



Alabama-Mississippi Teachers of  
English to Speakers of Other Languages

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## 2017 AMTESOL Conference

**Friday,  
January 27,  
2017**



**Saturday,  
January 28,  
2017**

*2017 AMTESOL Conference  
Change lives, change the world*

Thad Cochran Center  
118 College Drive, Hattiesburg, MS  
University of Southern Mississippi (USM)  
Hattiesburg, MS

*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](http://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.

# **WELCOME TO THE AMTESOL CONFERENCE!**

## **HATTIESBURG, MISSISSIPPI**

### **JANUARY 27-28, 2017**

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

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# **2017 AMTESOL CONFERENCE SCHEDULE**

## **UNIVERSITY OF SOUTHERN MISSISSIPPI THAD COCHRAN CENTER**

### **Thursday, January 26<sup>th</sup>**

5:00 to 7:00 p.m. – Conference Registration Open, Second Floor

### **Friday, January 27<sup>th</sup>**

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 28<sup>th</sup>**

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

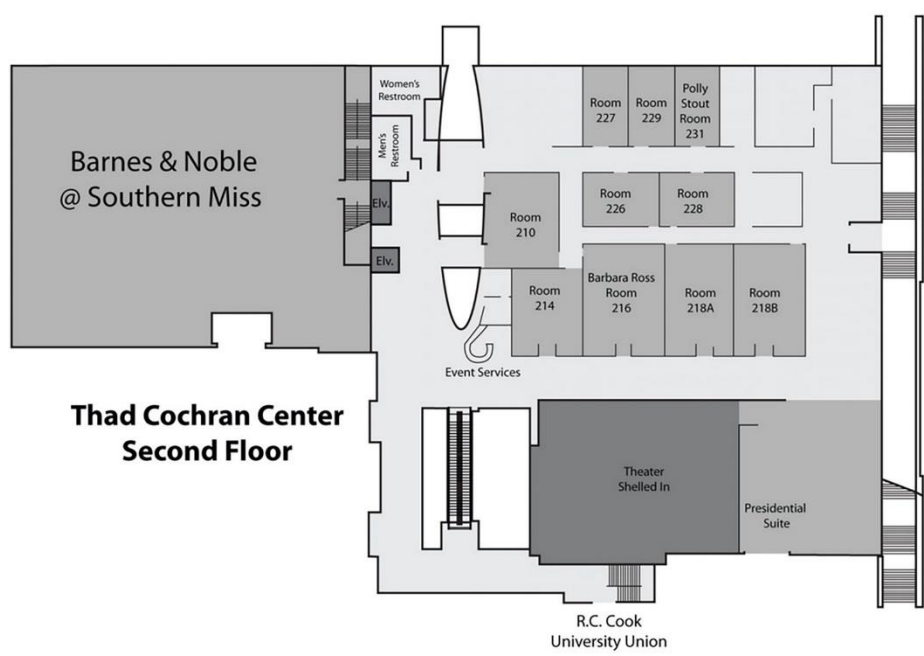
10:45 – 11:00 a.m. – Coffee/Beverage Break, Second Floor

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

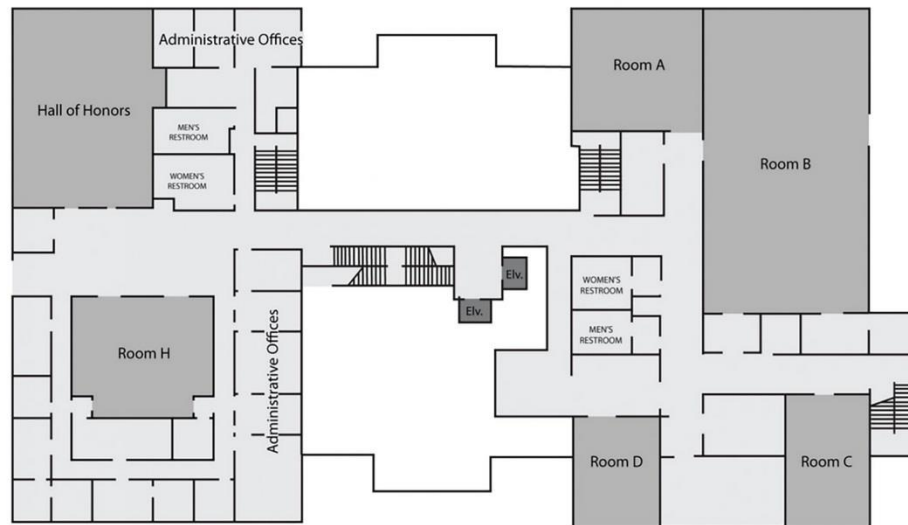
11:25 to 11:45 p.m. – Concurrent Sessions

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

## THAD COCHRAN CENTER AND R.C. COOK FLOOR PLAN



### R.C. Cook University Union SECOND FLOOR



### Wireless Internet Access

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.

