AL

Alabama Mississippi
TEACHERS OF ENGLISH TO SPEAKERS
OF OTHER LANGUAGES

Language Learning Destination
Charting New Horizons

2016 AMTESOL Conference
Perdido Beach Resort
ORANGE BEACH, AL

MS

FRIDAY
02/12
SATURDAY
02/13

AMTESOL was founded in 1982, and membership is open to everyone interested in and/or involved in the teaching and administration of 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 endured for years.

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 for the recognition of the specialized nature of the TESOL profession on the local, state, and national levels.

WELCOME TO THE AMTESOL CONFERENCE
ORANGE BEACH, ALABAMA
FEBRUARY 12TH AND 13TH

Welcome to the 2016 AMTESOL conference! Our theme this year, "Language Learning Destination: Charting New Horizons" invites us to think about our students, our classrooms, and our own professional development. We are so happy to have an opportunity to learn and network at the wonderful Perdido Beach Resort in Orange Beach, Alabama. We welcome new and returning AMTESOL participants, and hope this weekend gives you new perspectives, engaging activities, and useful ideas to continue charting new horizons for pursuing language learning destinations.

Our conference chair Susan Spezzini, along with many of her colleagues and volunteers, have planned two days packed full of many excellent speakers and useful workshops. Our pre-conference workshops on Friday morning will offer participants opportunities to learn more about building professional communities, providing equitable instruction for all learners, enriching the language and literacy of young learners, and visiting a local newcomer program. We look forward to the outstanding keynote speaker, Dr. Mark Algren, who will be speaking after dinner on Friday evening. The breakout sessions scheduled Friday afternoon and Saturday morning have been carefully selected to provide you with the necessary tools to continue charting new horizons and language learning destinations.

I hope you will join us for our annual AMTESOL business meeting on Saturday morning at 8:00 AM. During this meeting, you will have a chance to hear from the members of the Executive Board and learn more about AMTESOL. We encourage you to come and get involved in this organization whose mission is to serve all professionals who serve English learners in Alabama and Mississippi.

If you have questions or need assistance please let us know.
Have an excellent conference!

Sincerely,
Amy Taylor
President

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2016 AMTESOL CONFERENCE SCHEDULE
PERDIDO BEACH RESORT

Thursday, February 11th

6:00 to 8:00 PM. – Conference Registration

Friday, February 12th

7:00 a.m. to 5:30 p.m. – Conference Registration

8:15 a.m. – bus departs hotel for site visit

9:00 a.m. to noon – Concurrent Pre-Conference Workshops

Noon to 12:45 p.m. – Lunch for Pre-Conference Workshop Attendees

12:30 – 5:45 p.m. – Exhibitor Hall

1:00 to 1:45 p.m. – Concurrent Sessions

2:00 to 2:45 p.m. – Concurrent Sessions

2:45 to 3:00 p.m. – Coffee/Beverage Break sponsored by Imagine Learning

3:00 to 3:45 p.m. – Concurrent Sessions

4:00 to 4:20 p.m. – Concurrent Sessions

4:25 to 4:45 p.m. – Concurrent Sessions

4: 30 to 5:45 p.m. - Poster Session and Reception sponsored by WIDA

5:00 to 6:00 p.m. – AMTESOL Executive Board Meeting

6:30 to 7:30 p.m. – Dinner

7:00 p.m. – Performance by the Pow Wow Club from the Poarch Creek Indians of Atmore

7:30 to 8:30 p.m. – Dr. Mark Algren, Keynote Speaker

8:30 to 10:00 p.m. "Social event - "Name that Tune" game show, hosted annually by Bill Wallace.
(Join a team and have fun - no knowledge of music is required and prizes are awarded)

Saturday, February 13th

7:30 a.m. to noon – Conference Registration

7:15 to 8:00 a.m. – Buffet Breakfast

7:30 – 12:45 p.m. - Exhibitor Hall

8:00 to 8:45 a.m. – AMTESOL Business Meeting

9:00 to 9:45 a.m. – Concurrent Sessions

10:00 to 10:45 a.m. – Concurrent Sessions

10:45 – 11:00 a.m. – Coffee/Beverage Break sponsored by Imagine Learning

11:00 to 11:20 a.m. – Concurrent Sessions

11:25 to 11:45 p.m. – Concurrent Sessions

12:00 to 12:45 p.m. – Concurrent Sessions

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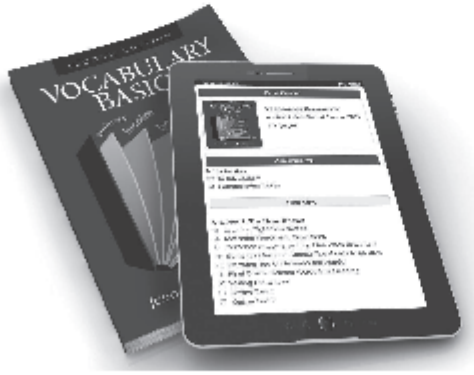

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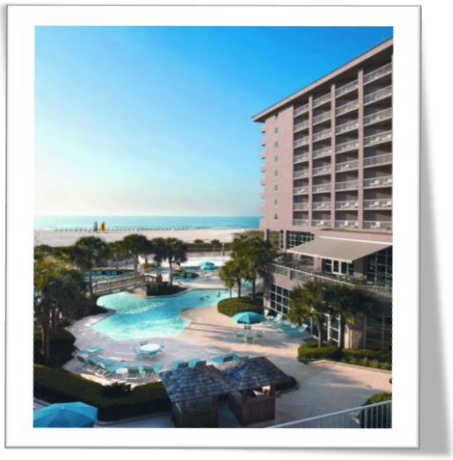
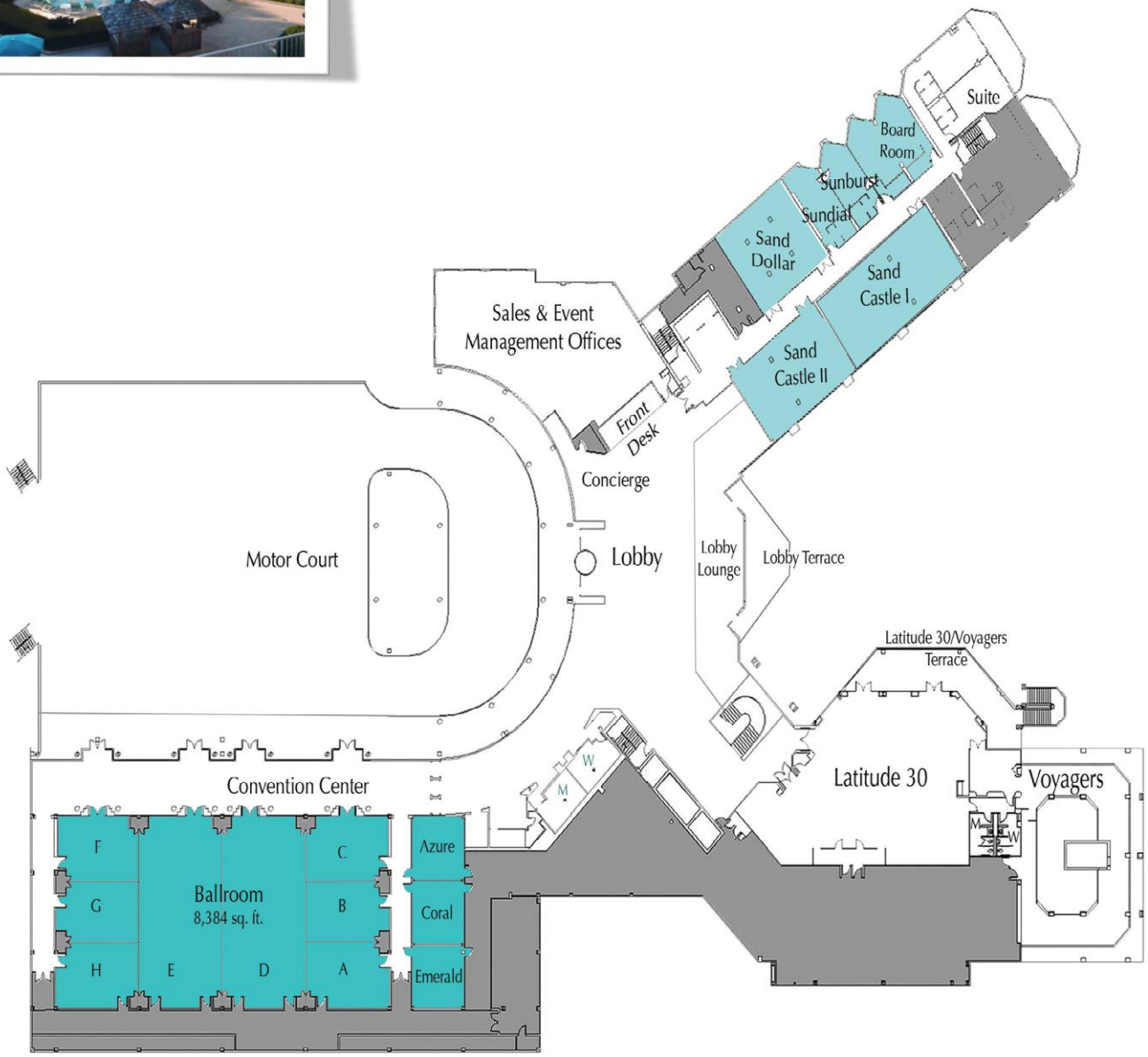


