope you will enjoy the camaraderie and networking that our regional conference offers. Alabama-Mississippi educators have so much to share with each other and can help each answer the challenges that may be unique to our states and educational practice.

If you have questions or need assistance please let us know.

Sincerely,

Ann Marie Batista
AMTESOL President
AMTESOL BOARD MEMBERS

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Friday, January 24th
Pre-Conference Registration Opens at 8:00 a.m.
General Registration Open from 9:00 to 6:00 p.m.
Exhibitors Open from 12:00 to 6:00 p.m.

9 a.m. to noon – Concurrent Pre-conference Workshops
Noon to 1:00 p.m. – Lunch for Pre-conference Workshop Attendees
1:00 to 1:50 p.m. – Concurrent Sessions
2:00 to 2:50 p.m. – Concurrent Sessions
3:00 to 3:50 p.m. – Concurrent Sessions
4:00 to 4:50 p.m. – Concurrent Sessions
4:00 to 4:50 p.m. – AMTESOL Executive Board Meeting
5:30 to 6:30 p.m. – Drs. Yvonne and David Freeman, Keynote Speakers
6:30 to 7:30 p.m. – Buffet Dinner

Saturday, January 25th
General Registration Open from 7:30 a.m. to noon
Exhibitors Open from 7:30 to noon

7:30 to 9:00 a.m. – Morning snacks, coffee/tea, and exhibits
8:00 to 8:50 a.m. – AMTESOL Business Meeting
9:00 to 9:50 a.m. – Concurrent Sessions
10:00 to 10:50 a.m. – Concurrent Sessions
11:00 to 11:50 a.m. – Concurrent Sessions
12:00 to 12:50 p.m. – Concurrent Sessions
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<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenter(s)</th>
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<td><strong>Friday 1:00</strong></td>
<td>Using Writing to Connect the Worlds of Home and School--Hill (K-12)</td>
<td>Heritage Language Instruction for Academic and Career Success--Dobbs-Black (Higher Ed/K-12)</td>
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<td>Bridging Worlds: Classroom and Home Combined via Smartphone Apps--Herrington (Technology/K-12)</td>
<td>Connecting ELs to the Common Core--Harvey (K-12)</td>
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<td>IELTS Testing, Preparation, and Benefits--Clipperston (Higher Ed/IEP/Adult Ed/Publisher)</td>
<td>Between Worlds: Language Learners’ Psychology in Their Own Words--Oxford (Research/Higher Ed/K-12/Adult Ed/IEP)</td>
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<td>2:00</td>
<td>Writing for Publication: The TNTESOL Journal and the TNTESOL Newsletter--Bontempi and Paraiso (Research/Higher Ed/K-12/Adult Ed/IEP)</td>
<td>Global Connections: Addressing Cultural Isolation through Social and Service Engagement--Trabue (Higher Ed/K-12/IEP/Adult Ed)</td>
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<td>Web Quests as a Springboard to Writing--Scaramucci (Technology/K-12)</td>
<td>Creating Connections Inside and Outside the Classroom through Multimodal projects--Karlowski (Higher Ed/K12/IEP/Adult Ed)</td>
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<td>Creating Linguistically-Responsive Classrooms in Elementary and Secondary Contexts--Word and O'Brien (Higher Ed/K-12)</td>
<td>Building a Strong Learning Environment for All Students--Cox (K-12/Administrators)</td>
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<td>3:00</td>
<td>Technology, Oral Language Development and the ELL--Imagine Learning--Lori Burns (K-12/Technology/Administrators/Exhibitor)</td>
<td>Every teacher a Reading Teacher, even PEI--Seay (Higher Ed/K-12)</td>
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<td>Open Access ESL--Topping (Research/IEP/Adult Ed/Higher Ed)</td>
<td>Connecting School and Home: Ways to Support Parent Involvement--Casalino et al (K-12/Administrators)</td>
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<td>Don’t Take it Literally: Exploring Fiction with Second Language Learners--Ramachandran and Lafontaine (IEP/Adult Ed)</td>
<td>ESL Project Evaluation Design: How’s and Whys--Littleton and Oxford (Research/Higher Ed/K12/Administrators)</td>
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<td>4:00</td>
<td>Meeting at the Margins: The Role of Tutors in Teaching ESL Writing--Diallona/Academic Socialization across Disciplines - Perspectives on Language, Culture, and Gender--Bi (Research/Higher Ed/K-12/Adult Ed/IEP)</td>
<td>Successful EL student in High School Chemistry--Halloway (Higher Ed/K-12)</td>
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<td>Connecting Two Worlds: Technology as a Bridge Bontempi and Paraiso (K-12/Technology)</td>
<td>Investigating Co-teaching Practices in teaching English to Young Learners in Korea--Lee and Yeo/ Korean EFL Learners’ Apologies with Implication for Interlanguage Pragmatics--Lee (Research/Higher Ed/K-12/Adult Ed/IEP)</td>
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<td>The In-between World of Mainstreamed ELLs in the University Setting--Harrison and Ski/ Research and Techniques for Increasing Participation in the IEP Classroom--Ramachandran (IEP/Adult Ed/Higher Ed/Research)</td>
<td>AMTESOL Board Meeting</td>
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<td>9:00</td>
<td>Navigating Zamblish and Minibuses: English at the Crossroads in Zambia-Smith</td>
<td>Bair et al (K-12)</td>
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<td>Connecting Two Worlds: ESL Teachers and the Larger School Community</td>
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<td>10:00</td>
<td>Teacher Strengths in the Classroom--Honegger</td>
<td>Markow (K-12/Higher Ed/Exhibitor)</td>
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<td>11:00</td>
<td>Using the Implicit Association Test as a Bridge between Beliefs and Practice--</td>
<td>Harrison (Research/Higher Ed)</td>
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<td>12:00</td>
<td>A Redefinition and Reclassification of Semantic Roles--Li</td>
<td>Skaman (Higher Ed/K-12/IEP/Adult Ed)</td>
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Workshop A:
Developing Academic Language
for English Language Learners
with Dr. Yvonne Freeman and Dr. David Freeman

