



Southeast TESOL Regional Conference

Hosted by



Alabama-Mississippi Teachers of English  
to Speakers of Other Languages  
(AMTESOL)

TRANSFORMING  
LIVES THROUGH  
LANGUAGES  
& CULTURES

The background of this section is a light purple map of the Southeastern United States. A green location pin is placed in the state of Alabama, indicating the conference location. The text "TRANSFORMING LIVES THROUGH LANGUAGES & CULTURES" is centered in the upper half. "TRANSFORMING" is in blue, "LIVES" is in blue, "THROUGH" is in a smaller blue font, and "LANGUAGES & CULTURES" is in red. To the left of the text is a circular logo containing the Chinese character "变" (change) in white on a blue background.

*Birmingham, Alabama*  
*October 4-7, 2017*







October 02, 2017

## **Welcome to the SETESOL's *Transforming Lives through Languages and Cultures!***

We are honored to welcome all of you to Birmingham for the 2017 Southeast Teachers of English to Speakers of Other Languages (SETESOL) Conference. We would like to thank the 928 of you who pre-registered for this year's conference, and we also thank those of you who are registering on-site. In 2017, this regional SETESOL conference is being hosted by Alabama-Mississippi Teachers of English to Speakers of Other Languages (AMTESOL), an affiliate of the TESOL International Association.

The theme for our 2017 SETESOL Conference is *Transforming Lives through Languages and Cultures*. This theme highlights the transformational nature of the work of TESOL professionals by supporting the learning of language and culture in classes across the country and the world. Whether we are teaching pre-schoolers or international teaching assistants, refugees or heritage learners, non-English speakers or prospective ESL teachers, our work serves to transform the lives not only of our English learner students and their families but also of the communities where these English learners live, work, and study.

You will notice that our program book has two logos—the 2017 conference logo and the SETESOL logo. Our conference logo features the Chinese character "bian" (fourth tone). This character means change. It is also the first part of a more complex character that means transformation. Because our conference logo has a character from another language and culture, the logo itself is an illustration of how the transformation inherent within this character takes place through language and culture. The SETESOL logo features a map of the states whose TESOL affiliates comprise the SETESOL regional council. These states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. United by geographic proximity and historical background, all of these states are home to diverse languages and cultures.

We hope that you enjoy our regional conference and are able to take advantage of its many opportunities. On Wednesday, our Pre-Conference Institute includes two keynote addresses and 26 concurrent sessions. From Thursday to Saturday, our Conference includes eight keynote addresses, 13 posters, 16 exhibits, 184 concurrent presentations, and two receptions. About 60% of these presentations are on PK-12 issues and about 40% are on post-secondary and community ESL. From pre-school to graduate school, we've got English learners covered!

For all visitors to Birmingham and Hoover, we know that you are in for a pleasant surprise. Both cities have undergone a cultural renaissance. What's more, autumn in central Alabama brings a "second spring." Warm days, light breezes, and cool nights are ideal for exploring galleries, cafes, and parks. To maximize your visit to one of the most historic and vibrant metropolitan areas of the Southeast, we encourage you to attend SETESOL's Thursday evening reception at the Vulcan Park and Museum.

Should you need any help during the conference, please stop by the SETESOL registration counter on Level Two or the Birmingham Visitors' Bureau on Level One. Also, before you leave Birmingham, be sure to mark your calendar for the International TESOL Convention in Atlanta (March 12-15, 2019) and for the next SETESOL Conference, slated for Florida in fall 2019 (<http://sstesol.org/>).

Thank you again for coming to the 2017 SETESOL Conference. And, wherever you go, please always take along our theme – *Transforming Lives through Languages and Cultures!*

*Alison Stamps*  
AMTESOL President

*Susan Spezzini*  
SETESOL Conference Chair

*Amy Taylor & Jamie Harrison*  
Associate Conference Chairs

# **SETESOL**

## **Southeast Teachers of English to Speakers of Other Languages**

SETESOL is a group of nine affiliates associated with the TESOL International Association. All nine of the affiliates that comprise SETESOL are located in the Southeast. The first SETESOL Conference took place in the 1980s. This effort was conceptualized and led by the English language centers at several universities throughout the Southeast. To bring greater cohesion to these annual regional conferences, an Accord was written in 1990 and approved by its member affiliates. This Accord has been updated regularly. Additional information about SETESOL's history can be found at <https://www.amesol.org/setesol-history>.

As indicated by its Accord, SETESOL is overseen by a regional council. This council consists of one official representative from each of its nine member affiliates. The SETESOL council meets twice a year: in fall at the SETESOL conference and in spring at the International TESOL Convention. The fall 2017 SETESOL council meeting is scheduled for Friday, October 6, from 10:00 am to 11:20 am. At this meeting, its nine member affiliates will be represented as follows:

<b>AMTESOL</b> (Alabama-Mississippi)	Susan Spezzini, Josie Prado, Amy Taylor
<b>ARKTESOL</b> (Arkansas)	Judy Hobson, Tina Howlett, Julia Correia
<b>Carolina TESOL</b> (North & South)	Mark Johnson
<b>GATESOL</b> (Georgia)	Jeff Terrell
<b>KYTESOL</b> (Kentucky)	Latricia Trites
<b>LATESOL</b> (Louisiana)	Mark Honegger
<b>SSTESOL</b> (Sunshine: Florida)	Li-Lee Tunceren, Tony Erben
<b>TNTESOL</b> (Tennessee)	Johnna Paraiso
<b>VATESOL</b> (Virginia)	Adil Bentahar

As is also indicated in the Accord, the main purpose of SETESOL is to stimulate professional development by having an annual regional conference. The regional SETESOL conference takes place in fall and is hosted by member affiliates on a rotating basis. However, if the International TESOL Convention is slated for the Southeast, the SETESOL conference does not take place during that same academic year. Consequently, because Atlanta will be home to the International TESOL Convention in March 2019, there will not be a SETESOL conference in fall 2018.

The rotation of upcoming SETESOL conferences is as follows:

<b>Fall 2019</b>	SSTESOL: Sunshine TESOL, Florida <a href="http://sstesol.org">http://sstesol.org</a>
<b>Fall 2020</b>	VATESOL: Virginia TESOL <a href="http://vatesol.cloverpad.org">http://vatesol.cloverpad.org</a>
<b>Fall 2021</b>	GATESOL: Georgia TESOL <a href="http://www.gatesol.org">http://www.gatesol.org</a>
<b>Fall 2022</b>	TNTESOL: Tennessee TESOL <a href="http://www.tntesol.org">http://www.tntesol.org</a>
<b>Fall 2023</b>	Carolina TESOL: North & South Carolina <a href="http://carolinesol.shuttlepod.org">http://carolinesol.shuttlepod.org</a>
<b>Fall 2024</b>	ARKTESOL: Arkansas TESOL <a href="http://www.arktesol.org">http://www.arktesol.org</a>
<b>Fall 2025</b>	LATESOL: Louisiana TESOL <a href="http://latesol.org">http://latesol.org</a>
<b>Fall 2026</b>	KYTESOL: Kentucky TESOL <a href="https://kytesol.wildapricot.org">https://kytesol.wildapricot.org</a>
<b>Fall 2027</b>	AMTESOL: Alabama-Mississippi TESOL <a href="https://www.amesol.org">https://www.amesol.org</a>

For information about your state's TESOL affiliate, be sure to visit its website. To become more involved with the TESOL profession, consider volunteering at your affiliate's next conference.



# AMTESOL

## Host of the 2017 SETESOL Conference



### **AMTESOL's History**

Alabama-Mississippi TESOL (AMTESOL) was founded in 1982. In its early years, 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 experiences. AMTESOL continues this service today but in combination with other support programs that are now available to English learner educators and TESOL professionals. Membership is open to everyone interested in the teaching and administration of programs for English learners. AMTESOL members come from public school systems, intensive English programs, community centers, and other types of TESOL programs across both states—from Gulfport to Oxford in Mississippi and from Mobile to Huntsville in Alabama.

AMTESOL strives to serve the needs of teachers and administrators for effectively serving English language learners of all ages and in all settings. AMTESOL also strives to meet the needs of undergraduate and graduate students for learning to teach English to speakers of other languages. AMTESOLers often mention that the greatest benefits of membership relate to the networking and professional connections made at conferences.

### **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.

### **AMTESOL's Annual Meeting: Saturday, October 7 (8:00-8:45 am)**

English learner educators, TESOL professionals, and college students in Alabama and Mississippi are invited to AMTESOL's annual meeting—Saturday, October 7 (8:00-8:45 am) in the Wynfrey Hotel. AMTESOL President, Alison Stamps, will introduce our 2017 AMTESOL Board and report on activities during the past year. AMTESOL Treasurer, Josephine Prado, will give the treasurer's report. Chairs will provide reports on our January 2017 AMTESOL conference (Hattiesburg) and October 2017 SETESOL conference (Birmingham). Plans for future conferences will be discussed. Ideas will be shared for reviewing and updating AMTESOL's by-laws and also for promoting advocacy to educate others about our profession and the transforming of lives through languages and cultures. This meeting will end by electing members for AMTESOL's 2018 Board.