Perdido Beach Resort



2016 AMTESOL PRE-CONFERENCE WORKSHOPS
FRIDAY, FEBRUARY 12TH

Workshop A:
Building and Engaging Your Professional Community
with Dr. Mark Algren

Ballroom ABC

Mark Algren has been an ESL/EFL teacher and program administrator since 1979. In addition to over 20 years of university work in the United States, he has spent 14 years teaching and directing intensive English programs in Saudi Arabia and the United Arab Emirates, and also one year teaching in Hong Kong. He now serves as the director of the University of Missouri Center for English Language Learning.

Overview:

- Exploring needs in your teaching environment and evaluating available resources
- Identifying access to support and establish local and global networks
- Outlining short-term and long-term professional plans
- Accessing professional development opportunities
- Accomplishing goals without adequate funding

What is a professional community? How can a professional community help you? How can you connect with such a community? Where do you reach out? What resources are available? This workshop will offer answers to these and other questions.

In this workshop, you will learn how to build and engage in a professional community limited only by the time and effort you are able to contribute. Based on digital communication crossing multiple borders (geographic, linguistic, and cultural), professional communities nurture yearlong engagement with colleagues, distant peers, and the leaders of our profession.

Like a network of friends and family, your professional community will suggest ideas and insights. Well-phrased questions in a discussion group, either face-to-face or virtual, will bring solutions for challenges that you have never before encountered. Prolific search terms will provide you with quick access to a wealth of information. On-line courses, increasingly free, will expand your skills and knowledge. Furthermore, professional organizations, such as TESOL International and AMTESOL, will enhance your advocacy efforts at local, regional, and even global levels.

The best place to start building your professional community is at a conference, such as AMTESOL, where the gathering of like minds is an exhilarating experience! And, by attending this workshop, you will become empowered to continue engaging in your new professional community after the conference ends!

Workshop B:
Response to Instruction/Intervention for English Learners: Overcoming Obstacles
with Tery Medina
Ballroom E

Tery J. Medina is currently the Associate Director for the Southeastern Equity Center. She holds an M.S. degree in Diagnostic Teaching with a minor in Bilingual Education, and an M.A.ED. in Administration and Supervision with a minor in TESOL. Ms. Medina has a wide range of experience. She has been a teacher of the Learning Disabled, Gifted, Pre-K, Elementary and Adult ESOL. As an adjunct instructor, she has taught courses in ESL Methodology, Curriculum Development, Bilingualism, Cross-Cultural Issues, and English. She has delivered training and technical assistance to numerous State Departments of Education, Community Based Organizations, Local Education Agencies, and other professional groups in the areas of Cross-cultural/ Multicultural Education, Equal/Equitable Education, The Hispanic Cultures, Human Relations, Special Education, Parental and Community Involvement, and Teaching English to Speakers of Other Languages.

Targeted Audience: Those who have an interest in RtI, educators in *all* areas, Special Education personnel and team members, specialists who contribute to instructional choices for students, administrators who oversee/make educational and placement decisions.

Overview:

- Expanding current knowledge of RtI
- Dispelling myths and misconceptions about RtI
- Discussing the tiers in RtI
- Comparing and contrasting services for ELs
- Effecting change

Come and participate - not just "sit and get"- in this session which will boost and shed light on your knowledge and background of RtI.

The most important point to understand about RtI is that it is *NO*T a referral for special education services. It *IS* an instructional service delivery model founded on two key premises:

- All children can learn when provided with appropriate, effective instruction.
- Most academic difficulties can be prevented with early identification of need followed by immediate intervention.

RtI uses a multi-tiered structure of increasingly intensive and focused instruction and intervention for serving the needs of students with academic or behavioral concerns. Come join this opportunity to understand, ask questions and grow your RtI dendrites!

Workshop C:

Effective Reading Instruction for English Learners in Kindergarten through 2nd Grade
with Dr. Kelly Hill

Ballroom D

Dr. Kelly Hill currently teaches at UAB where she is Assistant Professor for English Learner Education and Project Manager on a national professional development grant. Before coming to UAB, Dr. Hill taught ESL courses in the Elementary/Early Childhood Education program at Auburn University. Prior to entering higher education, Dr. Hill had worked for 12 years as a K-12 educator teaching 3rd grade and kindergarten, providing reading intervention, and serving as a literacy coach.

Targeted audience: Teachers in all Pre-K to 2nd grade contexts; Reading Interventionists; Literacy Coaches; Administrators; Curriculum Directors; and also Reading, Early Childhood, and ESL Faculty.

Overview:

- Empowering young readers with language and literacy enrichment rather than deficit model intervention programs
- Fostering positive identity, agency, and autonomy as readers
- Implementing practical classroom strategies for reading instruction
- Selecting appropriate texts for reading instruction

An enrichment approach to language and literacy will be discussed. Attendees will come to understand the importance of empowering young readers by helping them build strong identities, developing a sense of agency, and providing opportunities for successful independence. Practical classroom strategies will be suggested for effective reading instruction for primary readers. Session attendees will learn how to keep foundational skills in context, connect literacy experiences from whole group, small group, partner work, and independent reading within the classroom. Finally, teachers will learn to evaluate texts and make sound decisions for selecting appropriate books for reading instruction for young emergent bilingual learners.

Workshop D:
Site Visit: Newcomer Center for High School ELs, South Baldwin Center for Technology Robertsdale, AL
(bus departs 8:15 from hotel)

Goal: Enhance ELs' College and Career Readiness

This site visit takes place at Baldwin County's Newcomer Center for English learners, which is located at the South Baldwin Center for Technology (SBCT) in Robertsdale, AL. Participants will visit sheltered instruction classes and also meet with the Center's ESL teachers who are all certified in both ESL and their content area. These teachers use sheltered instruction techniques to provide credit-bearing content courses to ELs, who are mostly at beginning and intermediate levels of English. Bussed from their respective schools, these ELs take from one to three classes at the SBCT, depending on what they need. Sheltered classes are offered in algebra, geometry, history, and English literature. Heritage Spanish courses are provided to Spanish-speaking ELs, former ELs, and NOMPHLOTES in order to enhance their college and career readiness, especially for introducing them to the principles and practices of professional translation and interpretation. Also available are differentiated ESL classes targeted for ELs at various English levels. This Newcomer Center started 10 years ago with a single class taken by 6 ELs. Today, Baldwin County's Newcomer Center consists of 60 students, 7 classes, and 5 teachers.