**Friday, January 27**

	Room 210	Room 214	Room 216	Room 218A	Room 218B	Room 227	Room 228	Room 229	Union H
9:00-12:00			Workshop C: Spezzini – Peer-to-Peer Techniques	Workshop A: Crusan – Rubrics for Writing Assignments	Workshop B: Hunt – Relevant Content in Dynamic Times				
12:00-1:00	Lunch for Pre-Conference Attendees (Union A & B)								
1:00-1:45	Williams, Bassett, Blakley: Vocabulary Enrichment	Roach: Nominalization Strategies	Roberts: Walkie-Talkie Application	Brown: ELLs with Special Needs	Hayes, LaFontaine: Using Ads to Teach Intonation	Perez-Martinez: Advantages, Challenges of Using L1 to Teach L2	Sanchez: Volunteer Goals and Roles of Church ESL Instructors	Aljehani: Case Study of “Fasal” and “Sara”	Ball: Thinking Maps
2:00-2:45	Carr, et al.: Connecting Students, Parents, Communities	Hicks: Outside Experiences for Lifelong Learning	Burden, Krason: Models of Community Engagement	Lockwood: Strategies for Flipping Classrooms	Li, Hendley, Wallace: Recruiting Alternative IEP Populations	Cooper: Despegando - Dual Language Early Literacy Program from Okapi	Laura Johnson: Building Cohesiveness with ELLs	Rutledge: Prosody or No Prosody	Bloemke, Quinones: Promoting Intercultural Dialogues
2:45-3:00	Coffee Break (Second Floor)								
3:00-3:45	Cate: Here in the Middle With You (Middle School)	Kastrantas: Authentic Materials Used to Address the Four Domains of Language	Tokarz: Teaching Written Business Comm.	Harvey: The Stories We Share	Oxford, Shifrin, Spezzini: Promoting Peace in ESL Teaching	Keating: In-Class Writing in Freshman Composition Courses	Linelle Johnson: Classroom Management Strategies	Hubbard, Foss, Buhl: Dialogue Journals	
4:00-4:20	Reed: Prenominal Adjective Order	Carrigan, Hall: Change Your Assessment	Cater: Literacy Skills, Parental Involvement	T. Herrington: Smartphone App for Your Class	Worshim, Bergeson: Pathways Program	Schaefer: Phonological Grammar	Hartley: Verbal Complements	Sapp: Posters in Grammar Class	Djalilova: Audio Composing
4:30-6:00	P O S T E R S								
4:45-6:00+	AMTESOL Board Meeting (Room 226)								
6:30-10:00	THIRD FLOOR BALLROOM: Dinner, Keynote Speaker (Deborah Crusan), Game: Name That Tune (Bill Wallace)								

## 2017 AMTESOL Session Overview

Saturday, January 28

	Room 210	Room 214	Room 216	Room 218	Room 227	Room 228	Room 229	Union H
7:00-8:00	Breakfast for Attendees (Second Floor)							
8:00-8:45	AMTESOL Business Meeting (Lots of door prizes!): (Room 218)							
9:00-9:45	<b>L. Herrington, Sapp:</b> Engaging Field Trips	<b>Li:</b> Intercultural Competence Beyond the Traditional Classroom	<b>Fuller:</b> Change Your Perspective- Fulbright Experience	<b>Folse:</b> Teaching Grammar & Vocabulary	<b>LaFontaine:</b> The Bias of It All	<b>Strong:</b> Using Maps to Support Learning	<b>Earley, Prado:</b> Balancing L1 and L2 in Instruction	<b>Becker:</b> Very Reluctant Writers
10:00-10:45	<b>Gibson, Tsimika:</b> Literacy Development, Accent Modification	<b>Caine:</b> Human Rights, Voting and the ESL Classroom	<b>Hill, et al.:</b> Meaning Making During Reading	<b>Folse:</b> What if you don't know the answer?	<b>Pidberejna:</b> Fulbright Experience in Ufa, Russia	<b>Armour:</b> Diversity Matters	<b>Schaefer:</b> Teaching Englishes to Native Speakers	<b>T. Herrington:</b> Project Based Learning
10:45-11:00	Coffee Break (Second Floor)							
11:00-11:20	<b>Fedoseyev, Hatcher, Perez:</b> A Plan for Organizational Growth	<b>Hill:</b> Newest Picture Books to Enhance Literacy Instruction	<b>Ha Nguyen:</b> Cultural Consideration in Assessment	<b>Cunha, Brunetti, Schaefer:</b> Negative Transfer	<b>T. Herrington:</b> Using Online Forms	<b>Russell:</b> Read Ahead	<b>Butler-Lewis:</b> ESL and Family and Consumer Sciences	
11:25-11:45	<b>Joshi:</b> Innovation in the Classroom	<b>Hoang Nguyen:</b> Community of Practice	<b>Zhu, Pizer:</b> Heritage Language Maintenance	<b>Pledger:</b> Content Classroom Assessment	<b>Cunha:</b> Tablets in the Classroom	<b>Cox:</b> Scaffolding Rigorous Content Lessons		
12:00-12:45	<b>Gee-Rueda:</b> The Cultural Honeycomb Effect: Opening Mental Doors	<b>Batista, Pecson, Schneider:</b> Acquisition through Technology	<b>Stringer, Wagner:</b> Phonics Activities	<b>Lockwood:</b> Benefits of Flipping Classrooms	<b>Seale:</b> Team Work	<b>Gassaway:</b> The Hispanic Presence	<b>Simpson:</b> Art, Vocabulary, Oral Language Dev't	<b>Harrison:</b> Teachers as Advocates