Magnolia Rooms A &B

The presenters define and give examples of academic language at the text, paragraph, sentence, and word levels. They show how teachers can follow a 3 step approach to help English learners develop academic language. They share teacher stories and pictures of classrooms to demonstrate how teachers can use specific strategies and organize materials to develop both academic language and content knowledge.

Dr. Yvonne Freeman and Dr. David Freeman are professors emeritus at The University of Texas at Brownsville. Both are interested in effective education for English language learners. They present regularly at international, national, and state conferences. They have worked extensively in schools in the U.S. They have also worked with educators in Mexico, Colombia, Venezuela, Costa Rica, Argentina, Uruguay, Hong Kong, Indonesia, Lithuania, Mallorca, and Sweden. This fall they were both honored as Outstanding Educators in English Language Arts by NCTE (The National Council of Teachers of English) at the fall conference in Boston.


There will be two book signing events with the keynote speakers at the Heinemann table:
Friday, 12:45 – 1:15 p.m. and Saturday, 8:45 – 9:15 a.m.
Workshop B:  
*Functioning as a Unit: Content Area and ELL Teachers*

with Cynthia Hunt, Darcie Miller, and Joanna Schley

Oak Room B

This workshop presents approaches used in building the relationship between content area teachers and EL teachers. It guides co-teachers on how to function as a unit for the benefit of ELLs and shares strategies fostered over the years.

Ms. Hunt is an adjunct instructor for the Master’s Program for Teaching ESL at UAB and a full-time science teacher at Austin High School in Decatur, Alabama. In addition to teaching, she is a regular presenter for local and district professional development activities as well as at state and national TESOL conferences. She taught physics for 22 years at Austin High school, ESL for three years in Auburn City Schools, and she was a regional EL coach for the Alabama State Department of Education. To complement her science teaching responsibilities, she provides support to her school’s ESL teachers for training mainstream teachers in the development of academic language among all her students. She was selected as the 2011 Teacher of the Year at Austin High. She has a B.A. in science education, an M.A.Ed. from Auburn University, and an Ed.S from UAB, Class A certification in ESL and Class AA in Physics Education. She is especially proud of the course she designed for UAB—EESL 650 *Strategies for Teaching Math and Science to ELLs*.

Darcie Miller has a B.A. in Creative Writing and a M.A. Ed. in ESL from the University of Alabama at Birmingham. She teaches at Austin High School in Decatur, AL.

Joanna Schley has a B.S. in Marine Biology, a B.S. in Biology (Grades 6-12), and a M.Ed. in Biology from the University of West Alabama. She teaches at Austin High School in Decatur, AL.
Workshop C:  
Using Visual Arts in English Language Teaching  
with Dr. Tamara Warhol and Dr. Katherine Fields  
Oak Room A

This workshop introduces participants to techniques from the visual arts, which can be used to supplement traditional language teaching methods. Participants learn about how to incorporate projects, such as collage, mosaics, and photography into their curricula. Each technique is demonstrated in a language-learning context and focuses on one or more skills: speaking, listening, reading, writing, grammar, and/or cross-cultural awareness. Participants will have opportunities to create projects as language students as well as create their own lesson plans incorporating the techniques. The workshop is appropriate for instructors who teach students at any proficiency level in any contexts (K-12, University, NGOs, etc.).