Carrie Barrigan, Algebra/Geometry teacher (Cert: Class B in Math & Spanish; Class A in ESOL)

Debbie Frey, History Teacher (Cert: Class A in Social Science; Class A in ESOL)

Alissa Murphy, English literature teacher (Cert: Class B in ELA; Class A in ESOL)

Patricia Rosales, Spanish heritage language teacher (Cert: Class B in Spanish and ESOL)

Amy Stutts, ESL Teacher (Cert: Class B in Elementary, ELA, Health; Class A in Psychometry & ESOL)

Workshop E:
State Leaders Academy – Effectively Serving English Learners

The School Leaders Academy will provide school and district leaders with knowledge and tools to effect positive change for leading teachers, counselors, and staff towards more effectively serving English learners and their families while complying with state and federal law. Following a site visit on Friday morning led by Kendall Mowdy, principal of the South Baldwin Center for Technology, and Kathy Nichol, Baldwin County Schools EL Supervisor, participants will attend School Leaders Academy strand presentations on Friday afternoon and Saturday morning.

The School Leaders Academy has been approved by the Alabama Council for Leadership Development (ACLD) for meeting the Alabama Standard for Instructional Leader, Standard #4, Diversity and, as such, participants may earn a PLU credit for renewing administrator certification. This Academy is being offered by AMTESOL in collaboration with UAB's Regional In-Service Center. Participating administrators must enroll on the ALSDE's STI-PD for PLUACLD367 "Effectively Serving English Learners."

The School Leaders Academy has also been approved by the Mississippi Department of Education (MDE) for administrators seeking to earn SEMI credit.

Pre-requisite: Participants must hold instructional leader certification for grades K-12.

Thank You to Our Exhibitors

Thinking Maps

Townsend Press

Words of Wisdom

Imagine Learning

Discussions 4 Learning

University of Michigan Press

Okapi Educational Publishing

Cengage/National Geographic

Alabama Education Association

Davis Publications

Friday, February 12th Concurrent Sessions

1:00 to 1:45– Concurrent Sessions

Pathways to Integrating CCRS & WIDA Standards in K-3 Classrooms
BALLROOM ABC

K-3 ESL teachers will discuss innovative strategies used to collaboratively integrate standards, construct learning targets, and implement best practices. Presenters will provide examples of how they blend College and Career Readiness (CCRS) and WIDA ELD standards to construct learning targets.

Presenters: **Stephanie Reynolds. MA,** teaches kindergarten ESL; **Susan Clarke, AA certified,** teaches 3rd Grade ESL; and **Dawn Wood, MA,** teaches ESL.
Meadow View Elementary School, Alabaster, AL

Discovering Voice in a Second Language Through Literature and Creative Writing
BALLROOM D

An experienced language arts teacher will explore a high intermediate integrated skills course based on Paul Fleischman's novel *Seedfolks.* In addition to a discussion of assessments and meeting target objectives, the course explores ways to integrate critical reading and creative writing as an avenue to discover one's voice.

***Presenter*: Helen Hobson** has taught secondary and adult English language learners for 12 years in a variety of settings.
Kennesaw State University, GA

Classroom Chameleons – Exploring Co-Teaching Experiences
BALLROOM E

Are you a chameleon co-teaching in content classes: Sometimes a notetaker? a teacher's aide? a translator? a co-instructor? Let's share our experiences and discuss how we might merge reality and ideals to maximize our co-teaching opportunities in content classes.

***Presenters*: Jenny Harvey, MEd** teaches ESL and English. **Rebecca Phillips** teaches ESL and Spanish.
Homewood High School, AL

DIAL: Differentiating Instructional and Academic Language
BALLROOM FGH

Participants will practice differentiating instructional and academic language to (a) reduce cognitive load for English Learners and (b) increase EL abilities to focus on germane content knowledge. Workshop participants will get hands-on practice with techniques adhering to the DIAL method.

***Presenter*: Andrea Word, EdD**, is the Director of the Intensive Language and Culture Program at the University of Alabama at Huntsville.

Taboos and Stereotypes: Advanced Discussion Skills for Adult ELLs
AZURE

The presenter will share her experience teaching a course for IEP and university students about peacefully discussing challenging topics through sharing opinions, listening to different ideas, and challenging taboos and stereotypes in American culture and around the globe.

Presenter: **Jenny Duckworth, MAEd-ESL, MDiv,** is an instructor at the English Language Institute at the University of Alabama.

Social and Instructional Language for Secondary Newcomers
CORAL

While secondary ELs often become proficient in the language of the subject areas, these students experience difficulty with day-to-day social and instructional language. In this presentation, you will be given strategies to help your EL students overcome this barrier.

Presenter: **Julie Caine, MA,** is a secondary ESL teacher.
Shelby County Schools, AL

Creating a Writing Course for College and Career Readiness
SAND DOLLAR

Presenters will describe how a community college, a local literacy non-profit and the school of education at a local university worked together to prepare a non-credit academic reading and writing course for college and career bound ELLs. There were some unexpected turns of events!

***Presenters*: Linda DeRocher MAEd,** is the Director of Training and ESOL Services for The Literacy Council of Central Alabama. **Steven Rowlett** is a Master's candidate in the ESL program at UAB and holds a B.S. in International Business Management.

Why In-Service Teachers Enter ESL Teacher Certification Programs
SANDCASTLE- 1

The presenter will share research that describes in-service teacher's perception of factors that influenced their entrance in federally funded ESL teacher certification projects.
Presenter: **Richard Littleton, EdD,** is a retired public school educator working part time on evaluation of ESL projects at UAB**.**

State Leaders Academy – Effectively Serving English Learners
SANDCASTLE – 2
Specifically designed for K-12 adminstrators at the school, district, and state level. Approved by ALSDE for PLU credit and MDE for SEMI credit. (Pre-Registration required)

2:00 to 2:45 – Concurrent Sessions

Number Talk/Number Play: Teaching Academic Language with Math Games

BALLROOM ABC

Participants will learn how the presenters incorporate academic language development into the latest math instructional practices including: number talks and math games. They will explain how, using limited resources, elementary ELLs can develop necessary math vocabulary and language structures in fun and engaging activities. These strategies are useful for the general education classroom and the EL classroom.

***Presenters*: Abby Becker, NBCT,** and **Stacie Brooks** teach ESL in an elementary setting**.**
Hall Kent Elementary, Homewood, AL

How About Students Who Cannot Read Complex Text?

BALLROOM D

This presentation provides participants with effective strategies for helping all students achieve the goal of reading rigorous texts. The presenter will share three key elements in success: foundational skills, auditory experiences, and lots of reading. Let's build the right scaffolds.

***Presenter*: Keith Pruitt, EdS,** is the founder of Words of Wisdom Educational Consulting and a regular of the TESOL circuit.

The Practical Meaning of Mentoring in ESL

BALLROOM E

This highly interactive presentation provides mentoring examples, a handy ESL mentoring checklist, and practical steps for better mentoring. It highlights four ESL mentor types: the nurturing, humanistic mentor; the courageous, passionate mentor; the mediating mentor; and the expert, community-of-practice mentor.

***Presenter*: Rebecca Oxford, PhD,** is Professor Emerita / Distinguished Scholar-Teacher, University of Maryland, and teaches at the University of Alabama at Birmingham.

Helping Secondary Newcomer ELs Succeed in School

BALLROOM FGH

This presentation will discuss the challenges of serving secondary Newcomer ELs who have interrupted formal education. The presenter will help particpants identify available resources and share how one Alabama system is meeting the needs of these students.

***Presenter*: Holly Blain, MA,** is an EL Coach serving grades 3-12 for Eufaula City Schools, AL.

Better Academic Writing Feedback through Technology
AZURE

For most teachers, the greatest challenge in the writing classroom is giving clear, effective feedback in a timely manner. The presenters will demonstrate how to use Google Drive and video feedback to revolutionize your grading process and your students' writing.

***Presenters*: Natalie Twelkemeier, MA,** and **Anna Skees, MA,** are instructors at the English Language Institute at the University of Alabama at Birmingham.

Culturecasting: Creative Podcasting for Cultural and Linguistic Growth
CORAL

This presentation describes a creative podcasting project to enhance linguistic and cultural competence through collaborative, task-based learning in an EFL program for international military personnel. Students created podcasts on a topic related to their local culture and received language feedback.

