Focused on the teaching of English as a second or foreign language, AMTESOL strives to meet the needs of K-12 teachers, intensive language teachers, community program teachers, administrators, researchers, and graduate students throughout Alabama and Mississippi.

www.amtesol.org
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.
On behalf of the AMTESOL Board of Directors, I would like to welcome each and every one of you to our 2017 AMTESOL Conference at the University of Southern Mississippi (USM). The conference theme “Change Lives, Change the World!” encourages all of us to reflect on our own students, classrooms, and professional development. This theme also challenges us to do what really matters, not just for our students and their families but also for our schools, communities, and beyond.

AMTESOL is very pleased to be returning to Hattiesburg for our annual conference. USM educators were instrumental with helping establish AMTESOL in the early 1980s and continue to provide vision and direction for our profession. As in previous years, attendees at our 2017 conference are educators and university students from a wide range of ESL teaching and learning environments, from pre-K to university, from mainstream classrooms to community programs, and from workplace English to TOEFL preparation.

This year’s conference promises to offer new perspectives, innovative ideas, and engaging activities. Our conference chair, Alison Stamps, and our site coordinator, Ann Morris, have been working for several months to ensure a high-quality conference. Together with numerous colleagues and volunteers, they have created a two-day program featuring excellent speakers and outstanding presentations. The pre-conference workshops take place on Friday morning, concurrent sessions on Friday afternoon and Saturday morning, and the keynote address on Friday evening. Separately and as a whole, these sessions will serve as a guiding light for English language educators in changing lives and changing the world.

I would also like to encourage everyone to come to the AMTESOL business meeting, this Saturday at 8:00 am. Here you will meet your board members, hear what has happened during the past year, and learn about plans for the coming year. You will also receive an overview of the regional Southeast TESOL Conference (SETESOL), which will be taking place this October in Birmingham. English language educators from thirteen states in the Southeast will be coming to this premiere regional event and we hope you will too! This 2017 SETESOL Conference is hosted by AMTESOL and, as such, serves as our AMTESOL conference for the 2017-18 school year. Consequently, with the next AMTESOL conference slated for January 2019, you should definitely mark your calendars now for attending the Regional SETESOL Conference, October 4-7, 2017, at the Wynfrey Hyatt Regency Hotel in Birmingham.

Have a great time this week in Hattiesburg! If you have any questions or need assistance, please let us know. We look forward to seeing you again soon (this October) in Birmingham!

Sincerely,

Susan Spezzini
AMTESOL President
AMTESOL BOARD MEMBERS

**PRESIDENT:**
Susan Spezzini  
University of Alabama at Birmingham  
spezzini@uab.edu

**VICE PRESIDENT (CONFERENCE CHAIR):**
Alison Stamps  
Mississippi State University, ELI  
als11@msstate.edu

**CONFERENCE SITE COORDINATOR:**
Ann Morris  
University of Southern Mississippi  
ann.morris@usm.edu

**SECRETARY:**
Cindy Hunt  
Auburn City Schools  
cbhunt6.02@gmail.com

**CO-SECRETARY:**
Mary Diamond  
Auburn University  
diamomss@auburn.edu

**TREASURER:**
Josie Prado  
University of Alabama at Birmingham  
jprado@uab.edu

**CO-TREASURER:**
Julia Austin  
University of Alabama at Birmingham  
(retired)  
juliaaustin@bellsouth.net

**MEMBER-AT-LARGE (AL):**
Jamie Harrison  
Auburn University  
jlh0069@auburn.edu

**K-12 MEMBER-AT-LARGE (AL):**
Jessica McCarley  
Florence City Schools  
jmccarley@una.edu

**MEMBER-AT-LARGE (MS):**
Dinorah Sapp  
University of Mississippi  
dsapp@olemiss.edu

**K-12 MEMBER-AT-LARGE (MS):**
Tracy Koslowski  
University of Mississippi, IEP  
tlcase@olemiss.edu

**WEBSITE & NEWSLETTER:**
Lisa Preston  
University of Alabama at Birmingham  
webmaster.amtesol@gmail.com

**IMMEDIATE PAST PRESIDENT:**
Amy Taylor  
University of Alabama, ELI  
amy.p.taylor@ua.edu
2017 AMTESOL Conference Schedule
University of Southern Mississippi Thad Cochran Center

Thursday, January 26th
5:00 to 7:00 p.m. – Conference Registration Open, Second Floor

Friday, January 27th
7:30 a.m. to 6:00 p.m. – Conference Registration Open, Second Floor
9:00 a.m. to 12 p.m. – Concurrent Pre-Conference Workshops
Noon to 12:45 p.m. – Lunch for Pre-conference Workshop Attendees, Union A & B
12:45 to 6:00 p.m. – Exhibitor Displays, Second Floor Hallways
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, Second Floor
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 6:00 p.m. – Poster Sessions, Second Floor
4:45 to 6:00 p.m. – AMTESOL Executive Board Meeting, Room 226
6:30 to 7:30 p.m. – Dinner (sponsored by Imagine Learning), Third Floor Ballroom
7:30 to 8:30 p.m. – Deborah Crusan, Keynote Speaker (sponsored by University of Michigan Press), Third Floor Ballroom
8:30 to 9:30 p.m. – Social Event - "Name that Tune" game show, hosted annually by Bill Wallace, Third Floor Ballroom (Join a team! No knowledge of music is required, and prizes are awarded!)

Saturday, January 28th
7:30 a.m. to 12:00 p.m. – Conference Registration Open, Second Floor
7:00 to 8:00 a.m. – Buffet Breakfast, Second Floor Buffet and Seating in Room 218
8:00 to 12:45 p.m. – Exhibitor Displays, Second Floor Hallways
8:00 to 8:45 a.m. – AMTESOL Business Meeting, Second Floor Room 218
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, Second Floor
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
Free wireless internet access is available for all conference attendees. Guests will agree to the stated terms for access up to four hours. The process can be repeated when the time expires.
# 2017 AMTESOL Session Overview

**Friday, January 27**

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 210</th>
<th>Room 214</th>
<th>Room 216</th>
<th>Room 218A</th>
<th>Room 218B</th>
<th>Room 227</th>
<th>Room 228</th>
<th>Room 229</th>
<th>Union H</th>
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<tbody>
<tr>
<td>9:00-12:00</td>
<td>Workshop C: Spezzini – Peer-to-Peer Techniques</td>
<td>Workshop A: Crusan – Rubrics for Writing Assignments</td>
<td>Workshop B: Hunt – Relevant Content in Dynamic Times</td>
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<td>12:00-1:00</td>
<td>Lunch for Pre-Conference Attendees (Union A &amp; B)</td>
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<td>1:00-1:45</td>
<td>Williams, Bassett, Blakley: Vocabulary Enrichment</td>
<td>Roach: Nominalization Strategies</td>
<td>Roberts: Walkie-Talkie Application</td>
<td>Brown: ELLs with Special Needs</td>
<td>Hayes, LaFontaine: Using Ads to Teach Intonation</td>
<td>Perez-Martinez: Advantages, Challenges of Using L1 to Teach L2</td>
<td>Sanchez: Volunteer Goals and Roles of Church ESL Instructors</td>
<td>Aljehani: Case Study of “Fasal” and “Sara”</td>
<td>Ball: Thinking Maps</td>
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<td>2:45-3:00</td>
<td>Coffee Break (Second Floor)</td>
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<td>3:00-3:45</td>
<td>Cate: Here in the Middle With You (Middle School)</td>
<td>Kastrantas: Authentic Materials Used to Address the Four Domains of Language</td>
<td>Tokarz: Teaching Written Business Comm.</td>
<td>Harvey: The Stories We Share</td>
<td>Oxford, Shifrin, Spezzini: Promoting Peace in ESL Teaching</td>
<td>Keating: In-Class Writing in Freshman Composition Courses</td>
<td>Linelle Johnson: Classroom Management Strategies</td>
<td>Hubbard, Foss, Buhl: Dialogue Journals</td>
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<td>4:30-6:00</td>
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<td>4:45-6:00+</td>
<td>AMTESOL Board Meeting (Room 226)</td>
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<td>6:30-10:00</td>
<td>THIRD FLOOR BALLROOM: Dinner, Keynote Speaker (Deborah Crusan), Game: Name That Tune (Bill Wallace)</td>
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## 2017 AMTESOL Session Overview