Tamara Warhol is the Director of the Intensive English Program and associate professor of TESL & Linguistics in the Department of Modern Languages at the University of Mississippi. She received her B.A. cum laude in Religion from Princeton University and her M.S.Ed. in TESOL and her Ph.D. in Education, with emphasis in Educational Linguistics from University of Pennsylvania. Recently, she was a Fulbright Specialist at the Language Institute at Thammasat University in Bangkok, Thailand. Her research and teaching interests include language program administration, language teacher education, multimodal discourse analysis, and second language acquisition. She has published in TESOL Journal, the Journal of Southern Linguistics, and Academic Exchange Quarterly.

Katherine Rhodes Fields is Professor of Art and Printmaking Program Coordinator at Houston Community College in Houston, Texas and is affiliated with the UHCL (University of Houston Clear Lake) International Arts Consortium as the Artist in Resident, teaching printmaking at UHCL as well as workshops at University of Arts, Faculty of Fine Arts, Belgrade, Serbia and Universidad de Veracruzan, Facultad de Artes Plasticas, Xalapa, Veracruz, Mexico. Fields studied art at the Glasgow School of Art, Glasgow Scotland, and received her BA Cum Laude from the University of the South, Sewanee, Tennessee. Fields earned her MFA at the University of Mississippi in 2005 and an MA TESL at the University of Mississippi in 2012 while she was visiting faculty.
Friday, January 24th  Concurrent Sessions

1:00 to 1:50– Concurrent Sessions

**Bridging Worlds: Classroom and Home Combined via Smartphone Apps**
MAGNOLIA ROOM A

This session details how to create a cell phone app that is compatible with different platforms. Using a relatively easy-to-use interface, any teacher can ‘cell phone-ize’ their classroom. This allows students to access their class wherever they have Internet access.

*Presenter:* Thomas Herrington has taught ESL for over ten years and incorporates technology to reach his diverse students.

**Heritage Language Instruction for Academic and Career Success**
MAGNOLIA ROOM B

The number of English Language Learners and non-native speakers of English continues to grow across the USA. Schools and local education agencies can be culturally and linguistically responsive by implementing and utilizing Heritage Language or “Language for Native Speakers” courses.

*Presenters:* Leah Dobbs Black is the ESL Program Supervisor for Shelby County Schools. Her tenure includes ESL and Spanish language instruction. Dr. Susan Spezzini is the Department Chair for English as a Second Language Instruction at UAB.

**Connecting ELs to the Common Core**
OAK ROOM A

Zeroes on assignments? Plagiarism?Disconnected or unrelated ideas? Tears and hair pulling? Here are some ideas for helping ELs build skills for reading and responding to informational text, an integral part of the Common Core, through strategic adaptations and support.

*Presenters:* Jenny Harvey is a veteran EL teacher at a suburban high school near Birmingham, AL. Rebecca Phillips is an EL teacher at a diverse suburban school system near Birmingham, Alabama.
Between Worlds: Language Learners’ Psychology in Their Own Words
OAK ROOM B

To understand ESL/EFL students, let us listen to their own words in intercultural learner histories, which reveal strategies, peak experiences, hardships, resilience, emotions, and motivation. This exciting presentation uncovers learners’ psychology and gives implications for teaching, teacher education, and research.

Presenter: Rebecca Oxford is best known for her learning strategies research, described as “changing the way the world teaches languages.”

IELTS Testing, Preparation, and Benefits
PUBLISHER PRESENTATION
CLASSROOM A

IELTS, the International English Language Testing System, is designed to assess the language ability of candidates who want to study or work where English is the language of communication. This interactive session is designed to inform educators about the IELTS.

Presenter: Alan Clipperton is the Associate VP for Global Initiatives at LeTourneau University. He has a MA in TESOL from Minnesota State University and is a certified IELTS Examiner.

Using Writing to Connect the Worlds of Home and School
CLASSROOM B

In this session, participants will learn strategies to help young ELLs meet the rigorous CCSS/CCRS writing standards. You will learn how to use background experiences, mentor texts, and native language to help students connect their home and school worlds through writing.

Presenter: Dr. Kelly Hill is a K-3 literacy coach. She has 11 years of classroom experience and is an adjunct instructor at UAB.
Creating Connections Inside and Outside of Class through Multimodal Projects
MAGNOLIA ROOM A

Sample multimodal projects used intensive English content courses will be shared; the presenters hope to illustrate how this can promote connections for students outside of class. This includes project design for a variety of content areas, appropriate scaffolding, and assessment.