***Presenters*: Heike Williams** is an **MA** candidate in Applied Linguistics. **Matthew Nelson, MA,** teaches ESL in Portland, Maine.
Georgia State University

Take It Outside!: Experiential Learning for Language Students
SAND DOLLAR

"Field trips" are a great tool in enhancing and reinforcing language acquisition. This presentation will cover the process of selecting and planning trips for language learners that enhance learning outcomes.

***Presenters*: Yalitza LaFontaine MA,** and **Kerrin Hayes-Ramachandran MAE,** are full-time lecturesr for the Univeristy of Alabama in Huntsville's ILC.

Reading, Writing, Arithmetic: Adding Mathematics to Adult ESL Literacy Curriculum
SANDCASTLE – 1

This presentation describes the rationale behind the new Workforce Innovation and Opportunity Act and its integration of mathematics into English Language Acquisition programs, along with basic guidelines and strategies for developing critical numeracy skills in English learners.

***Presenter*: Robin Halsey MA TESOL** teaches English at Illinois State University, where she is pursuing a PhD in English Education.

State Leaders Academy – Effectively Serving English Learners
SANDCASTLE – 2
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2:45 – 3:00 - Coffee/Beverage Break sponsored by Imagine Learning

3:00 to 3:45 – Concurrent Sessions

Sociocultural Analysis in the IEP Classroom

BALLROOM ABC

This presentation demonstrates a teaching strategy to facilitate the development of a critical lens through examining sociocultural media. It will provide examples of how the presenters approached critical analysis with their high-intermediate students through advertisements under various frameworks.

Presenters: **Raquel Rojas MEd.**; **Patrick Klager MA,** and **Melina Jimenez** are instructors at the University of Florida English Language Institute.

Attaining Core Content for English Language Learners (ACCELL): Pathways for Achieving College and Career Readiness Standards

BALLROOM D

This presentation supports educators in providing equal access to ELLs in the implementation of College and Career Readiness Standards. The presenter will introduce participants to the ACCELL framework, developed by The Center for English Language Learners at the American Institutes for Research (AIR).

***Presenter*: Heidi Goertzen, PhD,** is a senior technical assistance consultant with the Education Program at the American Institutes for Research (AIR).

Charting New Horizons of Intercultural Competence

BALLROOM E

Participants learn and model teaching strategies for facilitating intercultural communicative competence through experiential learning techniques used in integrated learning environments including American and ESL students on university campuses.

***Presenters*: Frannie James, MA,** is a Global Studies Certificate Instructor at the Capstone International Center. **Robyn Shifrin, MA,** is the Associate Director of the ELI .
The University of Alabama.

Creating a Comfortable Atmosphere in the ESL Classroom

AZURE

The presenters will first discuss the crucial role of the teacher in creating a comfortable atmosphere for students, and next demonstrate various activities that may be incorporated into the classroom to enhance engagement among students and confidence in linguistic abilities.

***Presenters*: Leslie Ellis**, **Lauren Lackey**, and **Lydia Diggs** are MA candidates in the MA TESOL program at the University of Alabama.

The Tutor in your Pocket: Mobile Assisted Pronunciation Training
CORAL

This presentation will review the dozens of iPhone apps for English pronunciation using a new framework to assess their pedagogical effectiveness. Special attention will be paid to new technology available in current mobile devices, including interactive touchscreens and Automated Speech Recognition.

***Presenter*: DJ Kaiser, PhD**, is an Associate Professor and the Coordinator of TESL at Webster University in St. Louis, Missouri.

Two Teachers – One Classroom: Working Collaboratively with Colleagues
SAND DOLLAR

This presentation will discuss the role of support staff in the classroom. The presenter will describe his experiences collaborating with general education teachers. Topics will include "What should be talked about?" and " Who should do what? "

***Presenter*: Marty Hatley EdS,** is an ESL teacher in Boaz City Schools, AL.

FEATURED SPEAKER (3:00 – 4:20)

Teaching Key Grammar with Key Vocabulary
BALLROOM FGH

Both grammar and vocabulary are essential for English language teaching. This session explains a research-based method for integrating vocabulary with key grammar points, emphasizing options for: (1) presenting grammar with vocabulary, (2) practicing grammar (activities), and (3) answering student questions (especially when you don't know the answer). Handouts provided.

Sponsored by University of Michigan Press

***Presenter*: Keith Folse**, PhD, is Professor of TESOL at the University of Central Florida (Orlando, FL) where he teaches in the MA TESOL, PhD TESOL, and the Undergraduate TEFL programs. He has many years of teaching experience, including positions in both Alabama and Mississippi. In fact, his ESL teaching career began with an MA in TESOL at the University of Southern Mississippi, where he also taught in their Intensive English Program. His second job was in the Intensive English Program at Spring Hill College in Mobile. He was a founding member of AMTESOL. His main research area is second language vocabulary acquisition.

Preparing All Candidates for Effectively Teaching English Learners
SANDCASTLE- 1

Most schools in the Southeast have English learners (ELs); yet, their content teachers probably received very little training on how to teach ELs. In this teacher educator Round Table, education faculty from both states will share ideas about the successes and challenges of preparing all candidates for effectively teaching ELs.

Moderators: Dr. Kelly Hill, and Dr. Josie Prado University of Alabama at Birmingham
Panelists:
Dr. Tracey Bell-Jernigan, Elementary/Early Childhood, Jackson State University
Dr. Joy Brown, Secondary Education/ESOL, University of North Alabama
Dr. Keith Gurley, Educational Leadership, University of Alabama at Birmingham
Dr. Wendy Herd, Linguistics/TESOL, Mississippi State University
Dr. Jennifer Ponder, Elementary/Early Childhood, University of Alabama at Birmingham
Dr. Andrea Word, ESOL Education, University of Alabama at Huntsville
Dr. Gwendolyn Williams, Elementary/Early Childhood, Auburn University

State Leaders Academy – Effectively Serving English Learners
SANDCASTLE – 2

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4:00 to 4:20 – Concurrent Sessions

An Introduction to Using Graphic Novels in the Classroom
BALLROOM ABC

This presentation will provide participants with ideas on how to use graphic novels in their classrooms. The presenter will share her experiences incorporating this fresh and versatile genre for English language instruction.

***Presenter*: Sarah Hicks, MAEd,** is an ESL teacher for Thompson Middle School in Alabaster, AL.

Voicing Voice: How Struggling Second Language Writers Negotiate the Personal
BALLROOM D

Action research describes how second language writers constructed their voices and conveyed messages by conforming to readers' expectations imposed by discourse situations using visual and language modes as resources.

***Presenter*: Shokhsanam Djalilova**, is a doctoral candidate and teaches in the Intensive English Program at the University of Mississippi.

A Study on Silence in the ESL Classroom
BALLROOM E

This study focused on encouraging vocal participation in an ESL classroom where most of the students were from Japan. The strategies used in the study as well as their effectiveness will be discussed.

***Presenter*: Kimberly Hughes** obtained her **BA** in English from WCU and her **MA** in Teaching Foreign Languages from the University of Southern Mississippi.

Building Ethnic and Cultural Identity of Korean Adolescents in the U.S.
AZURE

The presenter will share a case study on two strategies designed to assist adolescents in forming and shaping their ethnic identity:(1) community service, and (2) strengthening ethnic identification through active participation in US culture.

***Presenter*: Hyesung Park, PhD,** is an adjunct faculty at Georgia Gwinnett College in Georgia and Jacksonville State University in Alabama.

Intent to Study Abroad Amongst First-year Japanese University Students
CORAL

In response to the decline of study abroad participation amongst Japanese university students, this presentation will report on studies designed to identify the unique attributes of the Japanese higher education experience and how they correlate with intent to study abroad.

***Presenter*: Andrew Nowlan, MEd**, is an assistant professor at a Japanese university. He is an EdD candidate focusing on study abroad.

Construction of Identity via English Mixing
SAND DOLLAR

English mixing has been prevalent in Korean TV commercials, popular songs, and mass media. The current research investigates English mixing in Korean newspaper articles in order to explore the relationship between language use and speakers' identities.