### Saturday, January 28

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Session Title</th>
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<tbody>
<tr>
<td>7:00-8:00</td>
<td>Room 210</td>
<td>Breakfast for Attendees (Second Floor)</td>
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<tr>
<td>8:00-8:45</td>
<td>Room 218</td>
<td>AMTESOL Business Meeting (Lots of door prizes!)</td>
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<tr>
<td>9:00-9:45</td>
<td>Room 216</td>
<td>L. Herrington, Sapp: Engaging Field Trips</td>
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<td>9:00-9:45</td>
<td>Room 218</td>
<td>Fuller: Change Your Perspective - Fulbright Experience</td>
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<td>9:00-9:45</td>
<td>Room 218</td>
<td>Folse: Teaching Grammar &amp; Vocabulary</td>
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<td>9:00-9:45</td>
<td>Room 218</td>
<td>LaFontaine: The Bias of It All</td>
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<td>9:00-9:45</td>
<td>Room 218</td>
<td>Strong: Using Maps to Support Learning</td>
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<td>9:00-9:45</td>
<td>Room 218</td>
<td>Earley, Prado: Balancing L1 and L2 in Instruction</td>
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<td>9:00-9:45</td>
<td>Room 218</td>
<td>Becker: Very Reluctant Writers</td>
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<td>10:00-10:45</td>
<td>Room 214</td>
<td>Gibson, Tsimika: Literacy Development, Accent Modification</td>
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<td>10:00-10:45</td>
<td>Room 214</td>
<td>Caine: Human Rights, Voting and the ESL Classroom</td>
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<td>10:00-10:45</td>
<td>Room 216</td>
<td>Hill, et al.: Meaning Making During Reading</td>
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<td>10:00-10:45</td>
<td>Room 218</td>
<td>Folse: What if you don’t know the answer?</td>
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<td>10:00-10:45</td>
<td>Room 218</td>
<td>Pidberejna: Fulbright Experience in Ufa, Russia</td>
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<td>10:00-10:45</td>
<td>Room 218</td>
<td>Armour: Diversity Matters</td>
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<td>10:00-10:45</td>
<td>Room 218</td>
<td>Schaefer: Teaching Englishes to Native Speakers</td>
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<td>10:00-10:45</td>
<td>Room 218</td>
<td>T. Herrington: Project Based Learning</td>
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<td>10:45-11:00</td>
<td>Room 210</td>
<td>Coffee Break (Second Floor)</td>
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<td>11:00-11:20</td>
<td>Room 216</td>
<td>Fedoseyev, Hatcher, Perez: A Plan for Organizational Growth</td>
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<td>11:00-11:20</td>
<td>Room 214</td>
<td>Hill: Newest Picture Books to Enhance Literacy Instruction</td>
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<td>11:00-11:20</td>
<td>Room 216</td>
<td>Ha Nguyen: Cultural Consideration in Assessment</td>
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<td>11:00-11:20</td>
<td>Room 216</td>
<td>Cunha, Brunetti, Schaefer: Negative Transfer</td>
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<td>11:00-11:20</td>
<td>Room 216</td>
<td>T. Herrington: Using Online Forms</td>
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<td>11:00-11:20</td>
<td>Room 216</td>
<td>Russell: Read Ahead</td>
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<td>11:00-11:20</td>
<td>Room 216</td>
<td>Butler-Lewis: ESL and Family and Consumer Sciences</td>
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<td>11:25-11:45</td>
<td>Room 214</td>
<td>Joshi: Innovation in the Classroom</td>
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<td>11:25-11:45</td>
<td>Room 216</td>
<td>Hoang Nguyen: Community of Practice</td>
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<td>11:25-11:45</td>
<td>Room 227</td>
<td>Zhu, Pizer: Heritage Language Maintenance</td>
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<td>11:25-11:45</td>
<td>Room 217</td>
<td>Pledger: Content Classroom Assessment</td>
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<td>11:25-11:45</td>
<td>Room 217</td>
<td>Cunha: Tablets in the Classroom</td>
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<td>11:25-11:45</td>
<td>Room 217</td>
<td>Cox: Scaffolding Rigorous Content Lessons</td>
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<td>12:00-12:45</td>
<td>Room 216</td>
<td>Gee-Rueda: The Cultural Honeycomb Effect: Opening Mental Doors</td>
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<td>12:00-12:45</td>
<td>Room 216</td>
<td>Batista, Pecson, Schneider: Acquisition through Technology</td>
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<td>12:00-12:45</td>
<td>Room 216</td>
<td>Stringer, Wagner: Phonics Activities</td>
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<td>12:00-12:45</td>
<td>Room 216</td>
<td>Lockwood: Benefits of Flipping Classrooms</td>
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<td>12:00-12:45</td>
<td>Room 216</td>
<td>Seale: Team Work</td>
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<td>12:00-12:45</td>
<td>Room 216</td>
<td>Gassaway: The Hispanic Presence</td>
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<td>12:00-12:45</td>
<td>Room 216</td>
<td>Simpson: Art, Vocabulary, Oral Language Dev’t</td>
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<td>12:00-12:45</td>
<td>Room 216</td>
<td>Harrison: Teachers as Advocates</td>
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2017 AMTESOL PRE-CONFERENCE WORKSHOPS

FRIDAY, JANUARY 27TH
9 A.M. TO 12 NOON

Workshop A:
The Dark Side of Rubrics and Writing Assignments: Creating Those That Work

Room 218A

Presenter: Deborah Crusan


Presentation: The Dark Side of Rubrics and Writing Assignments: Creating Those That Work

Description:
In the quest for accountability in writing assessment, teachers might forget those to whom we should first be accountable: our students. Providing students with clear, accessible, and understandable writing assessment materials promotes accountability. In this hands-on workshop, participants explore issues related to assessment of second language writers and their work by actually creating assessment tools that are transparent and understandable to students and that act as both teaching and assessment tools.

The workshop leader will first distribute and discuss examples of student writing and several different types of rubrics. Participants will practice rating this work before dividing into small groups to create assignments for their own classrooms. They will work to generate criteria for the assignments, following up with rubric creation based on those criteria. Participants will then present their criteria and rubrics for critique and discussion.
**FRIDAY, JANUARY 27TH**

9 A.M. TO 12 NOON

**Workshop B:**
**Relevant Content in Dynamic Times**

**Room 218B**

Presenter: **Cindy Hunt**

Cindy Hunt is currently an adjunct instructor for the Master's Program for Teaching ESL at The University of Alabama at Birmingham and a full-time science teacher at Austin High in Decatur, Alabama. As a public school educator, she has served in Decatur City Schools for 25 years, Auburn City Schools for 3 years, and as a regional EL coach with the Alabama State Department of Education.

Cindy has a B.S.Ed. in comprehensive science education from Athens State University and an M.A.Ed. in Science Curriculum and Instruction from Auburn University. She also holds Class A certifications in science and ESL. Most recently, she completed an Ed.S. in Secondary Education, with an emphasis on physics. In 2009, Cindy designed and began teaching EESL 650 *Strategies for Teaching Math and Science to ELLs*. In 2012, she was invited by TESOL International Association to design and begin teaching the online course *ESL for Secondary Science Teachers*.

**Presentation:** **Relevant Content in Dynamic Times**

**Description:**
Participants will experience ways to connect content learning and English language development through authentic experiences. Using current issues, news, experiential learning and technology tools, English learners can simultaneously develop cultural connections and perspectives, engage in relevant content learning and experience English language development.
Friday, January 27\textsuperscript{th}
9 A.M. to 12 Noon

Workshop C:
Strategies for Effective Interaction in the Classroom:
Interactive Peer-to-Peer Oral Techniques

Barbara Ross Room 216

Presenter: Susan Spezzini

Dr. Susan Spezzini is Associate Professor of English Language Learner Education at the University of Alabama at Birmingham. She holds a B.A. in Linguistics from the University of California in San Diego, an M.A. in teaching German from the University of California Berkeley, and a Ph.D. in Curriculum and Instruction (English as a Second Language and Foreign Languages) from the University of Alabama.