Presenters: Jasmine Karlowski is Co-Director of the Intensive English Program at the University of Mississippi. Previously she taught K-12 ELL students. Shoksanam Djalilova is currently pursuing a PhD in Curriculum and Instruction. She has been working with ELL students for 9 years.

Creating Linguistically-Responsive Classrooms in Elementary and Secondary Contexts
MAGNOLIA ROOM B

In this session, we show you how to analyze classroom language so that you can (a) recognize potential linguistic stumbling blocks in the classroom and (b) reframe them as teachable moments for ELs (and everyone else)!

Presenters: Dr. Andrea Word, Director of the UAH Intensive Language and Culture Program, and Dr. Jason O’Brien, Assistant Professor of Education at UAH, are preparing K-12 educators to work with English Language Learners under a U.S. Department of Education NCELA grant.

Building a Strong Learning Environment for All Students
OAK ROOM A

Presenters will describe the process of developing and implementing a job-embedded, ongoing cycle of professional development and coaching that provides content area teachers with the tools necessary to build a strong learning environment for all students.

Presenters: Cindy Cox, EdS, serves as the Elementary ESL Resource Teacher for Shelby County Schools and adjunct professor for UAB. Mary Earley, EdS, serves as the Secondary ESL Resource Teacher for Shelby County Schools and adjunct professor for UAB.
Web Quests as a Springboard to Writing!
OAK ROOM B

Second language learners face a mountain of obstacles during the writing process that have to come together in a synchronistic confluence of conceptual understanding, information synthesizing, as well as word and sentence constructs. Come and hear about how one ESL teacher addressed the deficiencies in writing skills through Web Quests.

**Presenter:** Isabella Scaramucci, EdS, NBCT, is a 4th Grade ESL Teacher and Learning Coach at Oakhaven Elementary in Memphis, Tennessee.

Writing for Publication: The TNTESOL Journal and the TNTESOL Newsletter
CLASSROOM A

The TNTESOL Journal is a peer-reviewed scholarly journal that provides a forum for both researchers and practitioners to share ideas and research findings. The TNTESOL Newsletter is an avenue to share their ideas and opinions in a more informal publication.

**Presenters:** Andrea Bontempi is an instructional facilitator for the ESL Department of Rutherford County Schools, Murfreesboro, TN. Dr. Johnna Paraiso is an instructional technology facilitator for the ESL Department of Rutherford County Schools.

Global Connections: Addressing Cultural Isolation through Social and Service Engagement
CLASSROOM B

Developing organizations that give language learners the opportunity to take their learning beyond the academic classroom through social and service engagement while addressing cultural isolation in Mississippi, as modeled by the UM student organization Rebel Global Connections.

**Presenters:** Kathy Trabue is a recent graduate of the University of Mississippi. She is also an AmeriCorps*VISTA working to fight poverty through education. Tracy Koslowski is an Intensive English Program Instructor, Community Service Coordinator and faculty advisor of Rebel Global Connections.
Connecting School and Home: Ways to Support Parent Involvement
MAGNOLIA ROOM A

Can’t speak the language of your EL parents? Need to increase teacher interaction with EL parents? Most of all, want your EL parents to feel a part of the school community? We’ll share some ideas that are working for us.

Presenters: Claudia Sale-Casalino, Rebecca Phillips, and Alli Phelps are EL teachers at a diverse suburban school system near Birmingham, Alabama.

Every Teacher a Literacy Teacher, even the PE teacher!
MAGNOLIA ROOM B

With the CCRR in place in Alabama, teachers are charged with including literacy in all classrooms and the idea that every teacher is a literacy teacher becomes even more important as we prepare students for college and careers.

Presenters: Susan Seay, Assistant Professor in the ESL program at UAB, has been a literacy teacher for more than 25 years. Van Edge is a teacher in the Etowah County School System and is a graduate student in the UAB ESL program.

Technology, Oral Language Development and the English Language Learner
IMAGINE LEARNING
OAK ROOM A

Oral Language Development is one of the essential keys to academic success! From learning social conversational skills and building academic language, to customized curriculum and differentiated instruction. Come experience some of the engaging, fun and innovative ways technology can support Oral Language Development in English Language Learners.

Presenter: Lori Burns is a National Curriculum and Instructional Specialist with Imagine Learning and has been in the field of Education for over 25 years.

Don’t Take it Literally: Exploring Fiction with Second Language Learners
OAK ROOM B

This presentation will focus on the cross-level approaches taken by two instructors when teaching fiction to intermediate and advanced students. Students explore the elements of fiction and how university students analyze various forms of literature to gain critical reading skills.
Presenters: Kerrin Ramachandran and Yalitza LaFontaine teach at the Intensive Language and Culture program at the University of Alabama in Huntsville.