## AMTESOL Board Members: 2017

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<b>President</b>	Alison Stamps (Mississippi State University, Starkville, MS) AStamps@colled.msstate.edu
<b>Vice President</b>	Jamie Harrison (Auburn University, Auburn, AL) jlh0069@auburn.edu
<b>Immediate Past President</b>	Susan Spezzini (University of Alabama at Birmingham, AL) pezzini@uab.edu
<b>Secretary</b>	Mary Diamond (Auburn University, AL) diamoms@auburn.edu
<b>Co-Secretary</b>	Dinorah Sapp (University of Mississippi, Oxford, MS) dsapp@olemiss.edu
<b>Treasurer</b>	Josie Prado (University of Alabama at Birmingham, AL) jprado@uab.edu
<b>Co-Treasurer</b>	Julia Austin (UAB <i>retired</i> : Tuscaloosa, AL) juliaaustin@bellsouth.net
<b>Member-at-large (AL)</b>	Amy Taylor (University of Alabama, Tuscaloosa, AL) amy.p.taylor@ua.edu
<b>Member-at-large (MS)</b>	Ann Morris (University of Southern Mississippi, Hattiesburg, MS) ann.morris@usm.edu
<b>K-12 member-at-large (AL)</b>	Elizabeth House (Decatur City Schools, Decatur, AL) Elizabeth.House@dcs.edu
<b>K-12 member-at-large (MS)</b>	Katherine Carr (Gulfport School District, Gulfport, MS) Katherine.carr@gulfportschools.org
<b>CEUs Alabama</b>	Ann Marie Batista (Huntsville City Schools, Huntsville, AL) Ann.Batista@hsv-k12.org
<b>CEUs Mississippi</b>	Tracy Koslowski (University of Mississippi, Oxford, MS) tlcase@olemiss.edu
<b>Community ESL Programs</b>	Lynn Fuller (Madison County Schools, Madison, MS) Lfuller@madison-schools.com
<b>Webmaster</b>	Lisa Preston (UAB, AL; lives in New Zealand) webmaster.antesol@gmail.com



# SETESOL 2017 CONFERENCE SCHEDULE

HYATT REGENCY - THE WYNFREY HOTEL - BIRMINGHAM, ALABAMA

## Tuesday, October 3rd

- 3:30 pm - 7:00 pm Greater Birmingham Convention & Visitors Bureau (Lobby Level)  
4:00 pm - 7:00 pm Registration (Second Level); name tag, program book, and conference bag

## **PRE-CONFERENCE INSTITUTE (PCI): PK-12 DREAM DAY & ADULT LEARNERS**

Coffee, tea, and water are available 8:45 am - 11:00 am and also 1:45 pm - 4:00 pm. (Second Level)

## Wednesday, October 4th

- 7:00 am - 5:00 pm Registration (Second Level); name tag, program book, and conference bag  
7:30 am - 3:30 pm Greater Birmingham Convention & Visitors Bureau (Lobby Level)  
8:00 am - 8:45 am **PCI Keynote** (Wynfrey Ballroom) - **Amy Hewett-Olatunde**  
*How Classroom Practice Can Be Transformational if Constructivism, Culturally-Relevant Pedagogy and Community Building are Key Components*  
9:00 am - 10:15 am Concurrent sessions  
10:30 am - 11:45 am Concurrent sessions  
11:45 am - 12:45 pm Lunch: Wyndsor I, Wyndsor II, and Ivory's (Lobby Level)  
Name tag provides admission to lunch.  
1:00 pm - 2:15 pm Concurrent sessions  
2:30 pm - 3:45 pm Concurrent sessions  
4:00 pm - 4:45 pm **PCI Keynote** (Wynfrey Ballroom) - **Stephen Krashen**  
*COMPELLING READING AND PROBLEM-SOLVING: The route to high levels of language, literacy and life competence*  
5:00 pm - 9:00 pm (optional, on your own): Riverchase Galleria Mall, Alabama's largest indoor mall with exclusive entrance from hotel lobby

## **SETESOL CONFERENCE: PRESENTATIONS, POSTERS, EXHIBITS AND RECEPTIONS**

Coffee, tea, and water are available 8:45 am - 11:00 am and also 1:45 pm - 4:00 pm. (Second Level)

## Thursday, October 5th

- 7:00 am - 4:45 pm Registration (Second Level); name tag, program book, and conference bag  
7:30 am - 3:30 pm Greater Birmingham Convention & Visitors Bureau (Lobby Level)  
8:30 am - 9:00 am **Opening Ceremony** (Wynfrey Ballroom)  
9:00 am - 9:45 am **Opening Keynote** (Wynfrey Ballroom): **Stephen Krashen**  
*Polyglots and the Comprehension Hypothesis*  
10:00 am - 10:45 am Concurrent sessions  
11:00 am - 11:20 am Concurrent sessions  
11:30 am - 11:50 am Concurrent sessions

- 12:00 pm - 12:45 pm Lunch (not included); Attendees can select a restaurant in the hotel lobby or one from among 20+ food venues in the mall
- 12:30 pm - 4:45 pm Exhibits (Second Level)
- 1:00 pm - 1:45 pm Concurrent sessions
- 2:00 pm - 2:45 pm Concurrent sessions
- 3:00 pm - 3:45 pm Concurrent sessions
- 4:00 pm - 4:45 pm **Keynote** (Wynfrey Ballroom) - **Rebecca Oxford**  
*Peacebuilding in TESOL: Transforming the World through Peace Language Activities*
- 5:00 pm - 8:00 pm **SETESOL Reception: Vulcan Park and Museum** - ticketed event  
Buses depart 5:00 pm from outside hotel entrance; they return 7:30-8:00 pm.

### Friday, October 6th

- 7:00 am - 5:30 pm Registration (Second Level); name tag, program book, and conference bag
- 7:30 am - 3:30 pm Greater Birmingham Convention & Visitors Bureau (Lobby Level)
- 7:30 am - 5:00 pm Exhibits (Second Level)
- 8:00 am - 8:45 am Concurrent sessions
- 9:00 am - 9:45 am **Keynote** (Wynfrey Ballroom) - **Ester de Jong**  
President of TESOL International Association  
*Changing Times, Transforming Our Practice*
- 10:00 am - 10:45 am Concurrent sessions
- 11:00 am - 11:20 am Concurrent sessions
- 11:30 am - 11:50 am Concurrent sessions
- 11:50 am - 1:20 pm **Luncheon** (Wynfrey Ballroom) – Name tag provides admission to lunch.  
**Keynote: Paulette Patterson Dilworth**  
*Five Principles of Courageous Leadership: Lessons Learned*
- 1:30 pm - 1:50 pm Concurrent sessions
- 2:00 pm - 2:45 pm Concurrent sessions
- 3:00 pm - 3:45 pm Concurrent sessions
- 4:00 pm - 4:45 pm **Keynotes**  
**Catherine Davies** (Riverchase) *I Want to Visit with Y'all: Diversity and Transformation in Southern American English*  
**Tery Medina** (WyndSOR) *10 Consejos to Nurture, Grow, and Nourish Parent and Family Involvement*
- 4:45 pm - 7:00 pm **SETESOL Reception (Wynfrey Ballroom)**
- 4:45 pm - 5:45 pm Poster Presentations
- 5:45 pm - 7:00 pm *Name That Tune*

## **Saturday, October 7th**

- 7:00 am - 11:00 am Registration (Second Level); name tag, program book, and conference bag
- 7:30 am - 11:30 am Exhibits (Second Level)
- 8:00 am - 8:45 am Concurrent sessions
- 8:00 am - 8:45 am AMTESOL Affiliate Meeting (This is for all attendees from AL and MS.)
- 9:00 am - 10:15 am **Keynotes**
- Ofelia Garcia** (Wynfrey Ballroom ABC)  
*Translanguaging and TESOL*
- April Muchmore-Vokoun** (Riverchase AB)  
*Building Student Confidence in L2 Writing*
- 10:30 am - 10:50 am Concurrent sessions
- 11:00 am - 11:45 am Concurrent sessions
- 11:45 am End of SETESOL Conference. *Thank you for coming.*
- 12:00 pm - 3:00 pm Visit, on your own (optional): Birmingham Civil Rights Institute  
Receive information before Saturday from the Birmingham Visitors Bureau  
(Lobby Level)

## **Access to Conference Materials**

### **Conference Presenters:**

Email your resources to [setesol2017@gmail.com](mailto:setesol2017@gmail.com). Your resources will be posted for 90 days for conference attendees to access.

### **Conference Attendees:**

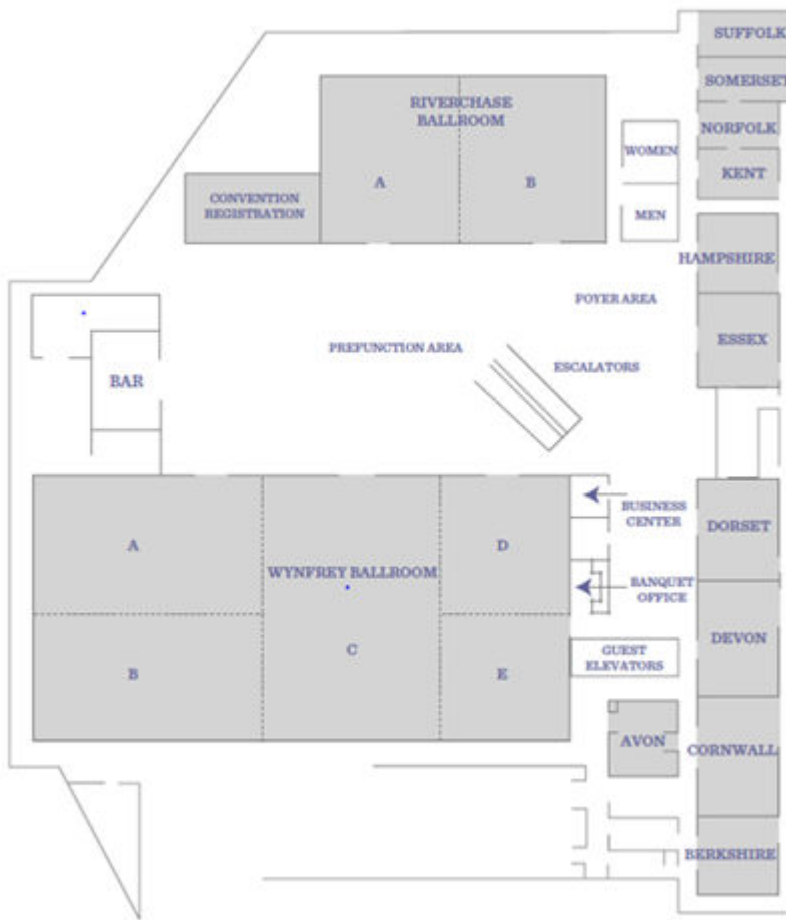
Conference resources will be posted for 90 days at [www.amesol.org/2017-resources](http://www.amesol.org/2017-resources). You should have received the password by email at the start of the conference. Alternatively, request the password by emailing [setesol2017@gmail.com](mailto:setesol2017@gmail.com).

### **Wi-Fi Access Instructions:**

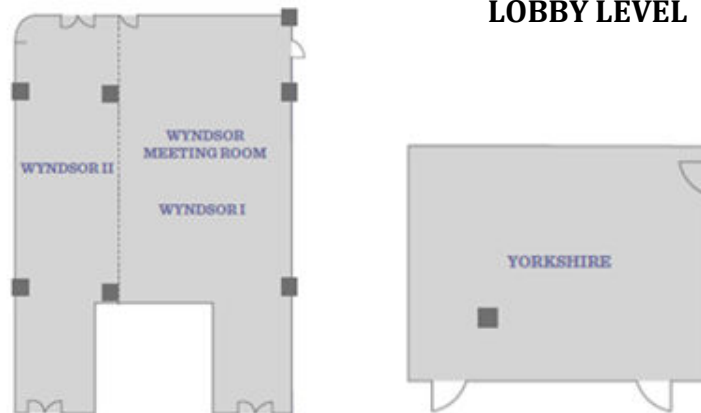
Instructions will be provided at the conference site.