Her research activities focus on how mainstream teachers learn to implement ESL Best Practices and how they help their colleagues through collaborative mentoring. A more specific interest concerns the use of oral interactive techniques, especially for the teaching of grammar and pronunciation.

Dr. Spezzini has given presentations at over 60 conferences and has conducted professional development workshops for over 3,000 educators in the United States and internationally. She is current president of AMTESOL.

Presentation: Interactive Peer-to-Peer Oral Techniques

Description:
Participants will experience numerous Interactive Peer-to-peer Oral Techniques (IPOTs) for promoting oral interaction among English language learners of all ages, from young children to adults. The IPOTs in this workshop will include favorites such as gap-filling tango, turn and tell, carousel charts, concentric circles, parallel lines, roaming reporters, hot onion review, and many more. Throughout the workshop, participants will brainstorm how these IPOTs can best be implemented in their own settings to promote language and content learning.
A TRIBUTE TO OUR
AMTESOL 2017 CONFERENCE
SPONSORS

We would like to extend a special appreciation to our sponsors. Your support is instrumental in allowing AMTESOL to host fabulous conferences every year. Also, through our conferences, attendees are able to hone their knowledge and skills in teaching English learners.

Thank you! Thank you! Thank you!

**Imagine Learning: Diamond Sponsor $4,000**
Friday Evening Dinner
Conference Session Signs

**University of Michigan Press**
Plenary Speaker and Workshop Presenter, Deborah Crusan
Featured Speaker, Keith Folse
Featured Speaker, Robyn Lockwood

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**Access to Conference Materials**

**Conference Presenters:**
Email your resources to [webmaster.amtesol@gmail.com](mailto:webmaster.amtesol@gmail.com). Your resources will be posted for conference attendees to access.

**Conference Attendees:**
Conference resources will be posted at [http://www.amtesol.org/2017-resources](http://www.amtesol.org/2017-resources) for 90 days after the conference.
Empowered English: Strategies for Vocabulary Enrichment  
Room 210  

A panel of veteran teachers from Auburn Global (a partnership with Auburn University) shares pragmatic strategies, successful techniques, and creative activities for stimulating language learning and vocabulary acquisition. Participants will receive a packet of instructional materials for a wide range of student abilities.

*Presenters:* Heike Williams is an ESL Instructor with Auburn Global. Her interests include vocabulary acquisition, reading and teaching SIFE students. Sydney Bassett currently teaches ESL at Auburn Global. Formerly, she taught EFL at Jilin Normal University in Siping, China. Joanne Blakley is a former special education teacher and a current ESL Instructor with Auburn Global, author of *Roadside Haiku* and *On the Road Home, Travel Poems*.

Teaching Nominalization Strategies in L2 Academic Composition  
Room 214  

Summarizing ideas, processes and events into a single nominal form (nominalization) allows for increased written and conceptual complexity. This session will provide teachers of L2 academic composition with ideas for teaching EAP students the skill of nominalization and why it is important.

*Presenter:* Heather Roach is a student at the University of Alabama, studying for her Masters in Applied Linguistics: TESOL.

Teaching Grammar Through the use of a Walkie-Talkie Application  
Room 216  

The presenter will introduce Voxer, a walkie-talkie cell-phone application created for real-time chatting and voice messages. Learn how Voxer can be used in multiple ways to facilitate language learning with an emphasis on grammar instruction.

*Presenter:* Jason Roberts is the assistant director of the English Language Institute at the University of Southern Mississippi.
**Working with English Language Learners Who Have Special Needs**  
Room 218A

This presentation will explore methods of working with ELLs with special needs. It will focus on key methods that work well for all students as well as challenges faced by ELLs that may be mistaken for disabilities by untrained observers.

*Presenter: Dr. Joy L.M. Brown* is a Professor of Secondary Education at the University of North Alabama where she coordinates the ESOL Master's Program.

**Bless Your Heart! Using Ads to Teach Intonation**  
Room 218B

This presentation focuses on teaching intonation through the use of advertisements. It can be adapted for a variety of levels.

*Presenters: Kerrin Hayes-Ramachandran's* background is elementary education. She has taught for the ILC at University of Alabama in Huntsville for the past 7 years. *Yalitza LaFontaine* has a secondary education background. She has taught of the ILC at UAH for 6 years.

**The Experience, Benefits, Advantages, and Challenges of Using L1 to Teach L2**  
Room 227

As an ESOL teacher who is also a native Spanish Speaker, I have observed many benefits and challenges when using L1 to teach L2. We will discuss questions such as: How is this different from teaching L2 to L2? Why should we use L1 when teaching L2? How much L1 should be used? How can I use an L1 if I do not speak that L1?

*Presenter: Cindybet Perez-Martinez* has experience teaching Spanish as a 1st and 2nd language and teaching ESOL, especially to students with special needs.

**Goals and Roles of Volunteer Church ESL Instructors**  
Room 228

A research study of the classroom goals of volunteer faith-based ESL instructors in Alabama, and how those goals influence the educational, social and spiritual role of the instructor.

*Presenter: Lindsey Sanchez* is a graduate student in the MA-TESOL program at the University of Alabama.
Case Study of “Fasal” and “Sara” Examining Oral Language and Reading
Room 229

Providing individual, one-on-one instruction for ELLs is a challenge for many teachers due to scheduling restrictions. One-on-one instruction can be very powerful for students who are struggling because the teacher can tailor instruction to student needs. This type of instruction is especially helpful for ELLs, such as in the case of “Fasal.”

**Presenter:** Khulod Aljehani is a Ph.D. student at Southern Illinois University, Carbondale.

Using Thinking Maps to Improve Proficiency for English Language Learners
Union H

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 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:** Dr. Marjann Ball has had a varied professional life as a classroom teacher, reading specialist, professor of reading/writing/critical thinking skills, and national Thinking Maps consultant.

2:00 to 2:45  Concurrent Sessions

Optimizing Existing Resources: Connecting Students, Parents, Schools, and Communities
Room 210

With EL populations rising across the South and the US at large, schools are being challenged to do more with less. This presentation illustrates how Gulfport School District in Mississippi is optimizing existing resources to connect EL families to their communities.

**Presenters:** Katherine Carr is the Lead ESL teacher for Gulfport School District and a graduate of the University of Mississippi. Glenda Cilliers is the ESL instructor for grades 3-5 in Gulfport School District where she has worked for 15 years. Natalia Huffman is a K-2 ESL instructor in Gulfport School District where she has worked for over 10 years. Enid Cornier is a K-2 ESL Instructor in Gulfport School District with 37 years of experience in elementary and language education. Cynthia Edmonds is the ELL Instructional Coach/Mentor for Gulfport School District with education experience across the state and country.
Outside In: Using Outside Experiences to Instill Lifelong Learning  
Room 214

This presentation will focus on ways to encourage lifelong learning with students by sharing our own lifelong learning experiences with them via digital tools and projects.

**Presenter: Sarah Hicks** is an alumnus of the University of Alabama at Birmingham and currently teaches ESL at Thompson Middle School in Alabaster, Alabama.

At Your Service! Two Models of Community Engagement in an ELL Certification Program  
Room 216

Two courses within an ELL certification program incorporated service learning in different ways to promote civic engagement, cross-cultural understanding, social justice in education, and acceptance of diversity. The goals, implementation, assessments, and products will be shared from these motley experiences.

**Presenters: Amy Burden** is an instructor of ESL, Spanish, TESOL, and cross-cultural understanding at Mississippi College. She has a B.A. from MC and M.A.T.L. from USM. **Ashley Krason** earned her B.A. of history from Belhaven University, M.A. in TESOL from Mississippi College and taught EFL abroad in China and Peru.