Open Access ESL
CLASSROOM A

Drawing on crowd-sourcing and open access, we can work together to build an Open Access repository where we can share and assess our teaching resources, as well as create a viable online community, for teachers and students of all levels.

Presenter: Beth Topping is ESL Instructor at Auburn University with an interest in the opportunities and rhetoric afforded by recent technologies.

ESL Project Evaluation Design: The How’s and the Why’s
CLASSROOM B

The session will present an overview of project evaluation design with a focus on collaboration, planning, data collection, and reporting of results within a framework of both formative and summative procedures. Join us for a discussion of project evaluation.

Presenter: Richard Littleton is a retired school administrator. He has worked at UAB in evaluation of ESL programs for ten years.

4:00 to 4:50 – Concurrent Sessions

Connecting Two Worlds: Technology as a Bridge
OAK ROOM A

This workshop explores ways to integrate technology in the ESL classroom, whether the teacher has access to a computer lab or just a single teacher computer. Participants will examine a variety of web sites, software and applications.

Presenters: Andrea Bontempi is an instructional facilitator for the ESL Department of Rutherford County Schools, Murfreesboro, TN. Dr. Johnna Paraiso is an instructional technology facilitator for the ESL Department of Rutherford County Schools.

Successful EL students in High School Chemistry
OAK ROOM B

Chemistry can be difficult for the best of students. This presentation will demonstrate various techniques used in a chemistry classroom that helped EL learners become successful chemistry students. Tips, tricks, foldables, reading and testing strategies will be discussed.
Presenter: Charles Holloway has taught Chemistry for 9 years at Austin High School and is a doctoral candidate at the University of Alabama.

AMTESOL Executive Board Meeting
MAGNOLIA ROOM B

4:00 to 5:10 – Concurrent Sessions

RESEARCH PANELS
New this year, two research-based presentations are combined into one panel.

PANEL 1 – CLASSROOM A

Meeting at the Margins: The Role of Tutors in Teaching ESL Writing

The paper presents case studies of novice teacher/student (or tutor/tutee) negotiated relationships during conferencing in writing over a semester. The intended forms of the tutoring relationship were built on different kinds of feedback in an attempt to see the type of feedback that was most effective in that particular setting.

Presenters: Shokhsanam Djalilova holds a MA in English Linguistics and TESL. She is currently pursuing a PhD in Curriculum and Instruction. Dr. Esim Erdim is Professor of Applied Linguistics and currently teaches courses in second language pedagogy and acquisition in the Department of Modern Languages.

Academic Socialization across Disciplines - Perspectives on Language, Culture, and Gender

This presentation will explore three Chinese female graduate students' academic socialization experience, and report this special group of English language learners' negotiation of identity, participation, and selections of investment across different disciplinary communities.

Presenter: Sheng Bi is currently a graduate student in TESOL in the Department of Modern Languages at the University of Mississippi.

PANEL 2 – CLASSROOM B

Korean EFL Learners’ Apologies with Implication for Interlanguage Pragmatics

In this presentation the researcher will discuss about Korean EFL learners’ aspect of apologies and some implications for interlanguage pragmatics and teaching strategy.
**Presenter:** Jongbok Lee obtained his Ph D. at The University of Mississippi and now is a professor at Mokwon University in South Korea.

**Investigating Co-teaching Practices in teaching English to Young Learners in Korea**

In this presentation the researcher will discuss about Co-teaching Practices in teaching English to Young Learners and some strategies and suggestions in implementing team teaching in EFL setting.

**Presenters:** Jongbok Lee obtained his Ph D. at the University of Mississippi and is a professor at Mokwon University in Korea and Sooklim Yeo obtained her MA in TESOL at the University of Mississippi and an instructor at Mokwon University.

**PANEL 3 – MAGNOLIA ROOM A**

**The In-between World of Mainstreamed ELLs in the University Setting**

This presentation will share the results from an exploratory study of the perceived needs of ELLs who are participating as mainstreamed students at the university level. Emergent themes situated in a review of background literature will be shared, and implications will be discussed.

**Presenters:** Dr. Jamie Harrison is Program Coordinator and Assistant Professor of ESOL Education at Auburn University. Hong Shi is a doctoral student in Adult Education at Auburn University.

**Research and Techniques for Increasing Participation in the IEP Classroom**

This presentation reports research which seeks to identify the causes of limited participation during classroom discussion in a university IEP classroom. Further, techniques and strategies will be identified that are useful in increasing participation.

**Presenter:** Kerrin H. Ramachandran teaches ESL at the Intensive Language and Culture program at the University of Alabama in Huntsville.