***Presenter*: Eun-Hee Lee, PhD,** received a Ph.D. from Indiana University, specializing in TESL/TEFL and her interests include sociolinguistics, CALL, and online education.

Formal vs Informal Language Learning Mediums: Which is Which?
Sandcastle - 1

The presentation sheds light on the role that both formal and informal learning technologies can play in language instruction, and what differences can be found while utilizing them in terms of student interests and learning outcomes.

***Presenter*: Saleh Al-Shehri, PhD,** is as an assistant professor of TESOL and Mobile Learning at King Khalid University, Saudi Arabia.

State Leaders Academy – Effectively Serving English Learners
SANDCASTLE – 2

Specifically designed for K-12 adminstrators at the school, district, and state level. Approved by ALSDE for PLU credit and MDE for SEMI credit. (Pre-Registration Required)

4:30 – 5:45 Poster Session

Enjoy an afternoon reception sponsored by WIDA while visiting the Poster Session in the Perdido Beach Resort Foyer

Pre-Service Teachers' Implicit and Explicit Beliefs about English Learners
Jamie Harrison Ed.D. - *Assistant Professor of ESOL Education and ESOL Education Program Coordinator at Auburn University*

How to Use Quizlet to Increase Vocabulary
Stephanie Wright M.A. - *IEP instructor at Mississippi College*

The Major Articulatory and Phonologic Characteristics of Turkish-Influenced English
Emily Dickey, M.A. candidate - *California University of Pennsylvania.*

Organizing and Globalizing
Kate Batson M.A. - *Intensive English Program at The University of Mississippi.*
Tracy Koslowski M.A. - *Intensive English Program at The University of Mississippi.*

Using WIDA's Can Do Descriptors as "I Can" Statements
Stephanie Montiel, M.A. – *ESL teacher, Baldwin County Board of Education: Gulf Shores Elementary, AL*

ACT and ELLs – Working to Open New Doors
Thomas Herrington Ed.S. – *ESL Teacher, Oxford School District, MS*

Stories from the Pipeline
Elizabeth House M.A. - *ESL Teacher*, *Decatur High School, AL/University of Alabama at Birmingham*
Joni Bair M.A. - *ESL Teacher, Decatur High School, AL*

Utilizing Local Attractions: The Efficacy of Class Excursions
Charlsie Haire - *TESL graduate student and teaching assistant at the Intensive English Program of the University of Mississippi.*

Attitudes, Perceptions, and Beliefs of Three Groups of Pre-Service Teachers
Ashley McQuirk – *M. A. candidate at Mississippi State University.*

Modifying Pre-Packaged Assessment Tools for Writing and Grammar Classes
John Bunting PhD, *Senior Lecturer at Georgia State University, is lead author of Grammar and Beyond 4 (2012, Cambridge).*

AMTESOL Executive Board Meeting 5:00 – 6:00 PBR Boardroom

6:30 to 7:30 – Dinner
BALLROOM

Main Course Choice: Tender Beef Sirloin, served with mashed potatoes and fresh seasonal vegetables OR Vegetarian Lasagna. Both meals served with baby leaf salad and desert choice of red velvet cake or key lime pie.

Please enjoy a special performance by the Pow Wow Club of the Poarch Creek Indians of Atmore, AL during dessert.

7:30 to 8:30 Keynote Speaker
Dr. Mark Algren
BALLROOM
See description on following page.

8:30 – 10:00 p.m.
Social Event– "Name that Tune"
BALLROOM

This is a game show, hosted annually by Bill Wallace at AMTESOL.
Everyone joins a team and has lots of fun.
No knowledge of music is required, and prizes are awarded.

2016 AMTESOL KEYNOTE SPEAKER

DR. MARK ALGREN
FRIDAY, FEBRUARY 12TH

BALLROOM

TESOL's Path to Lifetime Horizons: the Power of Professionalism, Advocacy, and Changing Lives

TESOL professionals change lives. That's a high calling, and we have a responsibility to adhere our duties as a profession. In the 50 years since the founding of TESOL International, we have made great strides in building up our field; however, we continue to struggle for the respect accorded to our peers. Even though we carry a sacred public trust as teachers, we also must engage in advocacy to educate others about our profession and our commitment, and how we change lives.

Mark Algren has been an ESL/EFL teacher and program administrator since 1979. In addition to over 20 years of university work in the United States, he has spent 14 years teaching in and directing intensive English programs in Saudi Arabia and the United Arab Emirates, and teaching for a year in Hong Kong. He currently directs the University of Missouri Center for English Language Learning. He has been active in TESOL International as a presenter at conferences, author, and member of interest sections, standing committees and the Board of Directors (including convention chair for TESOL 2003-Baltimore). He was the TESOL President in 2009-2010. Over the years, he has made over 100 invited, juried, keynote and featured speaker presentations in 18 countries on 4 continents. With a strong interest in professionalism, standards and accreditation, he has served on the TESOL Professional Development Committee and on a task force to develop the self-study guide for international review for CEA (Commission on English Language Program Accreditation) and is a program site reviewer for CEA. Outside of work, he enjoys spending time with his family and friends, reading, travelling, and baking.

Explore National Geographic Learning's new programs in Grammar and Reading…
GRAMMAR EXPLORER 1
GRAMMAR EXPLORER 2
GRAMMAR EXPLORER 3
See more at:
NGL.Cengage.com/grammarexplorer
NEW!
Grammar Explorer
Grammar Explorer is a three level program that prepares student for academic success through captivating National Geographic content and assignments that mirror the requirements of academic life. Grammar Explorer challenges students to think critically while using grammar in their listening, speaking, reading, and writing.
READING EXPLORER
READING EXPLORER
READING EXPLORER
READING EXPLORER
READING EXPLORER
READING EXPLORER
See more at:
NGL.Cengage.com/reading
NEW!
Reading Explorer
The new edition of the best-selling six-level Reading Explorer series will bring the world to the classroom like never before through new and updated topics, video, and visuals from National Geographic. Reading Explorer teaches learners to think and read critically to encourage a generation of informed global citizens.
NATIONAL GEOGRAPHIC LEARNING
CENGAGE Learning
NGL.Cengage.com

Saturday, February 13th

7:15 – 8:00 Breakfast

Fruit Flavored Danon Yogurts, Natural Granola & Nutri-Grain Bars, Fresh Whole Fruit, Assorted Biscuits with Ham and Cheese, Assorted Fruit Juices, Coffee, Tea, and Milk

8:00 to 8:45

AMTESOL Business Meeting & Door Prizes – Everyone Welcome!

BALLROOM D

This meeting is open to everyone who attends the AMTESOL Conference. Registration for the AMTESOL Conference includes membership. Consequently all conference attendees are automatically AMTESOL members. We hope to see you at the meeting.

9:00 to 9:45 – Concurrent Sessions

FEATURED SPEAKER

Informal Q&A with a Veteran ESL Teacher and Language Learner

BALLROOM E

Instead of the usual format of presentation followed by a little Q&A time, this session skips the presentation and goes directly to the Q&A. In this unique session, a veteran foreign language teacher and learner will address your questions regarding anything related to ESL/EFL teaching.

Sponsored by University of Michigan Press

***Presenter*: Dr. Keith Folse** has taught ESL in the US at intensive programs in Mississippi, Alabama, Oregon, and Florida, as well as EFL in Saudi Arabia, Malaysia, Kuwait, and Japan. He has also taught French at a US university and Spanish in Japan (in Japanese!). He has studied French in a classroom, Spanish through the natural approach, Arabic with a tutor in Saudi Arabia, German in an adult "life-long" learning class and the Goethe Institute (in Kuala Lumpur, Malaysia), Malay through self-study (and by reading Malay subtitles when watching the TV series Dynasty) in Malaysia, and Japanese through self-study and interaction at work in Japan. Early in his career, Dr. Folse was secondary certified for English language arts and French in Mississippi.

Your Slang Isn't Your Students' Slang: Slang Game on Fleek
BALLROOM AB

Teaching informal English to IEP students poses a significant challenge. How can I prepare my students for the way that current college students speak? This presentation will give you the resources so that your students won't sound basic.