~ FEATURED SPEAKER~

Flipping the Classroom: Easy Strategies for Busy Teachers  
Room 218A

Flipping the classroom sounds like a simple idea, but can the execution of this method, which is relatively new to language classrooms, be as simple as it sounds? Yes! This presentation will focus on the two basic tenets of flipped classrooms and share some strategies that will help busy ESL teachers start flipping their classrooms quickly and efficiently with minimal prep time and no stress.

**Sponsored by University of Michigan Press**

**Presenter: Robyn Brinks Lockwood** teaches ESL courses at Stanford University. Robyn has edited and written numerous textbooks and teacher's materials for reading, writing, listening, and speaking ESL courses. Her publications include the Four Point series and Flip It: Strategies for the ESL Classroom by University of Michigan Press.
Changing Perspectives: Recruiting Alternative Populations at an IEP
Room 218B

In this interactive session, audience members will participate in discussions about alternative populations and hear testimonials from IEP faculty/staff involved in such programs. The session will include an overview of potential populations, their challenges and necessary components for organization.

Presenters: Demetria Li, an instructor at the University of Alabama’s ELI, regularly trains teachers and international teaching assistants. Mary Louise Hendley is an instructor at the University of Alabama’s ELI and has experience with curriculum design and assessment. Dr. Bill Wallace is the director of the University of Alabama English Language Institute and has served as president of UCIEP and AMTESOL and on the CEA Commission.

Despegando: Dual Language Early Literacy Program from Okapi
Room 227

Despegando hacia la lectura is a comprehensive, Spanish-Language, early literacy resource that can be fully implemented as a standalone early literacy program.

Presenter: Patti Cooper holds a Master’s in Elementary Education, certification as a Library Science Media Specialist, and is certified in Literacy Reading-Language Arts/Early and Middle Childhood Education. She is an Educational Consultant with Okapi Educational Publishing.

Building Cohesiveness with English Language Learners
Room 228

This presentation will give you projects and presentations to do at the beginning of the year to build student confidence and trust. This will lay the foundation for a productive school year.

Presenter: Laura Johnson, M.S., is an adjunct professor at the University of Alabama at Birmingham, with 15 years of secondary ELA experience.

Prosody or No Prosody
Room 229

The purpose of this session is to provide educators with knowledge of semantic prosody for English language learners. Semantic prosody is a word or phrase discourse function in conveying the associated meaning. The presenter will share information on how nonnative speakers of English use words with associated semantic prosody.

Presenter: Dr. Susan Rutledge is an assistant professor in Secondary Education and Administrative Leadership at California University of Pennsylvania. She teaches the ELL course required for teacher certification in Pennsylvania.
**Promoting Intercultural Dialogues**

Union H

While presentations and debates are crucial for graduate success, they do not fully prepare students to address cross-cultural conflicts in a U.S. university. The presenters will demonstrate dialogue as a speech act that can be utilized to promote positive cross-cultural communication between IEP students and future U.S. university colleagues.

*Presenters:* **Nate Bloemke** is the Cultural Immersion Program Coordinator at the University of Florida English Language Institute. He received his M.A. in Linguistics from UF. **Tate Quinones** is the Cultural Immersion Program Assistant at the UF ELI and a UF graduate student studying Bilingual Education.

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**2:45 – 3:00 - Coffee/Beverage Break, Second Floor**

**3:00 to 3:45**  
**Concurrent Sessions**

**Right Here in the Middle with You**  
Room 210

Oh, the joys of middle school! Changing classes, changing emotions, changing hormones. What helps this age student learn a new language and meet higher expectations? Let's talk.

*Presenter:* **Janice Cate** is a past president of AMTESOL, Past President of Mississippi Reading Association, and a National Board Certified Teacher with over 25 years of ESL teaching experience.

**Authentic Materials Used to Address the Four Domains of Language**  
Room 214

Readers build English vocabulary and reading skills from a monthly newspaper while they learn about their new environment (cultural orientation) in the United States. The four domains of language: reading, writing, speaking, and listening are addressed in this week-long differentiated lesson plan.

*Presenter:* **Jewel Kastrantas** worked with ESL K-Adults for 20 years. BS K-8 from USM and Masters in ESL from Dominican University.
A Review of Approaches to Effectively Teach Written Business Communication
Room 216

The presentation is a review for teachers of the role of effectively teaching written business communication, particularly to those of Asian backgrounds. The areas discussed include assessment, needs analyses, goals and objectives, syllabi planning, and corpus-based research.

**Presenter:** Evan Tokarz teaches ESL at Embry-Riddle Aeronautical University. He has his M.A. in Applied Linguistics from Georgia State University.

The Stories We Share
Room 218A

EL students bring a rich diversity of perspective. As their teachers, we not only change their lives, but also have the unique opportunity to be changed. Come and join in sharing stories of change and enrichment.

**Presenter:** Jenny Harvey has over 20 years of experience in secondary ESL and currently teaches at Homewood City Schools.

Promoting Peace in ESL Teaching: Insights and Classroom Activities
Room 218B

Based on an innovative peace framework, the workshop explains how research-validated peace activities can be practiced in ESL teaching. Participants learn and model activities and receive an activity booklet of a larger range of peace activities for future teaching.

**Presenters:** Rebecca Oxford, Ph.D., who has most recently published two books on peace communication, is a forerunner in the field of ESL teaching strategies. Robyn Shifrín, M.A., has been a TESOL professional for 20 years in the US and abroad, including Russia, Israel, Afghanistan, and Iraq. Susan Spezzini, Ph.D., is an Associate Professor and Program Coordinator for the Master's Program for Teaching ESL. All three presenters hail from the University of Alabama at Birmingham.

The Benefits of In-Class Writing in Freshman Composition Courses
Room 227

The presenter will demonstrate how in-class writing activities, including free-writing, drafting, responses to student papers, peer-review, revisions, and other creative exercises are beneficial for the development of stronger writing skills in non-native English students in academic composition courses.

**Presenter:** Rob Keating is a graduate TESOL student and a teacher of freshman composition at the University of Alabama. He has taught English in the Czech Republic.
Find Time to Teach With Classroom Management Strategies That Work!
Room 228

Imagine a classroom where students obey--the first time! Where you spend more time actually teaching! Eliminate multiple warnings and repeated requests. Learn techniques that will increase academic time and empower students to take responsibility for their own actions.

*Presenter:* Linelle Johnson is an educator in Lamar County School District who thrives on inspiring positive change in the minds of the teachers and students she encounters.

Dialogue Journals: Changing Teacher and Student Lives Personally and Academically
Room 229

Teachers will learn how to implement dialogue journals in various formats with K-12 students. In this session, teachers will discover ways to make personal connections with your students and to provide students the opportunity to construct their own writing voice.

*Presenters:* Holly Hubbard is an ESL teacher with Etowah County Schools. She is a Ph.D. student at the University of Alabama. Amanda Foss is an ESL teacher with Etowah County Schools and an Ed.S student at the University of Alabama at Birmingham. DeAnna Buhl is an ESL teacher with Etowah County Schools. She has an Ed.S from the University of Alabama at Birmingham.

4:00 to 4:20   Concurrent Sessions

Prenominal Adjective Order: Tackling an Inexplicable Lexico-Grammatical Phenomenon
Room 210

When multiple adjectives prenominally modify a noun they take a preferred and easily observable order. However, native speakers and many researchers are unable to accurately predict or explain this order. This dialogue explores this issue, potential explanations, and pedagogical implications.

*Presenter:* Jacob Reed is a second year student in the MA-TESOL program at the University of Alabama.

Change Your Assessment, So Your Students Can Change the World
Room 214

Do your assessments prepare your students for the real world? Embrace the philosophy behind alternative assessments through an overview of relevant research and explore one alternative assessment implemented in a listening and speaking class.
Presenters: After teaching in Northeastern China, Abigail Carrigan completed her M.A. TESOL at Portland State University. She is particularly interested in assessment. From Poland to an American IEP, Mary Rachel Hall uses meaningful experience and life application to improve class design and assessments.