# Hyatt-Regency Birmingham—The Wynfrey Hotel

## SECOND LEVEL



## LOBBY LEVEL



# WEDNESDAY, October 4, 2017

## Pre-Conference Institute

*Coffee/Tea/Water 8:45-11:00 and 1:45-4:00*

The Pre-Conference Institute (PCI) takes place the day before the SETESOL Conference. Some attendees attend both the PCI and the conference. Others attend either the PCI or the conference. This year's PCI offers two options: *Teaching Adult Learners* and *PK-12 Dream Day*. The *Teaching Adult Learners* option has six workshops. The *PK-12 Dream Day* option has five strands with four sessions per strand. Both options have the same keynotes: Amy Hewett-Olatunde (8:00-8:45) and Stephen Krashen (4:00-4:45). All PCI sessions take place on the Second Level. PCI attendees receive a program booklet for their respective option. Below is an overview of both PCI options.

### PCI: *Teaching Adult Learners*

8:00 - 8:45	<p align="center"><b>KEYNOTE: Amy Hewett-Olatunde</b>  <i>How Classroom Practice Can Be Transformational if Constructivism, Culturally-Relevant Pedagogy and Community Building are Key Components</i> [Wynfrey Ballroom]</p>		
9:00 - 11:45	<p align="center"><b>Workshop A</b> CORNWALL</p> <p align="center"><i>Mysteries of Intuitive Teaching Revealed</i></p> <p align="center">Monte Erwin Bryan Lowry Natalie Twelkemeier</p> <p align="center">University of Alabama at Birmingham</p>	<p align="center"><b>Workshop B</b> AVON</p> <p align="center"><i>Teaching Productive Skills— Speaking and Writing</i></p> <p align="center">Dana Cox Monica Cantwell Susan Blazer</p> <p align="center">University of Alabama at Birmingham</p>	<p align="center"><b>Workshop C</b> DEVON</p> <p align="center"><i>Our Students as Cross-Cultural Learners</i></p> <p align="center">Ariel Gil</p> <p align="center">University of Alabama at Birmingham</p>
Lunch is in WyndSOR 1 & 2 and Ivory's (Lobby Level). Please show your name tag.			
1:00 - 3:45	<p align="center"><b>Workshop D</b> CORNWALL</p> <p align="center"><i>Immigrants and Communities: Promoting Advocacy and Cultural Responsiveness</i></p> <p align="center">Christel Broady</p> <p align="center">Georgetown College, Kentucky</p>	<p align="center"><b>Workshop E</b> AVON</p> <p align="center"><i>Teaching Receptive Skills— Listening and Reading</i></p> <p align="center">Kathy Martell Anna Skees Rachel Scott</p> <p align="center">University of Alabama at Birmingham</p>	<p align="center"><b>Workshop F</b> DEVON</p> <p align="center"><i>Promoting Pronunciation Pedagogy through Perception, Practice and Prediction</i></p> <p align="center">Suzanne Franks</p> <p align="center">University of Illinois at Urbana-Champaign</p>
4:00 - 4:45	<p align="center"><b>KEYNOTE: Stephen Krashen</b>  <i>COMPELLING READING AND PROBLEM-SOLVING: The route to high levels of language, literacy and life competence</i> [Wynfrey Ballroom]</p>		

## PCI: PK-12 Dream Day

<b>8:00-8:45</b>	<b>KEYNOTE: Amy Hewett-Olatunde - How Classroom Practice Can Be Transformational if Constructivism, Culturally-Relevant Pedagogy and Community Building are Key Components</b>				
	<b>Strand 1</b> <b>Newcomer Programs</b> Ballroom A/B	<b>Strand 2</b> <b>Early Childhood</b> Ballroom C	<b>Strand 3</b> <b>Advocacy &amp; Culture</b> Ballroom D/E	<b>Strand 4</b> <b>Content Instruction</b> Riverchase A	<b>Strand 5</b> <b>Student Support</b> Riverchase B
<b>9:00 - 10:15</b>	<i>EXCEL-School of Dreams</i> Joni Bair, Ressa Chittam, Elizabeth House, Cheri Page, Stefanie Underwood (Decatur Schools, Decatur, AL);	<i>Shared Reading &amp; Writing as Pathway to Literacy:</i> Kelly Hill (UAB), Diana Prutzman & Katie Watkins (Glen Iris Elem. Birmingham, AL)	<i>Understanding Immigrants in the Southeast: Who are they, and why are they here?</i> Oscar Garcia (Univ. of Alabama at Birmingham, AL)	<i>Scaffolding for Content Area Success</i> Jamie Harrison (Auburn University)	<i>Counselors and ESL teachers: A Necessary Collaborative Team</i> Cindy Ponder (Jefferson County, AL)
<b>10:30 - 11:45</b>	<i>Designing a Secondary Newcomer Center for SIFE Learners</i> Tanya Hiers, Stephanie White, & Lari Valtierra (Jefferson County, McCalla, AL)	<i>Emergent Bilingual Students as Writers? Absolutely! Learning Environments that Support EB Writers</i> Kiffany Gebhardt (Shelby County, Alabaster, AL)	<i>Welcome, Empower and Enrich New Students with Interrupted Formal Education</i> Mary Lou McCloskey (Agnes Scott College, GA); Marjorie Cooper (Global Village Project, GA)	<i>Transforming Lives through Technology: How Digital Tools Empower ELs</i> DeAnna Buhl, Holly Hubbard, Amanda Foss (Etowah County, Gadsden, AL)	<i>Fostering School-Wide Support for ELs</i> Katherine Carr, Glenda Cilliers, Natalia Huffman, Enid Cornier (Gulfport School District, Gulfport, MS)
Lunch is in Wyndsor 1 & 2 and Ivory's (Lobby Level). Please show your name tag.					
<b>1:00 - 2:15</b>	<i>An ESL Newcomer Center: A District's Efforts to Transform Instruction for ELs</i> Kathy Nichol, Patricia Rosales, Alissa Murphy, Debbie Frey, Amy Stutts, Carrie Barragan (Baldwin Co., AL)	<i>Three Pigs, Two Bad Robots, and a Superhero: Storytelling and Story Acting with Young ELs</i> Abby Becker (Homewood City Schools, Homewood, AL)	<i>ESOL Teachers as Advocates - Actions, Supports, Barriers</i> Jamie Harrison [Auburn University] and Nancy Blanco [Lee County], (Auburn, AL)	<input type="checkbox"/> x: <i>Change of Position</i>  Cindy Hunt (Columbus State University, Columbus, GA)	<i>Giving Voice: Making your ELL classroom irresistible</i> Diane Carter (Indianapolis, IN)
<b>2:30 - 3:45</b>	<i>Content-Based English Instruction at the ESL Newcomer Academy</i> Sheri Duff (Jefferson Public Schools, Louisville, KY)	<i>Working with Newcomers: Tips and Strategies for Making Content Accessible</i> Amanda Rodriguez (Alabaster City Schools, AL)	<i>Beyond the Rubric: Courageous Conversations about Teacher Evaluation</i> Ayanna Cooper (Atlanta, GA) FEATURED SPEAKER	<i>Top 12 ELL Strategies that are Fun for the Whole Class: SIOP with WIDA Standards</i> Janet McQuirk, Meghann Wynn, Cinamon Collins (Franklin, TN)	<i>Working with Students with Interrupted Formal Education (SIFE)</i> Eleni Pappamihiel (University of North Carolina, Wilmington, NC)
<b>4:00-4:45</b>	<b>KEYNOTE: Stephen Krashen- COMPELLING READING AND PROBLEM-SOLVING: The route to high levels of language, literacy and life competence</b>				

# THURSDAY, October 5, 2017 - SETESOL Conference

Coffee/Tea/Water 8:45-11:00 and 1:45-4:00

Time	Second Level					Lobby Level				Second Level						
	Wynfrey Ballroom			Riverchase		WyndSOR		York-		Berk-	Corn-					Hamp-
	A/B	C	D/E	A	B	1	2	shire	Avon	shire	wall	Devon	Dorset	Essex	shire	
8:30	<b>Opening Ceremony</b>															
9:00-9:45	<b>Keynote: Stephen Krashen</b>															
10:00 - 10:45	Hewett-Olatunde <i>Advocacy for ELs, discussing Issues &amp; planning action</i>	Krashen Q&A	Stutts <i>Exploring diversity</i>	Blanco <i>Emergent bilingual engineers</i>	C.Cox <i>Scaffolding</i>	Hardman <i>Speed dating</i>	Harvey <i>Stories we share</i>	Bell <i>Newcomers</i>	Snow <i>Leadership</i>	Santiago <i>A plan and a heart</i>	Franks <i>Connected speech linking</i>	Kerby <i>Electronic portfolios</i>	Dalton <i>Digital literacy</i>	Lyas <i>Community ESOL programs</i>	Shay <i>Creating a caring environment</i>	
11:00 - 11:20		Pledger <i>Accommodating assessments in K-12</i>	Dunklee <i>ELL &amp; effective RTI</i>	E.Cox <i>Problems w/peer review</i>	Worshim <i>Bring it to LIFE</i>	Bazo <i>Instruction types and oral correction in ESL/EFL settings</i>	Silvas <i>Effective accommodations in mainstream classes</i>	Coghlan <i>Promoting engagement w/ EL family night</i>	Keles <i>Cultural representation</i>	A.Word <i>DIAL Differentiating Instructional Academic Lang.</i>	Cheng <i>Board games</i>	Holloway <i>Finding funding</i>	Tunceren <i>Online learners</i>	Takehara <i>Gestures when correcting</i>		
11:30 - 11:50					Blackstock <i>Interactive grammar</i>				Fike <i>Remove biases in evaluating speech</i>		Safivand <i>Analytic feedback on EL writing</i>	Seo <i>Int'l students attitude NNEST</i>	Marsh <i>Develop examplars</i>	E.Lee <i>Mongolian social identity in Korea</i>		
<b>Lunch (on your own)</b>																
1:00 - 1:45	Ayanna Cooper <i>Professional learning for EL educators + WIDA = student success</i>	Dallas <i>Differentiated strategies Diverse learners</i>	Thompson <i>Community college</i>	Bentahar <i>Transform lives w/ civic learning</i>	Mueller <i>Storytelling to empower</i>	Alluhaydan <i>Saudi constrastive rhetoric</i>	Raab <i>How we talk about ELs &amp; their teachers</i>	Voigt <i>State-of-purpose as assessments</i>	Littleton <i>Evaluating grant projects</i>	Fan <i>Parents lang. ideology</i>	Carmack <i>Engaging int'l students in U.S. colleges</i>	Twelke-meier <i>Making citations fun?!</i>	Owen <i>Grading comps electronically</i>	Spezzini <i>&amp; university faculty panel: Infusing ESL in teacher prep courses</i>	Prado <i>Form a new-comer network</i>	
2:00 - 2:45		Brown <i>ELLs with special needs</i>	Salter <i>Google classroom/ELs</i>	Carr <i>Connecting EL parents community</i>	Fuller <i>Home-work to supplement L2 learning</i>	E.Moore <i>Process based writing</i>	Penton <i>Successful new-comer programs</i>	Rose-McCully <i>Hospitality in CLD classes</i>	Hawkins <i>Holistic curriculum for IEL</i>	Wilson-Patton <i>Required reading/writing course for ESL</i>	Place <i>Academic lang. through fine art discussion</i>	Saint <i>Simple strategies for CCRS in adult ESL</i>	Skees <i>Verb your class!</i>		Meeting	
3:00 - 3:45	Caine <i>U.S. founding documents empower ELs</i>	Thrush <i>Literacy strategies in math class</i>	Paraiso <i>Writing for publication: TN/ESOL Journal</i>	Dobbs-Black <i>The ESL teacher as teacher leader</i>	K. Hill <i>Multilingual literacies with family collaboration</i>	Goertzen <i>Support ELs with close reading</i>	Whinery <i>RTI and L-TELS: ESL is not a life sentence</i>	Siegel <i>Make haste slowly: Set up ELLs for success</i>	S.Kim <i>Developing ESOL training modules</i>	Roberts <i>Critical incidents and language awareness</i>	Sippell <i>guiding int'l students through research paper process</i>	M.Moore <i>Freshman writing for ELs at comm. college</i>	Harrison <i>Advocacy when actions are not enough</i>	Meyer <i>Digital citizenship: Transforming in 2.0 world</i>		
4:00-4:45	<b>Keynote: Rebecca Oxford</b>															