**5:30 to 6:30 – 2014 AMTESOL Keynote Speakers**

(See description below)

**6:30 to 7:30 – Dinner**

**Ballroom**
2013 AMTESOL KEYNOTE SPEAKERS

DR. DAVID FREEMAN AND DR. YVONNE FREEMAN
FRIDAY, JANUARY 24TH

AUDITORIUM

“Essential Practices for English Language Learners
Living Between Worlds”

The presenters explain how English language learners live between the world of the home and community and the world of the school. They discuss the different factors that affect academic achievement for ELLs. Then they describe practices essential for teaching ELLs effectively. For each practice, the presenters give specific examples showing pictures from classrooms of effective teachers.

DR. DAVID FREEMAN AND DR. YVONNE FREEMAN

Dr. Yvonne Freeman and Dr. David Freeman are professors emeritus at The University of Texas at Brownsville. Both are interested in effective education for English language learners. They present regularly at international, national, and state conferences. They have worked extensively in schools in the U.S. They have also worked with educators in Mexico, Colombia, Venezuela, Costa Rica, Argentina, Uruguay, Hong Kong, Indonesia, Lithuania, Mallorca, and Sweden. This fall they were both honored as Outstanding Educators in English Language Arts by NCTE (The National Council of Teachers of English) at the fall conference in Boston.


There will be two book signing events with the keynote speakers at the Heinemann table:
Friday from 12:45 – 1:15 p.m.
Saturday from 8:45 – 9:15 a.m.
Saturday, January 25th  Concurrent Sessions

**8:00 to 8:50**

**AMTESOL Business Meeting & Door Prizes – Come to the Meeting!**
MAGNOLIA ROOM A

**BOOK SIGNING - DRS. DAVID AND YVONNE FREEMAN**
HEINEMANN TABLE
8:45 - 9:15 a.m.

**9:00 to 9:50 – Concurrent Sessions**

**Using Reading Strategies for Presenting Difficult CCSS Materials to ELL’s**
MAGNOLIA ROOM A

The Common Core State Standards (CCSS) in English Language Arts and Math require that ELL’s meet rigorous academic standards. Using strategic planning to incorporate reading strategies for ELL’s to develop academic understanding to deepen and accelerate the learning of difficult vocabulary in context.

**Presenters:** Joni Sue Bair has over fifteen years of teaching experience from pre-K to High School in California, Florida, Illinois, and Alabama. At present, she is an ESL teacher at Decatur High School. Bonnie Hurst is an English teacher at Decatur High School. She has served on several literacy teams to promote the inclusion of comprehension strategies in the curriculum. She is currently teaching English 10, Advance English 10, ACT Prep, and IB Theory of Knowledge. Lindsey McCaghren has been teaching Math at Decatur High School for the past eleven years. Currently teaches Algebraic Connections, Geometry, Algebra I to Algebra II with Trig and Pre-Calculus. Lindsey is a member of Kappa Mu Epsilon.

**Connecting Two Worlds: ESL Teachers and the Larger School Community**
MAGNOLIA ROOM B

ESL teachers are isolated from the rest of their professional peers at their school buildings. ESL teachers may not have the opportunity to connect with their professional peers. This workshop discusses ways teachers can use social networks for professional purposes.

**Presenters:** Andrea Bontempi is an instructional facilitator for the ESL Department of Rutherford County Schools, Murfreesboro, TN. Dr. Johnna Paraiso is an instructional technology facilitator for the ESL Department of Rutherford County Schools.
Creating Context: Explaining American Culture with a Multi-Media Approach
OAK ROOM A

This presentation explains a multi-faceted approach to guiding students through the evolution of American ideals and principles and how these inform the current culture. It will include specific examples of lessons plans and units as well as samples of student work.

Presenter: Yalitza LaFontaine, born in Puerto Rico, is a full-time lecturer at UAH who lives in Huntsville.

Using Oral Interactive Techniques to Enhance Writing for ELLs
OAK ROOM B

This interactive presentation will demonstrate and provide practice in using a variety of techniques to increase students’ academic and social vocabulary. Teachers can use these strategies to enhance students’ writing across the curriculum.

Presenter: Amanda Rodriguez has taught ESL in elementary school for nine years. She is a National Board Certified Teacher.

Should Native Languages Be Allowed in the Adult ESL Classroom?
CLASSROOM A

This session will explore why some instructors choose to have an “English only” learning environment, and discuss the carefully guided use of L1 to aid in language acquisition in the adult ESL classroom.

Presenter: Amy Little teaches ESL at the Intensive Language and Culture program at the University of Alabama in Huntsville.

Navigating Zamblish and Minibuses: English at the Crossroads in Zambia
CLASSROOM B

The presenter reflects on a year as an English Language Fellow. Teacher training, Zambian-English dialect, and adapting to life and teaching in Zambia are presented as they apply to that country as well as to the EFL/ESL fields more broadly.