Strengthening First and Second Language Literacy Skills through Parental Involvement
Room 216

Involving parents in their child's education is a familiar topic. Research repeatedly shows that it has a noticeable impact when they participate. Giving parents tools to strengthen their child's native language literacy skills can improve their second language literacy skills.

Presenter: Patricia Cater is the Lead ELL Teacher at Hattiesburg Public School District where she has taught for 8 years.

Get a Smartphone App for Your Class
Room 218A

We will look at an online app builder to create an app for your class. This app not only gives you cool points, but it also helps attack the digital divide that often alienates EL students.

Presenter: Thomas Herrington is the current principal at the University of Mississippi High School where he enjoys all things about language.

Pathways: A Program Meeting the Needs of All ESOL Students in School
Room 218B

Pathways is a program which mirrors the structure of a regular education classroom, utilizing SIOP strategies, for elementary students. Program instruction was developed using the WIDA standards correlated with the Common Core Standards.

Presenters: Laura Worshim has 21 years as an educator, special educator teacher, speech therapist, special education coordinator, assistant principal and principal. Laura is an ELL student, retained in 1st grade due to no English, but began a gifted program in 4th grade. Amy Bergeson has been a teacher for a total of nine years in Alabama and California. She has taught only in Title 1 schools with high ESOL populations. She received her Masters in TESOL last December at UAH.
Promoting Phonological Grammar in ESL Courses
Room 227

Pronunciation intersects with grammar (e.g., stress in function vs content words), influencing L2-English intelligibility (cf., Munro & Derwing, 1999). Yet, “phonological grammar” is neglected in ESL courses. This presentation demonstrates embedded activities for phonological grammar under a modified communicative approach.

Presenter: Dr. Vance Schaefer, assistant professor of TESL and applied linguistics at The University of Mississippi, researches second language phonology, foreign accent and pronunciation pedagogy.

Beyond Word Lists: Approaching Verbal Complements
Room 228

Gerund and infinitive verbal complements are often taught via memorization and word lists. I suggest varying lesson placement, approaching from a position of conceptualization derived from Conti’s (2011) rule, and incorporating corpus data in classroom materials to improve salience.

Presenter: Miranda Hartley is a second year MA-TESOL student at the University of Alabama with a special interest in teaching academic writing.

Posters to Engage Students in Grammar Class
Room 229

IEP students taking grammar classes are often overwhelmed by the amount of information presented. This poster session presents an alternative form of assessment for any level or skill. The presenter will show a lesson plan, rubrics, and sample grammar posters.

Presenter: Dinorah Sapp is a Lecturer and Professional Development Coordinator in the Intensive English Program at the University of Mississippi.

Thinking Multimodally Develops a Complex Understanding of Writing: Audio Composing
Union H

The presentation will provide resources for teachers who want to experiment with multimodal assignments – particularly those that incorporate audio production – in their classrooms. A number of student essays will be shared to offer perspectives on benefits of teaching multimodal compositions.

Presenter: Shokhsanam Djalilova is currently pursuing a doctoral degree at The University of Mississippi. Her research areas are written corrective feedback and its effects on student progress.
Enjoy the Poster Sessions on the Thad Cochran Center Second Floor

- **Addressing the Need for Teacher Diversity in Bilingual/ESL Instruction in America**
  Samantha Julien – Doctoral candidate in Public Policy, University of Arkansas, Fayetteville

- **Democratic Equality Through Service Learning**
  Tracy Koslowski – Service Learning Coordinator, University of Mississippi Intensive English Program
  Marco Devera – Instructor, University of Mississippi Intensive English Program

- **Experience in the Galapagos Islands with the Grosvenor Teacher Fellowship**
  Sarah Hicks, M.A.Ed. – ESL Teacher, Thompson Middle School, Alabaster, AL

- **Non-Native Speakers in English Composition Create Wix Websites**
  Corinne Van Ryckeghem – Master’s TESOL candidate at the University of Alabama

- **Effective Teaching of the Target Culture by Nonnative ESL/EFL Teachers**
  Cecilia Kyalo – M.A. TESL student; Teaching-Assistant, University of Mississippi IEP

- **Can You Teach Me Learner Autonomy?**
  Sonia Achour M.A. (Leeds University) – EFL Teacher, Sultan Qaboos University, Oman

- **We’ve Flipped Our Schools!**
  Elizabeth House, M.A. – EL Coach for Decatur City Schools’ three middle schools and the Excel Center
  Joni Bair, M.A. – EL Coach for Decatur High School and the Excel Center

- **Impacts of Online Intercultural Exchange on WTC in L2**
  Mari Yamauchi – research interests include preparing Japanese students for intercultural communication and network-assisted collaborative language learning via Moodle, Chiba University of Commerce
4:45-6:00 -- AMTESOL Executive Board Meeting, Room 226

6:30-7:30 -- Dinner Third Floor Ballroom

Grilled Lemon Rosemary Chicken, Pasta Primavera, Baby Spinach Salad, Roasted New Potatoes, Fresh Herbed Vegetables, Assorted Rolls with Butter, Peach Cobbler, Iced Tea
Cash Bar available.

7:30-8:30 -- Keynote Speaker Third Floor Ballroom

Deborah Crusan
See description on following page.

8:30-9:30 -- Social Event Third Floor Ballroom

“Name That Tune”
During this game show, hosted annually at AMTESOL by Bill Wallace, everyone can join a team and have lots of fun! No knowledge of music is required, and prizes are awarded!
Assessment is a perennial issue in the teaching of writing. And although many teachers may dread it, we cannot disregard the importance of reliable and ethical assessment. Informed assessment of student writing remains an important component of the classroom and of a teacher’s repertoire. Further complicating writing assessments are issues involving language acquisition, which English language learners bring to the classroom. Second language writers, however, are not alone in their need for rhetorical and language skills. Both second language writers and native speakers of English struggle with rhetorical issues (where there may be overlap) and language issues (where there are differences).

As students progress from grade school to high school and college, they encounter more complex discipline-specific genres ridden with difficult-to-process language. These heavy linguistic demands sometimes seem to obstruct progress, and students may struggle with tasks, not because of cognition, but because of language. As de Oliveria (2016) reminds us, “All students are language learners. All teachers are language teachers.” This presentation explores that theme and reviews principles for promoting student success in writing through teaching and assessment regardless of their language status.

Saturday, January 28th | Concurrent Sessions

7:00-8:00 -- Breakfast  
Scrambled Eggs, Breakfast Potatoes, Crisp Bacon, Breakfast Sausage,  
Assorted Danishes, Coffee, and Tea  
Room 218 has seats available.

8:00 to 8:45 -- AMTESOL Business Meeting and Door Prizes  
Room 218  
Everyone Welcome!  
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.  
Join the meeting and attend for the door prizes. Also, CEU certificates will be distributed. We hope to see you at the meeting.

9:00 to 9:45  
Concurrent Sessions

Empowering Student Learning Through Engaging Field Trips  
Room 210

How can instructors create engaging field trips and empower student learning? This presentation demonstrates how to plan a successful field trip that is relevant and fun at the same time. The presenters will show lesson plans and rubrics.

Presenters: Lance Herrington is an instructor and Coordinator of Instructional Services in the Intensive English Program at the University of Mississippi. Dinorah Sapp is a lecturer and Professional Development Coordinator in the Intensive English Program at the University of Mississippi.

Empower Students’ Intercultural Competence Beyond the (Traditional) Classroom  
Room 214

Participants will learn and model new teaching strategies for facilitating intercultural competence through experiential learning techniques to be used in integrated learning environments that include US American and ESL students on university campuses.

Presenter: Demetria Li, an instructor at the English Language Institute at the University of Alabama, has 19 years of ESL/EFL teaching experience in the US, China, and Kyrgyzstan.
Change Your Perspective, Change Your Teaching
Room 216

This session recounts a K-12 teacher’s experience with the Fulbright Distinguished Award in Teaching program. Information will include a brief overview of the research, how you can apply for a Fulbright program and why this would benefit your classroom practice.