**5:00-8:00 Vulcan Park/Museum** (ticketed event): Buses leave hotel at 5:00 & 5:15 pm (buses return 7:30 - 8:00 pm)  
Museum on Birmingham History, Observation Tower, and Dreamland BBQ buffet

# FRIDAY, October 6, 2017

Coffee/Tea/Water 8:45-11:00 and 1:45-4:00

Time	Second Level				Lobby Level				Second Level				
	Wynfrey Ballroom	Riverchase		WyndSOR		York-shire	Avon	Berk-shire	Corn-wall	Devon	Dorset	Essex	Hamp-shire
		A	B	1	2								
8:00 - 8:45		Miller <i>Positive environment</i>	Bourg <i>ESOL leaders Developing PD training</i>	Paul <i>Reflective coaching model</i>	Bontempi <i>Literacy &amp; picture words</i>	Terry <i>Summary writing w/SPACE</i>	Kozuma <i>L2 learning w/Chinese returnees</i>	Place <i>Fine art &amp; academic language</i>	G.Williams <i>Linguistic challenges in math</i>	McGrath <i>Writing narratives with ELLs</i>	H.Lee <i>Group discussions in comp.</i>	Goodman <i>Greetings for adult students</i>	Wherry <i>EFL &amp; Peace Corps</i>
9:00-	<b>Keynote: Ester de Jong</b>												
10:00 - 10:45		Hirano <i>TEFL practicum learning to teach EFL</i>	Shory <i>Portfolio assessment = personalized learning</i>	<b>Broady</b> <i>Supporting EL content &amp; academic language development with easy to use technology</i>	<b>Oxford</b> <i>Empower ESL learner with strategies for success: Integrate learning strategy into ESL teaching</i>	Heffington <i>Higher Order Thinking Skills</i>	Schneider <i>Advancing Language, Literacy, &amp; Math</i>	P.Clark <i>Qualitative Interviews polite analysis</i>	Diamond <i>Choosing and using small groups</i>	Burden <i>'Tawkin' Southern and EL listening</i>	Erwin <i>Helping EL find power of Why</i>	Hall <i>Success factors for L2 college writers</i>	SETESOL Regional Council Meeting
11:00 - 11:20		Thomas <i>Include ELs in school culture</i>	Giles <i>Collaborating for ELs in math &amp; lang. arts</i>			S.Cheng <i>Gap in Western pedagogy and CSL</i>	Hays <i>Adult education ESL</i>	P.Reynolds <i>Strategic conference-ing</i>	Childs <i>Integrating technology task-based writing</i>	Evans <i>Funding classroom projects</i>	Manuel <i>Bantu lang &amp; English pronunciation</i>	Abendsche <i>n STEM tchr perspectives of int'l U students</i>	
11:30 - 11:50		Haselton <i>Self reflection enhances pronunciation</i>	Djalilova <i>Co-teaching to address EL challenges in writing class</i>			Maunsell <i>Integrated PD for ESL &amp; special education</i>	Foss <i>Identification and perception of long term ELs</i>	Nemanic <i>Bridging gap between teaching &amp; learning styles</i>	Badger <i>Foster EL analytic &amp; creative thinking</i>	Harbin <i>Short primer for non-ESL instructors</i>	Shelley <i>Success of special programs for IEPs</i>	Bates <i>Uniting nations and ELs</i>	
11:50- 1:20	<b>Luncheon &amp; Keynote: Paulette Dilworth</b>												
1:30 - 1:50		<b>Carter</b> <i>Tell me a story: Why folktales engage</i>	Sandoval <i>Addressing needs of 9-12 newcomers</i>	Schaefer <i>Reinforcing interactive oracy</i>	Yazan <i>Negotiating an ESL teacher identity</i>	Yilmaz <i>Fear of negative evaluation in class</i>	Logan <i>Greek and Latin roots to support L2 learning</i>	Costello <i>ELs in gifted programs: ethnographic study</i>	Kryger <i>First year comp &amp; the univ. writing ctr</i>	McLean <i>Active listening: Directed listening journals</i>	Zomorrodian <i>Learning languages online</i>	H.Kim <i>Plagiarism &amp; ELs in college: an autoethnography</i>	AMTESOL Executive Board Meeting
2:00 - 2:45			Montiel <i>Summer book study with high school ELs</i>	Taylor <i>Accommodating for all students</i>	Honegger <i>Cultural training: Int'l &amp; U.S. students</i>	Dolive <i>Strategies for adult multi-level classes</i>	Dolce <i>Confront bias in intensive ESL</i>	Anthony <i>Tackling taboo topics</i>	Yan <i>Utilizing social media</i>	T.Johnson <i>Teaching narrative genre</i>	Lykke <i>English language fellow program</i>	Li <i>Attracting alternative populations</i>	
3:00 - 3:45			Koubek <i>Inquiry-based learning</i>	Guy <i>Hands-on oral activities for math</i>	de Jong <i>Mainstream teachers &amp; multi-lingual practices</i>	R.Russell <i>Reading across the curriculum</i>	Thomason <i>Aligning fiction/non-fiction texts for adv. ESL</i>	Davenport <i>Greek mythology for adv. ESL</i>	Harkness <i>21st century learners in reading</i>	M.Harrison <i>Essaying composition course</i>	Sebolt <i>Connect content w/ ELs' funds/knowledge</i>	Hendley <i>Experiential learning on campus</i>	
4:00- 4:45	<b>Keynote: Catherine Davis</b>		<b>Keynote: Tery Medina</b>										

4:45-7:00 Reception (Wynfrey Ballroom): Poster Sessions and *Name That Tune*



# SATURDAY, October 7, 2017

*Coffee/Tea/Water 8:45-11:00*

Time	Second Level				Lobby Level				Second Level						
	Wynfrey Ballroom		Riverchase		Wyndson		York-shire	Avon	Berk-shire	Corn-wall	Devon	Dorset	Essex	Hamp-shire	
	A/B/C	D/E	A	B	1	2									
8:00 - 8:45		AMTESOL meeting for AL and MS attendees	K.Russell <i>Genre-based curriculum in L2 writing</i>	Howell <i>Community bridges through parent outreach</i>	O'Loughlin <i>Fostering resilience "I have, I am, I can" model</i>	Hobson <i>Integrate Critical pedagogy &amp; L2 teaching</i>	Terrell <i>Just language or something more?</i>			Ramos/Cueto <i>Prepare Mexican graduate students a EFL teachers</i>	D.Dobbs <i>Fun in the adult ESL classroom</i>	Wilson-Mobley <i>International Lunch Club</i>	Davis-Wiley <i>Marginalizing US-born ELs thru English-only</i>		
9:00 - 10:15	Keynote: Ofelia Garcia <i>Translanguaging and TESOL</i>		Keynote: April Muchmore-Yokoun <i>Building Student Confidence In L2 writing</i> Sponsored by CENGAGE												
10:30 - 10:50	Ofelia Garcia: <i>Open discussion on translanguaging and</i>	Tery Medina: <i>Better together: Case studies, salient issues, and relevant answers that</i>	April Muchmore-Yokoun: <i>Helping students develop a more academic writing voice</i>	Pledger <i>Remove barriers to learning by meeting needs</i>	Shuler <i>"I spy with my little eye" Excited ESOL students</i>	Trinh <i>Ways of knowing in transnational Mexican family</i>	Hooper <i>Learning U.S. culture through comics</i>	Lang-Custer <i>Teaching academic writing w/concept mapping</i>		Nguyen <i>Qualified pre-service teacher prep programs</i>	Ladle <i>visual note taking in the classroom</i>	Uguralp <i>GPS for L2 learning: reduce language anxiety</i>	Camacho <i>Collaborating w/ universities to develop programs</i>		
11:00 - 11:45	<i>translanguaging pedagogy</i>	<i>strengthen parent programs</i>		Yost <i>Training tutors to assist ESL writers</i>	Behel <i>Research-based practices to engage &amp; empower ELs</i>	Strickland <i>Empower teachers to transform education in Kenya</i>	Y.Word <i>Digital English learning gone digital: Common-Lit</i>	Strong <i>Use map skills to support ELs in the U.S. and abroad</i>		T.Hill <i>Close reading in the ESL classroom</i>	Heike Williams <i>Strategies for vocabulary enrichment</i>	Gilliland <i>Process to develop tutoring program for ELs</i>	Martinez <i>Travel agents: Digital storytelling project</i>		

**12:00-3:00 Optional: Birmingham Civil Rights Institute** (on your own)

Inquire at the Birmingham Visitors' Bureau desk, Wynfrey Lobby (Thursday/Friday 7:30-3:30)

## **Thank You to Our Exhibitors**

### **Alabama Education Association**

Kathy McVay, gkmcvay@bellsouth.net

### **American Voices**

Curt Ford, curt@sonasoftware.com

### **BBB Educational Enterprises, Inc.**

Brian Rhodes, brian.rhodes@bbbbedu.com

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### **IAP - Information Age Publishing, Inc.**

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### **Murray State University Department of English and Philosophy**

Latricia Trites, ltrites@murraystate.edu

### **National Geographic Learning | Cengage**

Steve Hegan, Steve.Hegan@cengage.com

### **Peace Corps**

Erica Wherry, ewherry@peacecorps.gov

### **Townsend Press**

George Henry, george.henry@townsendpress.com

### **U.S. Department of State English Language Programs**

Kristina Lykke, fellow@elprograms.org

### **University of Michigan Press**

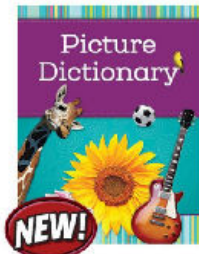
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## Thursday, October 5th

**8:30-9:00**

**Opening Ceremony**

**Wynfrey Ballroom**

**9:00-9:45**

**Opening Keynote**

**Wynfrey Ballroom**



### **Polyglots and the Comprehension Hypothesis**

There are remarkable polyglots among us, people who speak ten languages well, and even more. How did they do it? Most say that polyglots are somehow gifted. My analysis disagrees, as do many polyglots themselves. Polyglots know what to do to acquire languages and what not to do, and dedicate a lot of time to language acquisition.