# 2017 AMTESOL PRE-CONFERENCE WORKSHOPS

**FRIDAY, JANUARY 27<sup>TH</sup>**

**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**

Deborah Crusan is professor of TESOL/Applied Linguistics at Wright State University, Dayton, Ohio. At Wright State, she teaches assessment and grammar in the MATESOL program, preparing teachers for the language classroom, and writing assessment in the English graduate program. Additionally, she teaches an L2 writing section of the required composition course. Her work has appeared in academic publications including *Across the Disciplines*, *Assessing Writing*, *The Companion to Language Assessment*, *The Encyclopedia of Applied Linguistics*, *English for Specific Purposes*, *Language Testing*, *TESOL Quarterly*, *The Norton Field Guide*, and edited collections about second language writing. Her research interests include writing assessment particularly for placement of second language writers, and the politics of assessment. Her book, *Assessment in the Second Language Writing Classroom*, was published by University of Michigan Press. Currently, she serves as a member of the TESOL International Association Board of Directors. Crusan is being sponsored by the University of Michigan Press.



**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 27<sup>TH</sup>**  
**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<sup>TH</sup>  
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.antesol@gmail.com](mailto:webmaster.antesol@gmail.com). Your resources will be posted for conference attendees to access.

### **Conference Attendees:**

Conference resources will be posted at <http://www.antesol.org/2017-resources> for 90 days after the conference.

# Friday, January 27<sup>th</sup> | Concurrent Sessions

**1:00 to 1:45**

**Concurrent Sessions**

## **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.

**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 Shifrin**, 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 prenominal 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!



## 2017 AMTESOL KEYNOTE - DEBORAH CRUSAN

FRIDAY, JANUARY 27<sup>TH</sup> - BALLROOM

### **All Teachers are Language Teachers: How Language Acquisition and Writing assessment affect student success**

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 riddled 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.

**Deborah Crusan** is professor of TESOL/Applied Linguistics at Wright State University, Dayton, OH. At Wright State, she teaches assessment and grammar in the MATESOL program, preparing teachers for the language classroom, and writing assessment in the English graduate program. Additionally, she teaches an L2 writing section of the required composition course. Her work has appeared in academic publications including *Across the Disciplines*, *Assessing Writing*, *The Companion to Language Assessment*, *The Encyclopedia of Applied Linguistics*, *English for Specific Purposes*, *Language Testing*, *TESOL Quarterly*, *The Norton Field Guide*, and edited collections about second language writing. Her research interests include writing assessment particularly for placement of second language writers, writing teacher education, directed self-placement and its consequences for second language writers, and the politics of assessment. Her book, *Assessment in the Second Language Writing Classroom*, was published by University of Michigan Press. Currently, she serves as a member of the TESOL International Association Board of Directors.

## Saturday, January 28<sup>th</sup> | Concurrent Sessions

**7:00-8:00 -- Breakfast**

**Second Floor**

**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.

**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.

## **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.

## **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 begun 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.

## ATTENTION TEACHERS

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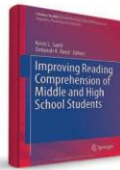
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Read Ahead/Full Tilt Ahead  
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Townsend Press  
University of Michigan Press

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## Transforming Lives through Languages and Cultures

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October 4-7, 2017

**Featured Speakers:** Stephen Krashen, Rebecca Oxford,  
Ofelia Garcia, Ester de Jong, Paulette Dilworth, 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 4<sup>th</sup>**

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 5<sup>th</sup>**

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 6<sup>th</sup>**

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 7<sup>th</sup>**

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 1<sup>st</sup>:** available as of February 10, 2017 at [www.amtesol.org](http://www.amtesol.org)

**Conference Registration - Educators & Students:** available Feb. 10, 2017 [www.amtesol.org](http://www.amtesol.org)

**Additional Information:** Conference Chair, Susan Spezzini [spezzini@uab.edu](mailto:spezzini@uab.edu)

### **Hyatt Regency Birmingham - The Wynfrey Hotel**

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#### **Alabama-Mississippi TESOL Group Reservations**

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

## **SPECIAL APPRECIATION**

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