Presenter: Lynn Fuller, NBCT, is an ELL teacher for Madison County Schools. In 2016-17, she received a Fulbright DAT to Palestine.

~FEATURED SPEAKER~

16 Keys to Teaching ESL Grammar and Vocabulary
Room 218

In this session, we look at which grammar points should be taught, when they should be presented, how they could be presented, and why these and not other grammar points should be included in your grammar course. For example, there are 12 verb tenses, but do we need to cover ALL of them? Adjectives are important, but which aspects of adjectives should we teach and which should we not teach? There are many kinds of adverbs, so which should be taught at which proficiency levels, and why? And what about vocabulary? When should it be taught with grammar and why? Using corpus linguistics research and a careful analysis of learner needs, we will rethink our traditional approach to which grammar points to cover and how the teaching of vocabulary with grammar can deepen student understanding. Participants will also consider the types of activities that can enhance learning.

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.
The Bias of It All
Room 227

This presentation explores various rationales and approaches to teaching students how to identify, evaluate, and react to biases from different sources. Specific lessons and approaches that target every language skill will be discussed.

**Presenter:** Born and raised in Puerto Rico, Yalitza LaFontaine has lived in the U.S. since 1987 and has taught at the University of Alabama in Huntsville for the past 6 years.

From Cambodia to Mississippi: Using Maps to Support English Learning
Room 228

Map activities can lead to stronger connections with the content and help students relate the material to their own experiences. The presenter will share examples from Cambodia, Hattiesburg and Birmingham, which were inspired by the Peace Corps World Map Project.

**Presenter:** Samantha Strong is an MA/ESL student at the University of Alabama at Birmingham. She has experience teaching ESL in France, Cambodia, and Hattiesburg, MS.

Balancing the Use of L1 and L2 in Instruction
Room 229

How much L1 support is appropriate in the instruction of students learning English? In this session we will discuss this issue from three perspectives: the English learner, the ESOL teacher, and the content teacher.

**Presenters:** Mary Earley, Ed.S., is an Educational Program Specialist at the University of Alabama at Birmingham. Josie Prado, Ph.D., is an Assistant Professor at the University of Alabama at Birmingham.

The Very Reluctant Writers: Using Favorite Authors as Models for Writing
Union H

Are your young ELLs hesitant to write? Inspire them by using renowned children’s authors and favorite picture books as models for writing. Come and learn a simple SIOP-based lesson plan for combining author studies and writing projects to meet both content and language development standards.

**Presenter:** Abby Becker is a National Board Certified EL teacher. She has been teaching elementary ELLs for more than 10 years and is currently at Homewood City Schools.
10:00 to 10:45  Concurrent Sessions

**Postsecondary Academic and Professional Discourse: Literacy Development & Accent Modification**
Room 210

The goal of this project is to enrich academic content and language instruction for English Language Learners. This workshop will introduce attendees to our methodology, a consultation model approach, our materials and then offer interactive exercises that we employ in guiding higher level non-native English speakers as they take the next steps to develop their professional and academic English skills.

*Presenters:* Ryan Cate Gibson has been teaching ESL around the world for the last 16 years. She has taught 9th-11th grades, in a language school and at the tertiary level. She currently works full time for the University of Alabama Huntsville as a lecturer and program developer for the FPDN. Evdoxia Tsimika-Chronis has taught English as a certified secondary teacher for over 12 years. She currently works as a part time instructor at the University of Alabama Huntsville.

**Human Rights, Voting and the ESL Classroom**
Room 214

Many human rights issues have affected (and continue to affect) the EL students in our classrooms. As educators, we can provide and nurture an open, safe environment for the discussion of these issues. Voting rights will be highlighted.

*Presenter:* Julie Caine is a secondary ESL teacher at Helena Middle and High Schools who loves to use her history degree for ideas to help her ELs.

**Understanding and Supporting Secondary ELs Meaning Making Process During Reading**
Room 216

Participants will gain a deeper understanding of the reading process and how to support ELs. Session attendees will receive a handout of differentiated comprehensions supports that match ELP levels, and be able to apply session content to classroom instruction immediately!

*Presenters:* Dr. Kelly Hill is an Assistant Professor of ESL at University of Alabama at Birmingham. Her primary focus is literacy and emergent bilingual learners. Jennifer Knighten is a secondary ELA teacher in Etowah County Schools. She is currently completing her MA in ESL. Allison Newton is an ELA teacher in the Pell City School System and UAB adjunct instructor teaching PreK-12 literacy courses.
~FEATURED SPEAKER~

ESL Hot Seat Questions: What If You Don’t Know the Answer?  
Room 218

Teachers love the “teachable moment” when students ask a question, but what happens when you don’t know the answer? Why do we say "coughed" with a /t/ sound but "sneezed" with a /d/ sound? Why do we say "how many dollars" but "how much money"? Why do you write "beginning" with 2 N's but "opening" with only 1 N? How can teachers handle these hot seat questions? In this session, we will discuss several relevant techniques that are useful for all teachers who want to learn great teaching ideas.

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.

Ful[ly]bright in the Spotlight: Utilizing Improvisation Teaching to Maximize Participation  
Room 227

I experimented with improvisational student centered lecturing approaches to enhance student speaking involvement while teaching both conversational English and subject specific English. This interactive workshop will focus on my Fulbright experience as an English Teaching Assistant in Ufa, Russia.

Presenter: Irina Pidberejna is a graduate MATESOL student at the University of Alabama. Her interests include cross-cultural communication and Russian language.

Diversity Matters: Foley Elementary - One School's Story  
Room 228

This presentation will cover how our elementary school applies and integrates diversity in our school and in our classrooms. Using the Diversity Standards 4.1 - 4.10 we will explain our strategic school-wide plans and programs that help us meet and exceed this standard. In this presentation, the ELL team and administration will share our school's progress in supporting our diverse population of students' needs and our successes in integrating differentiated instruction / learning for all at our school.

Presenter: Patricia McGovern Armour, M.A.Ed., Foley Elementary, Baldwin County
Teaching Englishes as a Second Language to Native English Speakers
Room 229

In a globalizing world, native English speakers need to understand other varieties of English, both native and non-native. This presentation offers a template of interactive activities for ESL professionals to teach Englishes as a Second Language to native-English-speaking university students.

**Presenter:** Vance Schaefer, Ph.D., assistant professor of TESL and applied linguistics, researches second language phonology, foreign accent and pronunciation pedagogy at the University of Mississippi.

Project Based Learning in the ELL Classroom
Union H

Learn how project based learning affects learning outcomes in the ELL classroom by making learning fun, interactive, and applicable.

**Presenter:** Thomas Herrington has taught ESL for 13 years and uses projects as an avenue for learning in the classroom.

### 10:45 – 11:00 - Coffee/Beverage Break, Second Floor

### 11:00 to 11:20 Concurrent Sessions

Beyond the Basics: A Plan for Organizational Growth
Room 210

This presentation will include details about how Huntsville City Schools' ESOL Department implemented a plan for team building and promotion of the ESOL program in our Professional Learning Community. It will cover the vision that drove the plan and the actions that ensued. Presenters will give a step by step description of the four initiatives that resulted in a more cohesive ESOL team and greater recognition and visibility of the ESOL program in the school district and the community at large.

**Presenters:** Eugene Fedoseyev teaches ESOL for Huntsville City Schools. He has been a teacher for over 20 years. He speaks fluent Russian. He is dedicated to professional growth and development for second language learners. Candace Hatcher works as an ESOL teacher for Huntsville City Schools. She is NBCT in English as A New Language. She is a 2010 U.A.B. graduate. Cindybet Perez is a native of Puerto Rico. She is bilingual. She works as an ESOL teacher for Huntsville City Schools.
Using the Newest Picture Books to Enhance your Literacy Instruction
Room 214

Using authentic, culturally relevant texts is critical for a successful literacy program for English Learners. In this session, participants will be introduced to brand new picture books published in 2016 and 2017. The presenter will offer ideas on how to use them and discuss how each book connects to standards. Participants will have time to look at the new books and will leave with a list of the presenter’s 50 favorite new books!