#### **Stephen Krashen, Ph.D.**

Stephen Krashen is an internationally renowned linguist, educational researcher, and political activist. He is professor emeritus at the University of Southern California, having moved from the linguistics department to the faculty of the School of Education in 1994. He is a prolific writer and researcher, with more than 500 publications in the fields of second-language acquisition, bilingual education, and reading. He has lectured at hundreds of universities and conferences.

Krashen is one of the most significant contributors to the advancement of language acquisition. Countless teachers around the world have based their classroom teaching methods on his work. He is perhaps best known for his five-fold second language acquisition theory: The Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Comprehension hypothesis, and the Affective Filter hypothesis. He is also the co-founder of the Natural Approach and the creator of sheltered subject matter teaching. He has been an outspoken proponent of bilingual education and free voluntary reading.

Krashen was the 1977 Incline Bench Press champion of Venice Beach and holds a black belt in Tae Kwon Do. His recent papers can be found at <http://www.sdkrashen.com>.

Krashen's conference keynote address will be followed by a Q&A session.

Krashen will also be delivering the closing keynote of the Pre-Conference Institute (Wednesday, 4:00 pm): *Compelling Reading and Problem-Solving: The route to high levels of language, literacy and life competence*. Here, Krashen proposes that the attainment of the most advanced levels of language, literacy, knowledge, and competence comes from two sources: reading and problem-solving. Both the reading and the problems to be solved are self-selected, both are limited to a fairly narrow domain, and both are of intense interest: both are "compelling."

**8:45 – 11:00 Coffee/Tea/Water: Second Level**

**10:00-11:50**

**Thursday: Workshop**

**Advocacy for English Learners: Discussing the Issues and Planning for Action**

**Ballroom A/B**

Take a look at the current issues our English learners are facing state and nation-wide. Look at strategies to advocate for them in effective and sustainable ways. Narrowing in on the issues, recommendations for action, and policy implications behind the issue, we will begin to formulate an action plan. From there, we will identify the decision makers, people, organizations, groups, and resources that can support you in this area. We must also identify the adversaries and marshal strong arguments. Advocacy should be viewed through personal, familial, educational, community, and political lenses. Only then can we move from thought to action to ensure our English learners and their families are served in the best ways possible. We must always educate, advocate, and elevate.

**Presenter:** Amy Hewett-Olatunde, Ed.D.; EL teacher LEAP High School, St. Paul, Minnesota; 2015-16 MN Teacher of the Year.

**10:00-10:45**

**Thursday: Concurrent Sessions**

**Q & A with Dr. Krashen**

**Ballroom C**

There will be a 15-minute break following Dr. Krashen's keynote presentation in order for the hotel staff to make changes to the rooms for the concurrent sessions. After this has been completed, Dr. Krashen will answer questions from the audience at 10:00 a.m.

**Presenter:** Dr. Stephen Krashen is professor emeritus at the University of Southern California.

**Exploring Diversity in the K-12 Classroom**

**Ballroom D and E**

Explore culturally responsive teaching methods and strategies to encourage positive diversity practices in the content classroom while building an academic language community from the first day of school, supporting students in both horizontal and vertical learning.

**Presenters:** Robin Stutts, Ed.S., EL Coach, Alabama State Department of Education: B.S.Ed in Early Childhood and Elementary Education, M.A. TESOL, Ed.S TESOL. Debbie Baeder, Ed.S., EL Coach, Alabama State Department of Education: B.S.Ed in Early Childhood and Elementary Education, M.A. TESOL, Ed.S TESOL.

**Emergent Bilingual Engineers**

**Riverchase A**

Hear how one ESL teacher created a Project Lead the Way Summer Engineering Academy for emergent bilinguals at a rural K-6 Title I school. This session will give an overview of the program's conceptualization, implementation, instructional supports, and outcomes.

**Presenter:** Nancy Blanco, M.A.Ed., is an ESL teacher and an advocate for culturally and linguistically diverse students and families.

## **Strategies to Scaffold Rigor in Content Lessons for Emergent Bilinguals K-12**

### **Riverchase B**

How can teachers create scaffolded, yet rigorous content lessons for emergent bilinguals? 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 colleagues.

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

## **Speed Dating with Cultural Diversity**

### **WyndSOR 1**

How many students know about each other's culture and traditions? Respecting and learning about multiculturalism is a valuable lesson among international students. Students can challenge their metalinguistic knowledge about world culture through an interactive type of a "speed dating" game.

**Presenter: Kim Hardiman**, professor, teaches ELs at UCF. She was awarded the SSTESOL excellence in teaching higher education in Florida in 2016.

## **The Stories We Share**

### **WyndSOR 2**

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 ourselves. Come and join in sharing stories of change and enrichment.

**Presenter: Jenny Harvey**, M.Ed., is a veteran EL teacher at a suburban high school near Birmingham, Alabama.

## **What to Do When They're New: Best Practices for Newcomers**

### **Yorkshire**

Explore factors of culturally responsive instruction for newcomers, including reflection on how personal/cultural biases impact classroom instruction and how to support the social/affective needs of newcomer students and their families.

**Presenters: Erika Bell** teaches ESL with Calhoun County Schools. She graduated from JSU and UAB. This is her tenth year in education. **Courtney Hallford** has been teaching kindergarten for five years. She is currently pursuing her Master of Educational Administration.

## **The Essential Differences between Leadership and Management**

### **Avon**

With the ever-changing climate that English language programs must learn to thrive in, strong leadership from the administrative team can have a positive impact on the quality of life and productivity of the staff they lead.

**Presenter: Amy Snow**, M.A. TESOL, is now the Director of Academic Programs for the English Language Programs at INTO UAB. In her current role, Amy has completed a leadership academy and is interested in furthering the understanding of leadership in the field of TESOL.

## **A Newcomers Program - Making it a Reality with a Plan and a Heart!**

### **Berkshire**

Creating a program for newcomers to ensure their success can seem like a daunting task. A plan and a heartfelt approach can make it a reality. We'll share our program for the cultural, instructional, and emotional needs of newcomers.

**Presenters: Yolanda Santiago** is an ESL teacher at Enterprise High School. She is a graduate of UAB master's program in ESL. **Stacy Waldrop** is the EL Specialist for Enterprise City Schools. She is a graduate of UAB's master's program in ESL. **Oveta Pearce** is the Federal Programs Director for Enterprise Schools. She has worked with the ESL program for 14 years.

## **Transforming Lives through Connected Speech: Linking Theory and Practice**

### **Cornwall**

Linking is an important aspect of sounding natural and achieving fluency in L2 speech. Presenters provide sample techniques for teaching linking through awareness raising, controlled, guided, and communicative practice activities. Attendees participate in pronunciation activities.

**Presenters: Suzanne Franks**, Ph.D., is a Teaching Assistant Professor in the MATESL program and ESL Pronunciation and ITA Coordinator. **Susan Spezzini**, Ph.D., is an Associate Professor and Program Coordinator for the Master's Program for TESL at UAB. **Josephine Prado**, Ph.D., is Assistant Professor of English Learner Education at UAB. She teaches various MA TESOL courses.

## **Electronic Portfolios: Leveraging the English-Speaking Self**

### **Devon**

Electronic portfolios (EP) help students seeking to leverage their English proficiency. This presentation concentrates on successes and challenges of EPs and analyzes examples. Attendees learn how to implement, monitor, and market EPs. The session closes with questions, answers, and brainstorming.

**Presenter: Mackenzie Kerby**, M.A., is the Academic Director at ELS Language Centers in Chicago, focusing on retention, student experience, and faculty development.



## **Digital Literacy—Teachers Need It Too!**

### **Dorset**

Screen to screen writing and reading have changed the way we communicate. ESL learners often come into the classroom as expert, non-academic users. This workshop will demonstrate methods to use online Google tools to create a more collaborative language classroom.

**Presenters:** **Richard Dalton**, M.A., is the founder and instructor at ConnectEFL and instructor at Intensive English for Internationals at the University of Memphis. **Daniel Harper** is a Ph.D. candidate at the University of Memphis in Applied Linguistics and lecturer at the intensive English program.

## **Beyond English: Seven Reasons Why Community-Based ESOL Programs Must Exist**

### **Essex**

Community-based ESOL programs have more to offer than English language learning. This workshop demonstrates their significance to society as brokers of culture, advocates for social change, major participants in global workforce development, and much more.

**Presenter:** **Stephanie Lyas** is the Field Program Administrator and ESOL Services Coordinator at The Literacy Council of Central Alabama.

## **Creating a Caring Learning Environment for ALL Students**

### **Hampshire**

Addressing the social and emotional dimensions of learning helps all students thrive academically and prepare for challenges beyond school. In this session, we will look at the recently released case study from the Aspen Institute's National Commission on Social, Emotional, and Academic Development.

**Presenter:** **Toni Shay** has worked for 21 years to bring high-quality professional learning opportunities and classroom resources to educators in AL and MS. Through the years, she has enjoyed working with many different publishers, including National Geographic/Hampton-Brown, Heinemann, International Reading Association, and the Center for the Collaborative Classroom. She is the president of LexAmi, best known for connecting passionate educators with fresh, effective instructional ideas.