***Presenter*: Thomas Dolce, MA,** is a lecturer at the University of Florida English Language Institute.

Exploring Strategic Behavior for Language Learning
BALLROOM C

This interactive presentation will explore the characteristics of a good language learner and provide participants with strategies to facilitate vocabulary learning. Participants will also discuss how the modelled activities promote effective language learning.

***Presenter*: Carmen M. Amerstorfer, MA,** is a teacher trainer at Alpen-Adria University Klagenfurt, Austria. She holds a Master's degree (TESOL) from Edinburgh University and is currently pursuing a PhD.

Accommodating WIDA Levels 1 and 2 in the CCRS Classroom
BALLROOM D

Working with new English speakers can be rewarding, and helpful for all students in every classroom when we use appropriate accommodations to scaffold deep, rich, experiential learning.

***Presenters*: Debbie Baeder EdS; Robin Stutts, EdS TESOL; Michele Lee MS TESOL, NBCT; Krista Whatley MS;** and **Dely Roberts-Specialist Alabama Department of Education, EdS,** are a team of EL Coaches for the Alabama State Department of Education.

ELL Leadership Team
BALLROOM F

An ELL teacher, along with 3 content area teachers, share how they collaborated in their school to form a coaching team to advise and assist other teachers with supporting their ELLs.

***Presenters*: Sharon Harris, MA in TESOL, NBCT,** teaches ELL. **Angela Johnson, MA in TESOL,** teaches math. **Steve Clark, MA in Administration,** teaches Social Studies. **Cynthia Smith, MA in TESOL,** teaches Technology Foundations.
Horn Lake Middle School in De Soto County, MS.

ESOL Tips for Your High School Teachers!
BALLROOM GH

Do your high school teachers struggle to connect with your ESOL students? Do you feel as if there is more than a language barrier? We have all the tips that you can use for your high school teachers!

Presenters: Christina Marshall teaches ESOL and English at Grissom High School in Huntsville, AL. **Stephanie Caspers** is an ESOL teacher with Huntsville City Schools, AL.

Dude! Teaching ESOL Pragmatics through Technology
AZURE

This session will demonstrate how the use of a youtube clip can be an instructional tool to teach the concepts of pragmatics. It will show how the single word "dude" can be used to communicate disgust, fear, anguish, dislike, happiness, distress and displeasure based on contextual and cultural cues.

***Presenter*: Laureen Fregeau, PhD,** teaches multicultural education at the University of South Alabama.

A Qualitative Study of ELLs' Perceptions of Assessment
CORAL

ESL students go through different kinds of assessment that impacts their level promotion and learning process, so this presentation answers this qualitative research question: What do ESL students perceive about the language assessment procedures in the United States?

***Presenter*: Abdulrahman Olwi,** is a PhD candidate and a lecturer in EFL Curriculum and Instruction at Taibah University, Saudi Arabia.

Know More Games: Interactive Activities for Classroom Language Practice
SAND DOLLAR

This presentation aims to provide fun, practical vocabulary and grammar games and activities that can easily be adapted to a variety of language levels and classroom settings. Get ready to infuse a fresh sense of fun into your lessons!

***Presenters*: Anna Skees, MA,** and **Natalie Twelkemeier, MA,** are instructors at the English Language Insitute at the University of Alabama at Birmingham.

Charting the Challenges of Change
SANDCASTLE 1

This panel of administrative and teaching staff will discuss what they have learned as their IEP has undergone tremendous change. The changes discussed include loss of staff, loss of power, and the potential university transition to a joint venture partnership.

***Presenters*: Amy Snow, MA,** is a Program Manager and currently handles most director-level duties. **Melissa Hawkins, MA,** is the IEP Special Projects Manager. **Amy Craig, MA,** is an IEP Instructor and Bridge Program Coordinator. **Monica Cantwell, MA,** is the IEP Program Coordinator.
Intensive English Program at the Universiy of Alabama at Birmingham

State Leaders Academy – Effectively Serving English Learners
SANDCASTLE – 2

Specifically designed for K-12 adminstrators at the school, district, and state level. Approved by ALSDE for PLU credit and MDE for SEMI credit. (Pre-Registration Required)

10:00 to 10:45 – Concurrent Sessions

Constructive Conversations
BALLROOM AB

Who talks the most in your classroom? How can conversation be used to construct academic understanding in K-12 classrooms? Learn how to plan for and teach content conversations in this session.

***Presenter*: Janice Cate, NBCT,** has taught elementary ESL for 25 years. She is a former president of AMTESOL and frequent presenter at TESOL.

New Horizons for Chinese ESL Students: Explicit Instruction of Narrative Essays
BALLROOM C

In a multiple case study of 1-2-1 and 2 + 2 Chinese ESL students, researchers found explicit instruction provided the necessary conceptual framework of Western sociocultural and pedagogical aspects for Eastern students to write essays in and about the narrative genre.

***Presenters*: Theresa Johnson, PhD,** is a Senior Lecturer and Director of Developmental English.
Shannon Thompson, MA, is a lecturer and composition teacher.
Troy State University, AL

Strategies and Materials for Teaching High School Sheltered Instruction
BALLROOM D

A team of secondary dual certified ESL Teachers will share their tried and true strategies and "Best Of" collection of materials from their years of experience teaching sheltered English Language Arts, Biology, History, Math, and Career Prep.

***Presenters*: Marie Sandoval Ed.S,** teaches ESL and English and is ESL Department Head. **Jennifer Gonzalez, EdS,** teaches ESL and Social Studies**. Marc Navez, MA,** teaches ESL, mathematics., and Career Prep at Pelham High School, AL.

Advocating for English Learners
BALLROOM E

You are your students advocate. Participants will identify the laws and responsibilities that guide compliance and proram implementation for working with ELL students and discuss how to utilize them when advocating for ELLs.

***Presenter*: Regina Rhea MS,** is 24 year veteran tacher in DeSoto County, Mississippi.

Using Thinking Maps to Improve Proficiency for English Language Learners
BALLROOM F

Participants will be provided with ideas and strategies using Thinking Maps to address all four language domains: Listening, Speaking, Reading, and Writing. This workshop will include a demonstration of how Thinking Maps can be used to address the form, function, and fluency of language. Attendees will be engaged in hands-on activities using Thinking Maps for varying levels of English Language Learners.

***Presenter*: Marjann Ball Ed.D**., is a national Thinking Maps, Inc. /Educational Consultant.

Construction Zone: Transforming Lessons to Meet the Needs of ELs
BALLROOM GH

This session will help teachers boost their teaching strategies to more effectively instruct ELs by looking at examples of sheltering and scaffolding instruction to create a learner centered educational environment. Teachers will explore ways to transform their own lessons.

***Presenter*: Kiffany Gee-Rueda, MA,** is an ESL teacher in Shelby County, AL.

Emphasizing Intelligibility: How to Create an International Teaching Assistant
AZURE

This presentation describes the importance of intelligibility and the transformation an international graduate student needs to undergo in order to take on the role of "lecturer" in a university classroom. Presenters will include a demonstration of practical exercises and suggestions / solutions for challenged and challenging students.

***Presenters*: Demetria Li, MS TESOL,** and **Michael Townley, MA TESOL**, are ITAP instructors at the University of Alabama.

Home - School Collaboration: Preparing English Learners for College & Careers
CORAL

Participants will discuss how to engage English Learners and their families in the education process to prepare students for academic achievement as they learn to navigate the transition of learning the culture and adapting to the environment.

***Presenter*: Angela Dallas EdD,** is a lifelong learner, author, consultant, and professor who is dedicated to serving others.

Hot Topics for Intensive English Programs
SAND DOLLAR

Administrators of intensive English programs across the US must constantly concern themselves with a variety of academic and administrative issues ranging from personnel to curriculum to student recruitment. The presenters will discuss various issues of concern to IEPs today.