**Presenter:** Dr. Kelly Hill is an Assistant Professor of ESL at University of Alabama at Birmingham. Her primary focus is literacy and emergent bilingual learners.

Cultural Consideration in Assessment: A Level Playing Field for ELLs
Room 216

This paper highlights cultural consideration in assessing ELLs’ English proficiency levels. Justifications for including ELLs’ cultures in examination as well as pedagogical implications for educators and ESL teachers to address cultural needs in evaluating students’ academic achievements are comprehensively discussed.

**Presenter:** Since 2015, Ha Nguyen has been a graduate student at Department of Curriculum, Instruction, and Special Education at Mississippi State University.

Negative Transfer in Learning English as a Second Language
Room 218

Non-targetlike constructions in the target language can be the result of L1 interference or intralingual development. This presentation provides an analysis of L2 errors that helps to account for these errors and thereby, promote greater language competence in L2 learners.

**Presenters:** Vanessa Revheim Cunha is a Master’s candidate in TESOL at the University of Mississippi. Vanessa holds a B.A. in Portuguese/English, and a Specialization in Translation. A University of Mississippi graduate student in TESOL, Giovanna Brunetti obtained her B.A. in Italian L2, and a M.A. in Modern Languages. Vance Schaefer is Assistant Professor of TESL and Applied Linguistics at the University of Mississippi. He received his Ph.D. from Indiana University.
**I Hate Paperwork: Let's Use Online Forms**  
**Room 227**

In this session we will look at how to make an online form help rescue you from the drudgery of having to fill out numerous forms. I will show you how to take a service plan and set it up so students can help fill out the information and you can save it or print it for your records. I will also provide a sample form for you to use and/or modify.

**Presenter:** Thomas Herrington, Ed.S., is the current principal at the University of Mississippi High School and is fascinated with anything and everything that has to do with language and culture.

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**Full Tilt Ahead: Read Ahead**  
**Room 228**

This session will demonstrate a strategy developed by instructors with the same consistent problem: most students don't do the reading. Participants will learn how to create guided, focused reading presentations out of digital text in seconds. How these reading presentations worked in a flipped ESL classroom will be discussed.

**Presenter:** Dr. Roxanne Russell is an academic design consultant and teacher with 20+ years of experience in face-to-face and online ESL and Composition classrooms. She received her M.A. in English from Auburn University and Ph.D. in Instructional Technology and Design from Georgia State University. She is the Director of Online Learning for Emory University’s Candler School of Theology, CEO of Full Tilt Ahead, an academic design studio, and co-inventor of Read Ahead, a web-based literacy tool.

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**ESL and the Family and Consumer Sciences Classroom**  
**Room 229**

Family and Consumer Sciences (FACS) classrooms provide enriching experiences, activities, and skills to assist ELL students with acquiring a second language. Our presentation will explore helpful methods for assisting ELL language development in a FACS classroom.

**Presenters:** Mrs. B.J. Butler-Lewis is the Family and Consumer Sciences Instructor at Blue Mountain High School in Blue Mountain, Mississippi.
Innovation in the Classroom: Process and Intervention
Room 210

Paper presentation: This article outlines the role, need and process of innovation in the language classroom and teaching.

Presenter: Dipak Joshi is a teacher in the field of teacher education.

Community of Practice - An Approach for High School Teachers
Room 214

This presentation is about speaking-related problems of Vietnam’s high school English teachers. The Community of Practice Approach was presented as a solution to the research participants, who were English teachers at selected schools. The study resulted in great improvement by the attendees.

Presenter: Hoang Giang Le Nguyen, Ph.D. Student of Education, Department of Educational Administration and Evaluation, University of Taipei; Research interest includes Teacher Education, Technologies in ESL, Professional Development.

Heritage Language Maintenance and ESL Acquisition among Second-Generation Chinese-American Children
Room 216

This study investigated contexts and outcomes of Chinese-language and ESL acquisition for second-generation Chinese-American children in a small Southern US college town. Grandparent-child communication was the main determinant of successful heritage language maintenance, which had no correlation with ESL acquisition.

Presenters: Daina Zhu is in her third year of Ph.D. study at Mississippi State University concentrating on ESL elementary teacher education. Ginger Pizer is an Associate Professor at Mississippi State University concentrating on linguistics, sociolinguistics and linguistic anthropology.
"How To" Appropriately Accommodate Assessments in the Content Classroom
Room 218

Have you ever wondered "how do I accommodate assessments for my ELL students"? This question is often asked by ELL teachers in today's schools. This session will address ways to appropriately accommodate formative assessments for ELLs.

Presenter: Maryann Pledger is an ELL teacher and mom serving students, teachers, and parents at Shades Valley High School.

Tablets in the Classroom: Promoting Collaboration and Cultural Awareness
Room 227

Language learning must develop competences students will need to function in society, such as collaboration and the use of multimedia. This presentation describes a collaborative activity using tablets that can be easily adapted to different languages, levels and learning environments.

Presenter: Vanessa Revheim Cunha is a Master’s candidate in TESOL at the University of Mississippi. Vanessa holds a B.A. in Portuguese/English, and a Specialization in Translation.

Strategies to Scaffold Rigor in Content Lessons for ELLs K-12
Room 228

How can teachers create scaffolded, yet rigorous content lessons for ELLs? This session introduces resources that enable teachers to incorporate a variety of research-based strategies in content lessons. Participants will leave with access to this phenomenal resource and learn ways to share it with their colleagues.

Presenter: Cindy Cox, EdS., works for Shelby County Schools in the ESL Department and is an Adjunct Instructor for the University of Alabama, Birmingham.

12:00 to 12:45 Concurrent Sessions

The Cultural Honeycomb Effect: Opening Mental Doors for Educational Success
Room 210

Using the bee’s honeycomb as an analogy for the global community, this presentation is designed to provide a multicultural experience encouraging participants to open their minds to the assets of a diverse community, improving our education quality and global representation.

Presenter: Kiffany Gee-Rueda has been a bilingual ESL/classroom teacher and cultural liaison for 17 years in various states and countries. She is currently finishing her Ed.S.
A Results-Driven Strategy: Improving Language Acquisition Through Technology
Room 214

Classroom teachers have increasingly began to incorporate various forms of technology to support their teaching, and to engage students in the learning process. This presentation will explore and affirm the positive impact that technology is having on ELLs in Alabama and Mississippi.

Presenters: Ann Marie Batista is the ESOL Coordinator for Huntsville City Schools. Josie Pecson is the EL Parent Liaison for the Pascagoula-Gautier School District. Lynne Schneider is a Customer Success Manager for Imagine Learning.

Changing Views on Phonics: Incorporating Phonics Activities into Packed Lessons
Room 216

Many ESL instructors focus on top-down reading strategies at the expense of bottom-up approaches. This session focuses on benefits of incorporating phonics activities into lessons and provides sample phonics activities that work well in ESL classrooms and support existing curricula.

Presenters: Calyn Stringer and Leslie Wagner are instructors at the Center for Intensive English Studies at Florida State University.

~ FEATURED SPEAKER ~

Before and After: Benefits of a Flipped Classroom
Room 218

Flipping the classroom can be beneficial for teachers and students alike. In this session, the presenter will discuss the positive changes her classroom, curriculum, students, and teaching after flipping her ESL lessons and classes over four years ago. She will share stories about and quotes from students who enrolled in listening, speaking, reading, writing, vocabulary and grammar classes with lessons taught using the flipped method.

Sponsored by University of Michigan Press

Presenter: Robyn Brinks Lockwood teaches ESL courses at Stanford University. Robyn has edited and written numerous textbooks and teacher's materials for reading, writing, listening, and speaking ESL courses. Her publications include the Four Point series and Flip It: Strategies for the ESL Classroom by University of Michigan Press.
Diversity Matters: Team Work Making the Dream Work
Room 227

At the elementary school level, a successful ELL program requires support, innovation, and communication by the administrators and teachers. Learn how one high-poverty school is making it happen!