**11:00-11:45**

**Thursday: Concurrent Sessions**

## **“How To” Appropriately Accommodate Assessments in the Classroom**

### **Ballroom C**

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

**Presenters:** **Maryann Pledger**, Ed.S., is an ESL and history teacher at Shades Valley High School and Jefferson County International Baccalaureate School, as well as an ESL mom. **Kristin Thompson**, Ed.S., has been teaching Elementary Education and ELL language development in the Birmingham area for 11 years. **Joy Gonzalez** has taught in the ELA and ELL classrooms for 11 years in multiple communities in the Chicago and Birmingham areas.

## **ELL and Effective RTI**

### **Ballroom D/E**

Learn to differentiate between typical language development and that of students who may have special needs. Participants will learn how to develop a plan of intervention for language learners to promote academic success.

**Presenters:** **Lea Ann Dunklee**, Ed.S., is the ELL Coordinator for Tupelo Public School District. **Amy Ferguson** is the Response to Intervention Coordinator for Tupelo Public Schools. She oversees interventions for struggling students in grades P-12.

## **Instruction Types and Oral Error Correction in ESL/EFL settings**

### **WyndSOR 1**

This session examines how different types of instruction can determine the most appropriate strategies to be employed for oral error correction in ESL/EFL contexts. Steps for the implementation of error correction techniques will be presented using real classroom footage.

**Presenter:** **Cesar Bazo** is a Ph.D. candidate in Adult Education at Auburn University and an ESL instructor at the Intensive English Program at Auburn University.

## **Implementing Effective Accommodations in Mainstream Classrooms**

### **WyndSOR 2**

Many classroom teachers want to help their EL students be successful, but many mainstream teachers don't know how. This presentation will look at the different allowable accommodations and how teachers can effectively implement them within mainstream classrooms to help EL students become more confident and successful.

**Presenter:** **Shelley Silvas**, Ed.S., Shelley Silvas has worked as EL coordinator in Biloxi Public Schools for ten years. She has created procedures and practices that are utilized throughout different school districts. She received her master's degree and Ed.S. in Curriculum and Instruction and Educational Leadership.

## **Promoting Parent, Family and Community Engagement Through EL Family Night**

### **Yorkshire**

Explore ways to encourage parent, family, and community engagement by hosting an EL Family Night. The presenters will share student projects and ideas that make EL Family Night a success.

**Presenters:** **Beth Coghlan**, NBCT, Ph.D., Pontotoc County School District. **Jennifer Wright**, NBCT, was the first teacher in Mississippi to earn National Boards in ENL. **El Habib Kamal**, is an EL and French teacher from Morocco who is fluent in three languages.

## **DIAL in the message: Differentiating Instructional/Academic Language Berkshire**

P-12 teachers must make their language as clear and accessible as possible to meet the needs of ELs at lower proficiency levels. Practice techniques to analyze and modify your own language to meet these learners' needs.

**Presenters:** **Andrea Word**, Ed.D.; Ph.D., is Clinical Assistant Professor of Curriculum and Instruction at the University of Alabama in Huntsville. **Evdoxia Tsimika-Chronis**, M.Ed., has extensive experience in teaching ESL/EFL and secondary English, both in the United States and abroad.

**11:00-11:20**

**Thursday: Concurrent Sessions**

## **Stop Wasting Their Precious Time: The Problems with Peer Review**

### **Riverchase A**

A current instructor with Auburn Global, an accelerator program at Auburn University, shares her perspective on the problems with using peer review in ESL writing classes.

**Presenter:** **Elizabeth Cox**, Ph.D., currently teaches ESL at Auburn Global. Her interests include teaching writing and vocabulary acquisition.

## **Bring It To LIFE**

### **Riverchase B**

“Cómo?” “No sé.” “Ayuda por favor?” Sound familiar? How do you know what they know already? Get freebies, tools, techniques, and strategies that have a priceless impact on our diverse population!

**Presenters:** **Laura Worshim** is a bilingual teacher and SLP with 22 years in education. She is the principal at McDonnell Elementary, the school with the highest ESL population in Huntsville, Alabama. **Amy Bergeson** has her master's in Differentiated Instruction in ESOL. She has been the ESOL teacher at McDonnell since 2015, where she services and monitors over 250 language learners. **Delia Martinez** is a graduate student in Differentiated Instruction in ESOL; she currently teaches ESOL at McDonnell Elementary in Huntsville, Alabama.

## **Cultural Representation of Concentric Circles across New Headway Textbooks**

### **Avon**

Explore cultural representation trends in New Headway Elementary textbooks across their four editions over twenty years from an English as Lingua Franca framework. The researchers compare each edition regarding the representation of Inner, Outer, and Expanding Circles.

**Presenters:** **Ufuk Keles** is a Ph.D. student at the University of Alabama. **Bedrettin Yazan**, Ph.D., is Assistant Professor of Second Language Acquisition and Teaching at the University of Alabama, Co-editor of TESOL non-native English speaker teachers (NNEST) newsletter, and Chair of TESOL NNEST Interest Section.

## **Board Games in the Classroom: Reducing Anxiety and Improving Speaking**

### **Cornwall**

Many ESL learners' oral performance is affected by anxiety of speaking English. This presentation will show you how to use board games appropriately to reduce ESL learners' language anxiety and enhance their speaking motivation and communicative experiences.

***Presenter: Yi-Chun Cheng*** is a graduate student in TESOL at the University of Mississippi. She taught English for 10 years in Taiwan.

## **Finding Funding Beyond a Google Search**

### **Devon**

Are you looking for funding for your English Learner projects? Need a crash course in grant terminology? This session will provide resources for and examples of grant searches that can help you get funded.

***Presenter: Weymon Holloway***, M.Ed., is Director of Honors College and math instructor at Lawson State Community College in Birmingham, Alabama. **Jameka Thomas**, Ed.S., is a middle school Assistant Principal for Bessemer City Schools. Both presenters are candidates in UAB's Educational Studies of Diverse Populations doctoral program.

## **A Phenomenological Case Study of L2 Community College Online Learners**

### **Dorset**

This session explores a case study of four L2 community college students enrolled in an online general education course. Through Skype interviews, the researcher elicited participant perspectives of online learning through the lens of the Community of Inquiry framework with an additional focus on self-regulated learning.

***Presenter: Li-Lee Tunceren*** is Academic Chair of Communications at St. Petersburg College where she designs and teaches blended and online composition and EAP courses.

## **Function of Gestures for Error Correction and Feedback**

### **Essex**

The combination of gesture and error correction play significant roles such as facilitation of learners' awareness and self-correction in language learning. The functions and suggested methods of gesture usage in an actual classroom are demonstrated.

***Presenter: Chikako Takehara*** is a graduate student in TESOL at The University of Mississippi. Her interests include bilingual education and pragmatics.

**Making Grammar Instruction Interactive and Meaningful****Riverchase B**

This session presents ideas for creating grammar lessons that are interactive and learner-centered, inspired by the professional texts “Celebrating Diversity Through Language Study” and “Mechanically Inclined” and suggesting activities to encourage student engagement.

**Presenter: Emily Blackstock**, M.Ed., teaches fourth grade and is an Ed.S. candidate at UAB. She studied Austrian multicultural education as a Fulbright Scholar in 2009-2010.

**Removing Self-imposed Biases from Evaluating Student Pronunciation****Avon**

Through the use of minimal pairs in context, teachers can create exercises that will remove imposed expectations of phoneme production. Evaluations will rely on the language production by the student and the evaluator’s ability to hear what is actually said.

**Presenter: Daniel Fike** is an ESL Instructor at the University of North Alabama and holds an M.A., M.B.A., and TESOL certification.

**Impact of Direct Analytic Feedback on ESL Students' Writing Autonomy****Cornwall**

What happens to students’ writing autonomy when they receive direct analytic scaffolding feedback? Presenters will discuss efforts in determining how to improve ESL students’ autonomy and writing proficiency.

**Presenters: Ali Safivand** is a Ph.D. candidate in TESOL at the University of Rochester. **Kathleen McCann Klaiber**, M.A., is Associate Professor of ESL and English at Genesee Community College in Batavia, New York and 2014 recipient of a SUNY Chancellor's Teaching Award.

**International Students' Dual Attitudes toward Non-Native English Instructors****Devon**

Many universities in the U.S. provide international freshmen an academic writing program consisting of multilingual Ph.D. instructors. The purpose of this case study is to investigate international students’ dual attitudes toward their non-native instructors in the college writing class.

**Presenter: Youngjoo Seo** is a Ph.D. student at Indiana University. Her research interests are in ESL/EFL teacher and L2 learner identities.

## **Developing Exemplars**

### **Dorset**

An administrator's approach to helping students overcome the opportunity gap to becoming Exemplars to families, schools, and to local and international communities. The Exemplar initiative was designed help underserved students discover possibility and to pursue pathways to maximize their potential.

**Presenter: Antjuan Marsh**, Ed.D., is the principal of Shades Valley High School. Marsh developed the Exemplars program to help students maximize their potential.

## **A Mongolian's Social Identity Formation in Korea**

### **Essex**

This session presents a study which explored a Mongolian student's English learning process in South Korea. The preliminary data analysis shows the importance of English in the Korean society as well as the participant's desire to assimilate in the society.

**Presenter: Eun-Hee Lee**, Ph.D., is Associate Professor in the School of General Education at Kyung Hee Cyber University, South Korea.

**12:00-12:50**

**Thursday: Lunch (on your own)**

*Attendees can select a restaurant in the hotel lobby or one of 20+ food venues in the Galleria Mall, which can be accessed through an exclusive entrance in the hotel lobby.*

**1:00-2:45**

**FEATURED SPEAKER**

**Thursday: Workshop**

**Professional Learning for Educators of English Learners + WIDA = Student Success  
Ballroom A/B**

Engaging educators in professional learning that focuses on English learners has its peaks and valleys. A number of professional development models, plans, books, web-based learning tools, etc. exist, but which is the best approach for your school community? How can you support professional learning on a limited budget? How do you create and sustain responsibility for ELs with all stakeholders? This session demonstrates how educators can assess, prioritize, and set achievable action steps with WIDA resources that lead to improved outcomes for English learners within various contexts. This inclusive approach to student success relies on individuals and teams of educators who are action oriented.