***Presenters*: Bill Wallace, EdD,** is the directorof the University of Alabama English Language Institute. **Megan Forbes, PhD,** is the director of the University of Florida English Language Institute. **Patrick Kennell, PhD,** is the director of the Center for Intensive English Studies at Florida State University. **Cheryl Delk-Le Good** is the executive director of English USA and the former director of the Intensive English Program at Georgia State University.

Tips on Writing Proposals for the International TESOL Convention
SANDCASTLE – 1

Learn to submit a proposal for the International TESOL Convention (March 2017-Seattle, 2018-Chicago, 2019-Atlanta). A former TESOL convention chair will present proposal procedures and guidelines, along with an explanation of the scoring rubric and tips for framing your professional interests and expertise into a successful proposal.

Presenter: Dr. Mark Algren directs the University of Missouri Center for English Language Learning.

State Leaders Academy – Effectively Serving English Learners
SANDCASTLE – 2

Specifically designed for K-12 adminstrators at the school, district, and state level. Approved by ALSDE for PLU credit and MDE for SEMI credit. (Pre-Registration Required)

10:45 – 11:00 - Coffee/Beverage Break sponsored by Imagine Learning

11:00 to 11:20 – Concurrent Sessions

Incorporating Culture in Grammar
BALLROOM AB

This session will provide teaching techniques for using culture in grammar lessons.

***Presenters*: Daniel McCurry, MA,** has taught in Washington and Djibouti. **Kelly McPherson, MA,** has taught for 2 years in Okinawa, Japan.
University of Alabama

Using Google Drive to Teach Writing
BALLROOM C

Best practice in teaching writing generally includes using a drafting process with feedback. As teachers we know how cumbersome and time consuming this is. But there is a free tool that can simplify it for all levels of students, all ages, that they all have easy access to. It is not complicated to learn how to use the tool, and most importantly, it will keep students engaged,all of them, at the same time, and they love it!

***Presenter*: Amy Subaey, MA,** has been a teacher in the United Arab Emirates for the past 12 years.

Student Self-Assessment of Formal Speaking
BALLROOM D

Is it possible for a learner's own assessment of her production to be beneficial? This presentation will examine both advantages and disadvantages of development-oriented student self-assessment in an academic listening and speaking course with a focus on formal presentation skills.

***Presenter*: Victoria Shelly, MA,** has taught ESL since 2008.

Teaching Listening Made Easy for EFL and ESL Teachers
BALLROOM E

This presentation contrasts an interactive listening approach and the more common one-way listening approach. Two contexts are examined using these two approaches for teaching listening, namely Kenya and the United States. Presenters will focus on demonstrating the interactive approach.

***Presenters*: Gorrety Wawire**, and **Cecilia Kyalo** are MA candidates in TESL, and serve as assistants in the Intensive English program.
University of Mississippi

Country Cooking
BALLROOM F

What better way to learn a new culture than by cooking the culture's regional cuisine? This presentation is based on one of the After-School classes offered by the South Tippah School District (Ripley High School, Mississippi).

***Presenters*: Melody Bigham, MA,** teaches at Ripley High School and **Mrs. B. J. Butler Lewis** teaches Family and Consumer Science at Blue Mountain High School.
South Tippah School District, MS

What If?
BALLROOM GH

This presentation will how using "serious scientific answers to absurd hypothetical questions" in an advanced EAP class engages students and facilitates language skills development.

***Presenter*: Kim Andrus** has been an instructor at the University of Alabama's English Language Institute since 1999.

Meeting the Unique Literacy Needs of U.S.-Educated Multilingual Students
AZURE

U.S.-educated multilingual students bring to college writing courses literacy needs that differ from those of their native English-speaking and international student peers. Based on recent research, the presenter will discuss pedagogical avenues to equip these students in college composition.

***Presenter:* Melinda Harrison** teaches second-language writing and first-year composition courses at the University of Alabama-Birmingham.

Using Imagery to Enhance Motivation
CORAL

Do students learn better when motivated? The intuitive answer would be yes. But how do teachers create motivation? This study seeks to show that visual material can promote motivation and thus learning for students encountering difficulties.

***Presenter*: Robert Bullard** is a graduate student of ESL at the University of Alabama at Birmingham.

Workshop on Writing Proposals for the International TESOL Convention
SANDCASTLE – 1

Bring a draft proposal that you might submit for the 2017 International TESOL Convention, which will probably be due June 1, 2016, and receive feedback from a former TESOL Convention Chair and President. This workshop follows the session entitled "Tips on Writing Proposals for the International TESOL Convention."

***Presenter*: Mark Algren** directs the University of Missouri Center for English Language Learning.

11:25 to 11:45 – Concurrent Sessions

Celebrating Literacy in All Cultures
BALLROOM AB

This presentation discusses an annual school event that takes place in February each year. It involves administration, specialists, classroom teachers, members of the International Community, and most importantly PARENTS. The purpose the event is to discuss the importance of reading at home.

***Presenters*: Candace Hatcher, MA, NBCT,** teaches ESOL. **Ann Marie Batista, MA, Curriculum** Huntsville City Schools

Developing Cultural and Communicative Competencies through a Self-Directed Project
BALLROOM C

Language becomes meaningful through real experiences. To promote active participation, authentic and communicative experiences, the concepts of self-directed and situated learning were applied in a project with undergraduate language learners, where they created videos of situations learned in the course.

***Presenter*: Vanessa Revheim Cunha** is a former Fulbright FLTA and is curently a Master's candidate and Graduate Teaching Assistant at the University of Mississippi.

Using Storyboard in the ESL Classroom
BALLROOM D

Put a little of the movies into your ESL classroom. Storyboard drawings and on-line Storyboard Apps or programs can be used to encourage creativity and fun in language learning, especially in the ESL classroom.

Presenter*: Velsie Pate, M.A,* is an Instructor of the Intensive English Program/Office of Global Engagement at the University of Mississippi.

Diagramming Sentences in Teaching English Grammar
BALLROOM E

This presentation is about the benefits and potential drawbacks to using sentence diagramming as a means of teaching English grammar to international language learners

***Presenter*: Katie Ireland Kuiper** is an MA candidate and teaching assistant for the International English Program at the University of Mississippi.

Teaching Writing to English Language Learners with an Integrated Syllabus
BALLROOM F

This paper presents an integrated syllabus that combined structural approaches and task-based approaches for teaching writing to English language learners. This curriculum is supported by an eclectic approach of product-oriented and process-oriented approaches to writing, as well as cooperative learning.

Presenter: Sanghee Kang is an MA student in the department of Applied Linguistics & ESL at Georgia State University.

Video Pragmatics
BALLROOM GH

This presentation focuses on using movie trailers and scenes from television shows to teach pragmatics. The presenter will discuss choosing appropriate trailers or scenes, constructing handouts for students, identifying pragmatics in the scene, and the interpretation of certain body language and facial expressions.

Presenter: Kerrin Ramachandra is a full-time lecturer in the ILC program at the University of Alabama at Huntsville.

Book Talks
AZURE

This presentation will describe how a book talk can be an alternative to the dreaded book report. The presenter will share how students enjoy coming up with a way to grab the audience's attention and get them to read a book!

***Presenter*: Hannah Rodgers, MA,** is an ESL and Language Arts teacher at Riverchase Middle School in Pelham, AL.

The Development and Extension of American English in Iran
CORAL

This presentation highlights the differences between teaching methods in Iran and the U.S based on the popularity and experience of teaching The Interchange series textbooks in Iran and observing some classes in the English Language Institute at UAB.

***Presenter*: Katayoun Zomorrodian** is a MA/ESL is agraduate student at University of Alabama at Birmingham.

Length of English Vowels Produced by Nonnative English Speaking Teachers
SANDCASTLE-1

Presenters describe a study on vowel length among nonnative English speakers who teach ESL in the Southeast. They discuss their findings on vowel length in relation to the participants' characteristics and L2 experiences, and they provide suggestions for increasing intelligibility.

Presenters: Suzanne Franks, PhD, is a Visiting Assistant Professor at the University of Illinois at Urbana-Champaign. **Susan Spezzini, PhD,** is Associate Professor and Program Coordinator of ESL teacher education programs at the University of Alabama at Birmingham. **Josie Prado, PhD,** is Assistant Professor of English Learner Education at UAB's School of Education.