**Presenter:** David Seale is the principal at Tarrant Intermediate School in Birmingham and has been an educator for over twenty years.

The Hispanic Presence
Room 228

The Hispanic Presence is a presentation with a goal to educate, clarify, and dispel myths about the Hispanic community.

**Presenter:** Leticia Gassaway was born in El Paso, TX and received a double degree Science/Arts from the University of New Mexico in Biology/Spanish. She earned a Master’s degree in ESL from University of Mississippi.

Art, Vocabulary, and Oral Language Development
Room 229

See how to use fine art images and real-world photographs to engage students in conversations to teach Tier 2 and Tier 3 vocabulary and increase oral language development.

**Presenter:** Debra Simpson, an independent consultant at Discussions4Learning/Davis Publications, has been working with teachers in AR, AL, MS, & LA for 17 years, improving teaching and learning.

ESOL Teachers’ Experiences in Their Role as Advocate
Union H

This session will highlight the results of a study of Southeastern ESL teachers regarding their experiences advocating for ELLs. Data collected and analyzed help form a picture of what this means to ESL teachers and their experiences in this role.

**Presenter:** Jamie Harrison is an assistant professor of ESOL Education at Auburn University. Her research interests include teacher beliefs and advocacy.
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Presenters’ Emails

Sonia Achour
sonia@squ.edu.om

Khulod Aljehani
khloood12@hotmail.com

Patricia McGovern Armour
parmour@bcbe.org

Marjann Ball
marjannball@hotmail.com

Abby Becker
abecker@homewood.k12.al.us

Nate Bloemke
nbloemke@ufl.edu

Joy Brown
jmbrown@una.edu

Amy Burden
aburden@mc.edu

Julie Caine
jcaine@shelbyed.org

Katherine Carr
katherine.carr@gulfportschools.org

Abigail Carrigan
acarrigan@international.msstate.edu

Janice Cate
esol115@yahoo.com

Patricia Cater
patricia.calderon@hattiesburgpsd.com

Patti Cooper
patticooper82@gmail.com

Cindy Cox
ccox@shelbyed.org

Vanessa Revheim Cunha
vcrevhei@olemiss.edu

Shokhsanam Djalilova
stdjalil@go.olemiss.edu

Mary Earley
mearley@uab.edu

Keith Folse
keith.folse@gmail.com

Lynn Fuller
lfuller@madison-schools.com

Leticia Gassaway
gassawayi@aol.com

Kiffany Gee-Rueda
kiffanygee@gmail.com

Ryan Cate Gibson
src0009@uah.edu

Jamie Harrison
jlh0069@auburn.edu

Miranda Hartley
mghartley@crimson.ua.edu

Jenny Harvey
jharvey@homewood.k12.al.us

Candace Hatcher
candace.hatcher@hsv-k12.org

Kerrin Hayes-Ramachandran
ramachk@uah.edu

Lance Herrington
lherring@olemiss.edu

Thomas Herrington
thomasmherrington@gmail.com

Sarah Hicks
sarah.hicks329@gmail.com

Kelly Hill
klthb@uab.edu

Holly Hubbard
holly_hubbard@ecboe.org

Laura Johnson
laurab25@uab.edu

Linelle Johnson
linellea@gmail.com

Dipak Joshi
smaniram27@yahoo.com
Featured Speakers: Stephen Krashen, Rebecca Oxford, Ofelia García, Estef de Jong, Paulette Dihlworth, and others

The Regional SETESOL conferences are open to everyone involved with the teaching and administration of programs for English language learners in the Southeast. These conferences serve K-12 teachers, intensive language teachers on college campuses, community program teachers, administrators (K-12, college, and community), researchers, and graduate students. The 2017 SETESOL conference is hosted by the Alabama-Mississippi TESOL affiliate.

Pre-Conference Institute: Strands for K-12 Dream Day and for Teaching Adult Learners
Wednesday, October 4th
8:00 am – 8:45 am Pre-conference Institute: Opening keynote
9:00 am – 3:45 pm Pre-conference Institute: Concurrent sessions and workshops (8 rooms)
4:00 pm – 5:00 pm Pre-conference Institute: Closing keynote

Conference: Presentations, Workshops, Posters, Exhibits, and Other Events
Thursday, October 5th
8:30 am – 9:00 am Opening Session
9:00 am – 9:45 am Plenary Speaker
10:00 am – 11:45 am Concurrent sessions and workshops (14 rooms)
1:00 pm – 3:45 pm Concurrent sessions and workshops (14 rooms)
4:00 pm – 4:45 pm Keynote for K-12 educators and also Keynote for educators in adult settings
5:00 pm – 8:00 pm Reception (off-site), at the Vulcan Park and Museum

Friday, October 6th
8:00 am – 8:45 am Concurrent sessions (14)
9:00 am – 9:45 am Keynote for K-12 educators and also Keynote for educators in adult settings
10:00 am – 11:45 am Concurrent sessions and workshops (14 rooms)
11:50 am – 1:20 pm Lunch and Plenary speaker (ballroom)
1:30 pm – 3:45 pm Concurrent sessions and workshops (14 rooms)
4:00 pm – 4:45 pm Keynote for K-12 educators and also Keynote for educators in adult settings
5:00 pm – 7:00 pm Poster Exhibit, Reception (on-site), and “Name That Tune” game show

Saturday, October 7th
8:00 am – 8:45 am Concurrent sessions (12 rooms)
9:00 am – 9:45 am Plenary Speaker
10:00 am – 11:45 am Concurrent sessions and workshops (12 rooms)
10:00 am – 1:00 pm Possibly a tour of Birmingham’s Civil Rights Institute

Presentation Proposals due May 1st: available as of February 10, 2017 at www.amtesol.org
Additional Information: Conference Chair, Susan Spezzini spezzini@uab.edu

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October 3-6, 2017: Booking ID# passkey at https://resweb.passkey.com/go/2017RegionalSoutheastTESOLConf or 800-233-1234 by Aug. 20, 2017 (or until room block is filled)
2017 Conference Volunteers

Conference Chair: Alison Stamps
Conference Site Coordinator: Ann Morris
Program Co-Chairs: Amy Smith and Emily Mitchell
Registration Chair: Josie Prado

CEUs: Ann Marie Batista and Tracy Case Koslowski

Proposal Reviews: Kim Andrus, Pat Amour, Abby Becker, Nancy Blanco, Julie Caine, Mary Diamond, Jenny Duckworth, Suzanne Franks, Aubree Gandy, Jenny Harvey, Tracy Koslowski, Demetria Li, Emily Mitchell, Daniel McCurry, Jay Robbins, Amy Smith

Publishers/Vendors/Sponsors: Mary Diamond, Jamie Harrison

Onsite Conference Volunteers: Aaron Bennett, Estafania Nunez Cantero, Abigail Carrigan, Chandler Cryer, Nikki Fikes, Aubree Gandy, Anabel Gonzalez, Maria de la Paz Lago Gonzalez, Mary Rachel Hall, Kimberly Hughes, Yasma Jacobs, Barbara Keller, Margaret Kelly, Zachary Loflin, John Miller, Ann Morris, Emily Nelson, Susan Parr, Cristina Ramirez, Jason Roberts, Tiffany Wilson

Door Prize Committee: Mary Diamond, Aubree Gandy, Yasma Jacobs, Barbara Keller, Tracy Koslowski, Susan Parr, Dinorah Snapp, Samantha Strong

Keynote Speaker Support: Mary Diamond, Jamie Harrison

Logistics: Ann Morris, the USM English Language Institute, USM MATL graduate students, Alison Stamps, and the English Language Institute at Mississippi State University

Poster Exhibit: Yasma Jacobs, Susan Parr, Amy Smith

Signage and Graphic Artwork: Lisa Preston

Website: Lisa Preston

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