**Presenter: Ayanna Cooper**, Ed.D., is an independent consultant, educator, and advocate for culturally and linguistically diverse learners. Her nationwide work revolves around supporting districts to improve outcomes for English Learners. She has been an active leader in the TESOL International Association and in 2016 the Association recognized her as one of TESOL's 30 Up & Coming professionals. While serving as Chair of International TESOL's Professional Development Standing Committee, she highlighted the importance of diverse representation, equity and access across the profession. Dr. Cooper was honored to be elected as the 2010 President of Georgia TESOL and served as Southeast TESOL Conference Chair, A Passion for Language and Teaching, in 2009. Her current projects involve building administrator capacity to develop and manage English language programs, using English language proficiency data more effectively and increasing stakeholder participation. She has contributed to a number of publications such as WIDA's Essential Actions Handbook and is the co-author of Evaluating ALL teachers of English learners and students with disabilities: Supporting great teaching.

**1:00-2:45**

**Thursday: Panel**

**Preparing All Educators for Effectively Serving English Learners  
Essex**

In this panel presentation, education faculty from several universities share their experiences with transforming courses to prepare all educators for effectively serving English learners. Each panelist describes challenges and successes with infusing EL best practices into an educator preparation course. These efforts took place as part of a National Professional Development grant project from the U.S. Department of Education's Office of English Language Acquisition.

**Moderator: Susan Spezzini**, Ph.D., is Associate Professor of English Learner Education and Program Director for ESL and Secondary Education at the University of Alabama at Birmingham.

**Panelists:**

**Cora Causey**, Ph.D., is Instructor of Early Childhood Education at the University of Alabama at Birmingham.

**Christi Trucks**, Ph.D., is the Early Childhood Program Chair and Practicum Coordinator at Jacksonville State University, Alabama.

**Jennifer Ponder**, Ph.D., is Associate Professor of Elementary Education and Program Director for P-6 at the University of Alabama at Birmingham.

**Jennifer Alexiou-Ray**, Ph.D., is Associate Professor of Secondary Education and Instructional Technology at the University of Montevallo, Alabama.

**Sandra Sims**, Ph.D., is Associate Professor and Program Coordinator of Physical Education at the University of Alabama at Birmingham.

**Christie Calhoun**, Ed.S., is Instructor of Elementary Education literacy at Jacksonville State University in Alabama.

**Krista Chambless**, Ph.D., is Assistant Professor of Foreign Languages in the College of Arts and Sciences, University of Alabama at Birmingham

**Keith Gurley**, Ed.D., is Associate Professor and Program Coordinator of Educational Leadership at the University of Alabama at Birmingham.

**Kyoko Johns**, Ph.D., is Associate Professor of Educational Foundations and Curriculum & Instruction at Jacksonville State University in Alabama.

**Jenelle Hodges**, Ph.D., is Program Manager for the Instructional Design and Development graduate program at the University of Alabama at Birmingham.

**Vanessa Vega**, Ed.S., is Director of Clinical Experiences at the University of Alabama at Birmingham.

**1:00-1:45**

**Thursday: Concurrent Sessions**

### **Differentiated Strategies to Meet the Needs of Diverse Learners**

#### **Ballroom C**

This presentation discusses strategies and tools to meet the needs of diverse learners in an effort to increase academic achievement, specifically in the area of literacy development.

**Presenter: Angela Dallas**, Ed.D., is a professor at Concordia University, author, and professional development consultant.

### **Using Community Resources to Enhance Community College ESL**

#### **Ballroom D/E**

This session explores a partnership between a regional literacy council, community college, and a university yield to a community ESL Grammar and Writing program which meets needs and helps students heading to college. We will also discuss classes taught by MA-TESOL graduate students to meet their degree requirements.

**Presenter: Stacye Thompson**, M.A. in International Relations, is International Coordinator at Jefferson State Community College in Alabama.

### **Going Beyond Language Skills: Transforming ELLs' Lives through Civic Learning**

#### **Riverchase A**

Many ESL instructors mistakenly associate English instruction with linguistic development only. However, transforming ELLs' lives also needs instruction that goes beyond language skills to include key civic dispositions. I will share classroom-based activities that empower ELLs as community members.

**Presenters: Adil Bentahar**, Ph.D., is a teaching and research faculty member at Virginia Tech Language and Culture Institute. His research interests include ELLs, teacher education, and civic education.



## **Using Storytelling to Empower Immigrant Students**

### **Riverchase B**

Using the book series, “Green Card Youth Voices” we will illustrate one method of empowering SLIFE students through storytelling and how this book can be used in the classroom. The “Green Card Youth Voices” books were written by first-generation immigrant high schoolers from 35 different countries. In their own words, they share stories of dreams, change, family, and hope.

***Presenter:** Rachel Mueller* is the Program Associate at the Minneapolis-based nonprofit Green Card Voices whose mission is to record and share immigrant stories in order to build empathy.

## **Saudi Contrastive Rhetoric**

### **WyndSOR 1**

How applying aspects of the Arabic language while writing in English is one of the causes of the overuse of writing repetition, parallel construction, and of specific grammatical structures.

***Presenter:** Hamad Alluhaydan*, Ph.D. candidate in Applied Linguistics at the University of Memphis, is a lecturer at Qassim University, Saudi Arabia.

## **Transforming Conversations: (Re)defining How We talk about English Learners and their Teachers**

### **WyndSOR 2**

Participants are guided in examining a “final vocabulary” of product (numerical results) and encouraged to shift their “final vocabulary” to one of process (continuous learning and personal growth) with English learners.

***Presenters:** Rebecca Raine Raab*, M.A.Ed., Ph.D. candidate, has taught ESL in VA and NC. She works with ESL pre-service teachers at Virginia Tech. ***M.M. Rose-McCully***, Ph.D., studies small urban school districts; she has taught in Northern Virginia and in Nicaragua with the Peace Corps.

## **Building Bridges from a Gatekeeper: Statements of Purpose as Assessment**

### **Yorkshire**

This session presents criteria for successful exit of the IEP by addressing the incorporation of a more practical writing piece for our existing students: the statement of purpose. We reflect on the challenges and results of this process.

***Presenters:** Christine Voigt*, M.A.Ed., is a core faculty member at the University of Florida’s English Language Institute. ***Jennifer Ramos*** is Skills Coordinator at the University of Florida’s English Language Institute.

## **Lessons from the Field: Evaluation of NPD Grant Projects**

### **Avon**

This session features an interactive presentation of NPD grant project evaluations over the past 10 years. We will examine changes in evaluation requirements, recommendations for meeting What Works Clearinghouse standards, and lessons learned during the past 10 years of conducting NPD project evaluations.

**Presenter: Richard Littleton**, Ed.D., is the internal evaluator of grants at the University of Alabama at Birmingham and supervisor for ESL student teachers seeking teacher certification in ESL at the graduate level. He is a former K-12 teacher and school administrator.

## **Parental Language Ideology Impacts Family Language Plan: Mexican Versus Chinese Berkshire**

This study reveals and compares key factors that shape parental language ideology on making family language plan to generation 1.5 children among Mexican and Chinese families in America. Findings substantiate that language ideology could be influenced by different cultural contexts.

**Presenters: Feifei Fan** is a Ph.D. student at the University of Florida specializing in ESOL/Bilingual Education with research interest in dual language programs. **Jie Li** is a Ph.D. student at the University of Florida specializing in ESOL/Bilingual Education with research interest in language policies.

## **Cultural Transformations: Engaging International Students in the American College Experience**

### **Cornwall**

International students often cluster together and may not get involved in campus life. Learn ideas for engaging them through service learning, class partnerships, and other campus activities and see how this translates to retention and student satisfaction.

**Presenter: Lisa Carmack** is a full-time faculty member in the Intensive English Program at the University of Central Arkansas.

## **Making Citations...Fun?!**

### **Devon**

Learning how to cite correctly is typically an essential yet tedious task for teachers and students. Attendees will learn how to inject life into APA formatting by deconstructing and reassembling citations using numerous multi-sensory methods.

**Presenter: Natalie Twelkemeier**, is an instructor at INTO at the University of Alabama at Birmingham who integrates edutech and graphic design into ESL instruction and curriculum development.

## **Grading Compositions Electronically**

### **Dorset**

Discover a rubric and the color-coding system and see examples of student essays in which the system has been applied. Participants will have the opportunity to score a sample text and are encouraged to ask questions.

**Presenter: Luri Owen**, M.A., teaches at Southwestern Indian Polytechnic Institute in Albuquerque, New Mexico.

## **Networking for Newcomers**

### **Hampshire**

This is an informal, interactive networking opportunity for bringing together ESL secondary teachers who are teaching in newcomer programs and for teachers who wish to develop a newcomer program at their respective schools. Ideas will be shared, and plans will be made to continue this network connection after the conference ends.

**Moderator/Organizer: Josephine Prado**, Ph.D., is Assistant Professor of English Learner Education at the University of Alabama at Birmingham.

**1:45 – 4:00 Coffee/Tea/Water: Second Level**

**2:00-2:45**

**Thursday: Concurrent Sessions**

## **Working with English Language Learners Who Have Special Needs**

### **Ballroom C**

Explore methods of working with ELLs with special needs, focusing 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: Joy Brown**, Ph.D., is Professor of Secondary Education and Coordinator of the ESOL Master's Program at University of North Alabama.

## **Google Classroom - Best Practices for ELs**

### **Ballroom D/E**

Learn about Google Classroom, navigate through some of its functions, create online interactive notebooks, and link Google Classroom to other websites such as Kaizena (voice recording), Khan Academy (online learning in many languages) and Quizlet (flashcards, quizzes). Also discuss some of our best practices for Google Classroom from our own classrooms and brainstorm ways to use Google Classroom with your students.

**Presenter: Kendall Salter**, M.A.Ed., is an ESL Teacher in Birmingham City Schools in Alabama. She has taught English learners in elementary school and high school settings, as well as high school Spanish.

## **Optimizing Existing Resources: Connecting Students, Parents, Schools, and Communities**

### **Riverchase A**

With English Learner populations rising, ESL programs are being challenged to do more with less. This presentation illustrates how Gulfport School District in Mississippi is optimizing existing resources to connect English learner families to their communities.

**Presenter: Katherine Carr**, M.A., is the lead ESL teacher for Gulfport School District and a graduate of the University of Mississippi.

## **Using Homework Effectively to Supplement Language Learning**

### **Riverchase B**

There is never enough class time to cover everything that needs to be covered. How can we extend learning beyond the end of the school day? Using online or low-prep resources to provide additional practice, secondary and adult students can improve speaking and writing skills through classroom supported self-study.

**Presenter: Lynn Fuller** is an ELL teacher with 13 years of experience currently working in Madison County Schools, MS serving grades 9-12.

## **Transforming the Timed Writing Assessment: Process-Based Timed Writing**

### **WyndSOR 1**

Many institutions use timed writing tests which do not accurately measure the skills needed for university success. We examine how one university IEP successfully instituted a process-based test to better assess the achievement of student learning outcomes.