State Leaders Academy – Effectively Serving English Learners
SANDCASTLE – 2

Specifically designed for K-12 adminstrators at the school, district, and state level. Approved by ALSDE for PLU credit and MDE for SEMI credit. (Pre-Registration Required)

12:00 to 12:45 – Concurrent Sessions

Narrative Inquiry: Improving New Teacher Self-Efficacy and Preparedness
BALLROOM AB

This presentation shares insights and responses from the presenters' ongoing research on new teacher self-efficacy and preparedness in an intensive English program. It identifies current problems facing new teachers in said context and offers possible solutions through reflective strategies.

***Presenters*: Lia Brenneman MA, Raquel Rojas MEd,** and **Patrick Klager MA,** are instructors at the University of Florida English Language Institute.

Keep 'Em Coming: 10 Practical Keys to Improving Learner Persistence
BALLROOM C

This workshop will provide practical and proven methods for improving learner persistence. We will explore causes and solutions to eliminating this common problem among teachers of adult learners.

***Presenters*: Stephanie Lyas** currently serves as Field Program Administrator and ESOL Tutor. **Linda DeRocher M.A.Ed./ESL** is the Director of Training and ESOL Services
The Literacy Council of Central Alabama.

Introducing Realia: Case Studies in the Language Learning Classroom
BALLROOM D

This talk will look at ways to introduce materials involving recent events to teach language, collaborative, and writing skills.

***Presenter*: Elizabeth Topping** is an ESL Instructor at Auburn University's English as a Second Language Program.

Diversity Matters – One School's Story
BALLROOM E

The ELL Team at Foley Elementary School in Baldwin County, Alabama will share how it applies and integrates DIVERSITY throughout the school. Presenter will explain the strategic school wide plans and programs that help to meet and exceed the DIVERSITY standards through teacher effectiveness, curriculum/instruction, and parental involvement. They will provide great handouts and school-wide DIVERSITY Ideas!

***Presenters*: Patricia McGovern Armour, MA,** is an English as a Second Language Resource Teacher. **CARMEN A. Potts, MA,** is a Pre-K to 12th grade ESL. **Linda Harris English, MA, is** a Second Language Resource Teacher. **Elena Smith, MA candidate,** is an ESL teacher.
Baldwin County Schools, AL

Preparing Teachers to Teach English Learners for the Common Core
BALLROOM F

This presentation will describe the challenges that English learners have with the Common Core and offer practical ways that the teacher can address these needs through content area instruction so that teaching practices can more closely align with assessment.

***Presenter*: Gwendolyn Williams PhD.,** is an assistant professor of English to Speakers of Other Languages at Auburn University.

Accommodating the English Language Learner in the Classroom Will Accommodate ALL Learners
BALLROOM GH

English Language Learners are a rising population in our schools. Classroom teachers are searching for ways to teach students who have varying levels of English proficiency. This presentation provides information on effective strategies to use in the regular education classroom.

Presenters: Rebecca Taylor and **Anita Weaver, EdS,** are K -12 ESL Teachers for Limestone County Schools in Alabama.

Being an English Teacher in Korea
AZURE

This presentation will introduce how Korean government controls all the public school teachers certification and employment procedures.

***Presenter*: Jongbok Lee,** Ph.D. is a professor and Dean at College of Education at Mokwon University.

Writing Instruction that Truly Prepares
CORAL

L2 Writing-research has taught us much. This presentation will address one significant finding: the disparity between instruction and future needs. With the aim of preparing students for the future, this workshop focuses on creating emphases in our writing instruction that will be most beneficial.

***Presenter*: Joel Hendrick** is an M.A.TESOL student at the University of Alabama and has taught ESL for six years in S.Korea.

State Leaders Academy – Effectively Serving English Learners
SANDCASTLE – 2

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2017 AMTESOL Conference

Hattiesburg, Mississippi

January 27-28, 2017

Information will soon be posted at www.amtesol.org

Conference coordinator:

Ann Morris

ann.morris@usm.edu

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What to do for your CEU

Alabama Teachers

Sign-up on STI PD and search for
PD Title No: SARIC#9968, 2016 AMTESOL Conference

Directions from University of South Alabama 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 – SARIC#9968
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/

THE SOUTHEASTERN EQUITY CENTER

The Southeastern Equity Center has provided technical assistance and training to the 8 southeastern states of Region IV for more than 50 years – serving school districts in ***Alabama*, Florida, Georgia, Kentucky, *Mississippi*, North Carolina, South Carolina,** and **Tennessee.**

The Southeastern Equity Center is committed to assisting and strengthening the work of schools, school districts, and states to work in partnership with parents, businesses, communities, and government agencies, in order to ensure that the diverse needs of all learners are met through system-wide and school-wide research-based reforms that provide equity for all students.

The clear challenge for school districts and states is to create, build, and sustain culturally-responsive environments that provide equal access to a high standard of educational success for all students. The Southeastern Equity Center is prepared to assist the school districts and states of Region IV in meeting this challenge.

If you represent a state, school district, or public school in Region IV and would like to discuss how the Southeastern Equity Center might assist you, you may contact us as follows:

Phone:
954-765-3553

Fax:
954-523-3340

Mail:
The Southeastern Equity Center
800 East Broward Boulevard
Suite 400
Fort Lauderdale, FL 33301

Email:
info@se-equity.org

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Elizabeth Claire's
Easy English NEWS
September 2014
Volume XX Number 1

Children at the border*

In the past nine months, more than sixty thousand children have crossed the border between Mexico and the United States. More children will be coming soon.

Most of these children are from Honduras, Guatemala, and El Salvador. Many of these young people traveled 3,000 miles hanging onto trains for 15 days. It was a very dangerous trip. Some children fell off the train. Some died on the way.

Some mothers came with their young children. Criminals* robbed, hurt, and abused* many of the children on the way. Some parents paid thousands of dollars to "coyotes*" (kiy OH tees) to bring their children across the border.

The children and mothers entered the United States illegally*. Most arrived in Texas. They went to the Border Patrol*. They asked for asylum* in the United States.

A humanitarian* crisis*

The U.S. government was not prepared for this sudden rush of illegal immigrants. It became a humanitarian crisis. The U.S. Department of Health and Human Services set up special areas to hold the large numbers of immigrants. The Federal Emergency Management Agency* (FEMA) has supplied food, cots*, bathrooms and showers. Hundreds of women and children slept on cots in military bases*.

Words in black print with a star (*) are in WORD HELP on page 12.

Life in the U.S.A.
What comes after high school?

The last year of high school is a busy time for students. They have decisions to make. Should they get a job? Should they continue their education after they graduate high school?

A high-school diploma* is important. Colleges, the military*, and many training programs require* a high school diploma.

Some students drop out* of high school. However, there is another way to get a high school diploma. Students can take a General Education Development (GED) test. Many colleges accept* the GED as equal to a high school diploma.

Career* Day

On career day, people in different occupations* come to school to talk about their jobs. This helps students make choices about their own careers in the future.

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- 15 languages
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- Language support gradually fades

Oral language
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Essential components of reading
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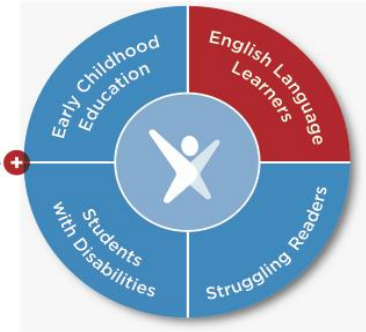
- Phonological awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



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CASE STUDY

In the state of California, the Academic Performance Index for English learners during 2011 was hovering around

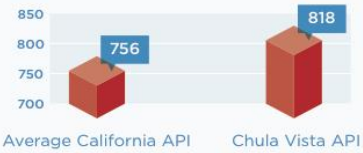
756

But in the Chula Vista district—where English learners have been using Imagine Learning—their API score jumped to

818

AN ADVANTAGE OF

62 POINTS



Scan code to take a journey through data with Chula Vista, or visit **imaginelearning.com/EL**

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