Presenter: Jenica Smith teaches at the University of Alabama’s ELI. She has previously taught in Zambia, China, and Florida.
Teacher Strengths in the Classroom
MAGNOLIA ROOM A

The one factor most left out of discussions about TESOL methods and approaches is the teacher herself and her personal strengths and preferences. This presentation discusses how you should use your strengths as a teacher rather than be limited by any method.

Presenter: Mark Honegger is an associate professor in the Department of English at the University of Louisiana, Lafayette, where he oversees the M.A. TESOL concentration.

How can Common Core Change the ESL Teacher’s Role?
MAGNOLIA ROOM B

Common Core’s emphasis on academic language is bringing together the worlds of content areas and ESL. This presentation encourages participants to brainstorm ways ESL teachers can take leadership roles with content teachers when teaching academic language.

Presenter: Josie Prado is Assistant Professor of English Learner Education at the University of Alabama at Birmingham.

Graphic novels: how to use Apps to create your own.
OAK ROOM A

The content teacher is going to read a 300 page novel, and you know your ELLs will struggle with the material. How about turning it into a graphic novel? In this presentation we will use Apps to create graphic novels.

Presenter: Claudia Sale-Casalino is an EL teacher at a diverse suburban middle school near Birmingham, AL.

What’s WIDA Up to Now?
OAK ROOM B

A review of the latest development and research from WIDA, including the latest resource guide, Spanish academic language standards and assessment, using data about ELL performance, findings about growth in language proficiency, development of an online ELP assessment, and more.

Presenter: Jesse Markow communicates about WIDA, representing WIDA at conferences and meetings, and is on the Board of the NCSTIII Directors.
Using non-fiction text in the ESL classroom
CLASSEROOM A

Through the use of high interest informational text, middle school ELL students utilize all four language domains as a conduit for English language acquisition and development of academic content vocabulary and background knowledge. A variety of resources will be shared.

**Presenters:** Julie Caine is an ESL teacher in Shelby County with a background in Social Science.

Hear Me Roar: Techniques for Strengthening Presentation Skills and Building Confidence
CLASSEROOM B

This presentation demonstrates how to improve the public speaking skills of English language learners through confidence-building techniques, expanding academic vocabulary, self-reflective writing, and TED Talks.

**Presenter:** Ashley Fly is an Instructor in the Intensive English Program at the University of Mississippi. She teaches Beginning, Intermediate, and Advanced level courses.

11:00 to 11:50 – Concurrent Sessions

The Implicit Association Test: Bridge between Beliefs and Practice
MAGNOLIA A

This session will describe the creation and implementation of the Implicit Association Test – ELL, a computer-based instrument designed to access the implicit beliefs of mainstream teachers about ELLs. Results from the first round of testing will be shared and implications for practice will be discussed.

**Presenter:** Jamie Harrison is an Assistant Professor of ESOL Education and ESOL Education Program Coordinator at Auburn University.

ESL Teacher Empowerment
MAGNOLIA ROOM B

Do you feel isolated? Do you wish you could collaborate with your fellow ESL teachers? Do you want to be more proactive in your school system? Come hear about how ESL teachers in a small suburban school system organized themselves.

**Presenters:** Jennifer Harvey, Abby Becker, Georgia Miller, and Nona Thomas are veteran EL teachers at a diverse suburban school system near Birmingham, Alabama.
Meeting the Needs of English Learners: Making Content Comprehensible with the SIOP Model

PUBLISHER PRESENTATION

OAK ROOM A

Throughout this interactive workshop the presenter will model a variety of teaching techniques and activities for teaching academic language and content. Participants will see how the SIOP Model can be used to guide instruction to address the distinct academic needs of English Learners.

**Presenter:** Cristina Hernandez has an extensive educational background spanning a period of 31 years as a bilingual teacher, principal, and ESL Coordinator.

Vivaldi Gives Us *Goosebumps:* A guide to ESL short-story writing

OAK ROOM B

Our ELL class built a sailboat while learning across the different content areas. This project helped to increase involvement and student retention. This presentation will describe the process and outcome of using projects as a tool for teaching.

**Presenters:** Ariadna Lugo, English teacher for several years in Mexico, is finishing her MA in TESL at the University of Mississippi. Kenna Daniel, MA in Italian Indiana University, is a TESL master’s student and a TA in Italian at the University of Mississippi.

Teachers Between Worlds: Crossing the Classroom Divide

CLASSROOM A

Teachers, comfortable in their vernacular communities, must cross their own language divides to provide standard American English to their students. How do these teachers reconcile authentic speech and the formal register that students will need for their academic careers?

**Presenter:** Dr. Michael Raines teaches TESL at the University of Mississippi. He received the Liberal Arts Instructor of the Year Award for 2013.

Painting Map Murals: Tips, Tricks, and Lessons Learned

CLASSROOM B

This presentation will include the process of painting a map mural, supply lists, ways it has benefitted the participants and recipients, and unexpected lessons we have learned along the way.

**Presenter:** Tracy Koslowski is an Instructor and Service Learning Coordinator in the University of Mississippi Intensive English Program.
12:00 to 12:50 – Concurrent Sessions

Guiding ELs to Independent Learning with Dramatic Results
MAGNOLIA ROOM A

This session will present brief information about research into the benefit of accelerated vocabulary development in furthering language learning and acquisition. Then, the presenter will offer untested possibilities for motivating students to independently improve their language. Are you looking for action research ideas? Are you frustrated that you have no time to focus on task-based language learning ideas? This session may be for you.

**Presenter:** Karen Smith is Program Manager for Project SPEAK at UAB. Project SPEAK is a professional development grant in cooperation with Jefferson County Schools to help all of JEFCOEDs faculty and staff be better equipped to help ELs.

Simple Specific Scaffolding Strategies that Purposefully Reduce Student Stress
MAGNOLIA ROOM B

ELls run the risk of falling into the chasm that grows between their worlds. This demonstration will examine best practice strategies that provide necessary scaffolds to reduce that gap. Participants will leave with instructional tools they can use immediately.

**Presenter:** Andrea Bontempi, Ed.S., is an ESL Instructional Facilitator for Rutherford County Schools, TN.

Teaching Small-Group Reading to ELLs
OAK ROOM A

Learn three important components of small-group reading instruction for ELLs and the reasons behind each component. In addition, the presenter will share practical strategies for grouping students as well as ways to increase their vocabulary and reading skills in English.

**Presenter:** Amanda Rodriguez has taught ESL in elementary school for nine years. She is a National Board Certified Teacher.

The Magic Way to improve English Language Learners’ Spelling Skills
OAK ROOM B

This study examines the effect of using mnemonic devices on ELL spelling skills. Two groups of ELL students are given pretest, taught to spell words using either mnemonics or the traditional approach, and were given post and retention-test.
**Presenter:** Suda Shaman is currently earning her PhD. in Language, Literacy and Technology Education at Washington State University.

**A Redefinition and Reclassification of Semantic Roles**

**CLASSROOM A**

The session will briefly address the problems in the current definition and classification of semantic roles, either focusing on meaning at the expense of form or the other way round. The presenter holds that form and meaning should both be considered and proposes her own approach in defining and classifying semantic roles—by classifying verbs first and then employing interrogative words.

**Presenter:** Pei Li is a Fulbright Foreign Language Teaching Assistant (Chinese) at Auburn University and an English Teacher at China University of Geosciences.

**The Effects of Formative Assessment on Chinese Students’ Vocabulary Learning**

**CLASSROOM B**

This session will describe the problems existing in the current evaluation of English learning in China. The implementation of formative assessment and its effects on Chinese students’ English vocabulary learning will be presented. The implications for vocabulary teaching and English learning assessment will also be discussed.

**Presenter:** Hong Shi is a doctoral student in Adult Education at Auburn University.
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AMTESOL 2013 Exhibitors

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Special Thank You

This conference is made possible with help from many individuals, but we would like to recognize some of those who have helped with time or donations.

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What to do for your CEU

Alabama Teachers

Sign-up on STI PD and search for PD Title No: **ATH-RIC AMTESOL CONF2014**

**Directions from Athens Regional In-service Center:**

1. Sign-in and out for each part of the conference. Pre-conference, Friday afternoon sessions, and Saturday sessions. You will sign-in and out three times if you attend all three parts of the conference. Amount of PD credit is determined by your total attendance hours.

2. Complete one Alabama Regional In-service Evaluation Form. Bubble in the correct program number – PD #14212

3. Return evaluations to the registration table. Signatures and evaluations will be turned into Athens Regional In-service Center and credit will be applied accordingly.

Mississippi Teachers

Approval for CEUs was applied for through The North Mississippi Education Consortium (NMEC).

**Directions from NMEC are as follows:**

1. Complete CEU application and conference evaluation form from the registration table. Cost is $20 for 1.2 CEU credits.

2. Sign-in for every part of the conference. You will sign in three times if you attend all three parts.

3. Turn in application with EVERY section completed, $20.00 CEU fee, and survey no later than Saturday by 1:15 PM. The application and fees will be mailed to NMEC.

North Mississippi Education Consortium

[http://www.nmec.net/](http://www.nmec.net/)