**Presenters: Eric Moore** is Testing and Assessment Coordinator at the Virginia Tech Language and Culture Institute in Blacksburg, Virginia. **Lily Jaffie-Shupe**, M.A., is an instructor at the Virginia Tech Language and Culture Institute in Fairfax, Virginia. **Christine Bobal**, M.A., is Course Coordinator and Academic English Instructor at George Mason University. **Adil Bentahar**, Ph.D., is a teaching and research faculty member at the Virginia Tech Language and Culture Institute in Blacksburg, Virginia.

## **New Kids on the Block: A Look at Some Successful Newcomer Programs in the State of Alabama**

### **WyndSOR 2**

In recent years, some Alabama school districts have experienced significant increases in Students with Interrupted Formal Education (SIFE). EL Coaches from the Alabama State Department of Education (ALSDE) will share how these unique challenges are being met through newcomer programs that address the needs of these students.

**Presenters: Susan Penton**, M.A.Ed., has taught high school English and Spanish for 11 years and is currently a Regional EL Coach with the Alabama State Department of Education. **Krista Whatley** has taught K-12 ESL for 23 years and also currently serves as a Regional EL Coach with the Alabama State Department of Education.

## **Transforming School Culture: Hospitality in Culturally and Linguistically Diverse Classrooms**

### **Yorkshire**

How do we cultivate a culture of hospitality in our schools? Discuss hospitality and how to create hospitable communities. This is an increasingly important conversation as public schools grow more diverse.

**Presenters:** **M.M. Rose-McCully**, Ph.D., teaches at Virginia Tech and is a former Peace Corps volunteer in Nicaragua. **Rebecca Raine Raab** has taught ESL in VA and NC. She is currently working with ELs pre-service teachers and is finishing her Ph.D.

## **Holistic Curriculum Development: Creating and Implementing Robust IEP Curricula**

### **Avon**

Explore the steps that an accredited Intensive English Program took to create courses for a university bridge program. From negotiation of course credit hours to designing standardized assessments for multiple sections, presenters will share tips for setting up solid curricula.

**Presenters:** **Melissa Hawkins**, Ed.S., is Manager of Accreditation and Teacher Development at the English Language Programs of INTO UAB at the University of Alabama at Birmingham. **Kathy Martell** is Curriculum Coordinator at the English Language Programs of INTO UAB at the University of Alabama at Birmingham.

## **Adapting Co-Requisite Remediation Reading and Writing Courses for ESL Students**

### **Berkshire**

Information about the co-requisite model of reading and writing remediation courses for college-level ESL students. An overview of the model and examples of modified courses that bridge the gap between ESL and college courses.

**Presenters:** **Mary Elizabeth Wilson-Patton** has a Master's Degree in Community Education and a Ph.D. in Multilingual/Multicultural Education (TESOL). She has taught classes for ESL teachers at several colleges and universities, and she has been a full-time ESL faculty member at Nashville State Community College since 2012. **Connie Mathews**, M.A. TESOL, has been a part of the ESL faculty at Nashville State Community College since 2005 and served as Program Coordinator for over nine years. **Elizabeth Stein** holds an M.A. and Ph.D. in English/Applied Linguistics from the University of Memphis and is full-time ESL faculty member at Nashville State's Southeast Campus.

## **Transforming Academic Oral Language Learning through Fine Art Discussions**

### **Cornwall**

Learn how to transform the teaching of academic oral language and vocabulary through engaging discussions of fine art images. Participants will leave with concrete strategies for how to choose fine art images, how to choose academic vocabulary words based on each image, and how to engage all students – regardless of their language or decoding skills – in engaging discussions using academic vocabulary. Participants will leave with sample images and lessons.

**Presenter:** **Barbara Place**, M.A., works for Davis Curriculum and Research. Her focus is academic oral language development for English language learners and the power of fine art image discussions.

## **Simple Strategies to Support CCRS in Adult ESL**

### **Devon**

Learn painless, low-prep ideas to help your class adapt to CCRS and ELP standards. These ideas will be applied to all levels of ESL and participants will receive tools they can take home and use in their classes.

**Presenter: Dawn Saint**, an Adult Basic Education Regional ESL/Bilingual Resource Instructor, began teaching adult ESL in Mexico. Now she teaches at Northeast Alabama Community College and regularly trains teachers statewide.

## **Verb Your Class!**

### **Dorset**

Textbook exercises are wonderful resources but can kill a classroom's energy. Don't reject them, inject them with low-prep to no-prep diverse and adaptable methods. Engage students by getting off the page: spark movement, interactivity, and fun in classic textbook exercises!

**Presenters: Anna Skees** has 4 years of teaching experience at UAB. She specializes in adaptive interactive methods (e.g., silly games). **Natalie Twelkemeier**, M.A., is an instructor at INTO UAB who integrates edutech and graphic design into ESL instruction and curriculum development.

**3:00-3:45**

**Thursday: Concurrent Sessions**

## **Using American Founding Documents to Empower Academic Language**

### **Ballroom A/B**

American and international founding documents serve as the framework for an intensive academic language unit. Participants will learn actual classroom strategies and leave with lesson plans ready to implement. All language proficiency levels will be addressed.

**Presenter: Julie Caine** is an ESL teacher at Helena Middle and High Schools with a background in Secondary Social Sciences.

## **Literacy Strategies for Math Classes**

### **Ballroom C**

This session explores strategies for reading and writing in math classes to improve literacy skills of all students, especially English language learners, and develop fluency for constructed-response tests.

**Presenters: Emily A. Thrush**, Ph.D., is Professor of Applied Linguistics in the English Department at the University of Memphis. **Teresa Dalle**, Ph.D., is Associate Professor of Applied Linguistics in the English Department of the University of Memphis. **Angela Thevenot** holds a Ph.D. in Applied Linguistics from the University of Memphis.

## **Writing for Publication: The *TNTESOL Journal* and the *TNTESOL Newsletter***

### **Ballroom D/E**

You can be a published writer! The *TNTESOL Journal*, a peer-reviewed scholarly journal, provides a forum for researchers and practitioners to share ideas and research findings. The *TNTESOL Newsletter* is an avenue to share your ideas and opinions in a more informal publication.

**Presenters:** **Johnna Paraiso**, Ed.D., is the *TNTESOL Journal* Editor, an adjunct professor, and an ESL instructional facilitator for Rutherford County Schools, Tennessee. **Andrea Bontempi**, Ed.S., is the *TNTESOL Newsletter* Editor and an instructional facilitator for the ESL Department of Rutherford County Schools, Tennessee.

## **The ESL Teacher as a Teacher Leader**

### **Riverchase A**

ESL teacher job descriptions include expectations for advocacy and instructional expertise in research-based instructional methods for ELLs. Is training in these areas synonymous with capacity to be a teacher leader? Come reflect on the characteristics of being a teacher leader.

**Presenter:** **Leah Dobbs-Black**, Ed.S., is the ESL Program Supervisor for Shelby County Schools. Her tenure includes ESL and Spanish language instruction.

## **Promoting Multilingual Literacies: Powerful Teacher and Family Collaborations**

### **Riverchase B**

Learn about the experiences of teacher candidates' collaborations with families to promote multilingual literacies during a summer enrichment program. Ideas for family engagement including parent letters, home visits, Parent and Child Together Time (PACT), and family education nights will be shared.

**Presenters:** **Kelly Hill**, Ph.D., is Assistant Professor in ESL at the University of Alabama at Birmingham. **Kaitlyn Allen**, **Katie Helman**, and **Jessica Smith** are teacher candidates at the University of Alabama at Birmingham.

## **Supporting English Learners with Close Reading**

### **WyndSOR 1**

Participants learn to design instruction to help English learners (ELs) master core content in English language arts. This session features an approach called Attaining Core Content for English Language Learners (ACCELL), developed by experts at American Institutes for Research (AIR).

**Presenter:** **Heidi Goertzen** works at the Center for ELLs at American Institutes for Research (AIR), providing training and support to educators at state, district, and school levels.

## **RTI and L-TELS: ESL Is Not a Life Sentence**

### **WyndSOR 2**

L-TELS (long-term ELs) who are dual-identified as SpEd have difficulties meeting exit criteria. Learn about a process for your LEA to establish an operating procedure which protects students' full educational opportunities while recognizing that some needs are no longer served within the ESL framework.

**Presenter: Joseph Whinery** is ESL Supervisor at Williamson County Schools, Tennessee. He has served as TNTESOL 2nd Vice-President and TNTESOL 2018 Conference Chair.

## **Making Haste Slowly- Setting Up ELLs for Success**

### **Yorkshire**

To make haste slowly means that the quickest way to accomplish something is to proceed deliberately. Participants will share the deliberate thinking and implementation of the new, more rigorous WIDA and state standards at one elementary school's ESL program.

**Presenter: Dana Siegel**, ESL teacher in Collierville Schools, Tennessee. She is an advocate of sharing strategies, student work, and teacher successes and challenges.

## **Faculty-Graduate Student Collaboration: Developing ESOL Training Modules**

### **Avon**

Foster positive growth of graduate students and teacher educators by sharing their collaborative ESOL professional development modules. This session is beneficial for any audience interested in developing professional development materials for teachers of ELLs.

**Presenters: Soonhyang Kim** is Assistant Professor at the University of North Florida. **Patricia Grant** is a teacher at Duval County Public Schools. **Melissa Bourg** and **Sonia Velazquez** are graduate students at the University of North Florida.

## **Making the Insignificant Significant: Critical Incidents and Language Awareness**

### **Berkshire**

Panamanian IEP students were asked to write about several events which they found to be amusing, troubling, or confusing during their stay in the United States. This research addresses how these events can be construed as critical incidents which can be used to foster greater linguistic competence.

**Presenters: Jason Roberts**, M.A.T.L. TESOL, is Assistant Director of the English Language Institute at the University of Southern Mississippi. **Christopher Miles**, Ed.D., is Chair of the Foreign Languages and Literatures department at the University of Southern Mississippi.

## **Guiding International Students through the Research Paper Process**

### **Cornwall**

We will examine how to move students through the writing process in stages to end up with a thorough and coherent research paper. This approach allows students to construct knowledge as they become more familiar with the process, making writing a research paper a less intimidating task. Samples will be provided.

**Presenter: Kelly Sippell** is the ELT Director at the University of Michigan Press.



## **Transforming Freshman Writing for ELLs through Community College Co-requisite Reforms**

### **Devon**

Examine the co-requisite approach to composition in community colleges throughout the Southeast, its impact on ELLs in those colleges, and a model for designing co-requisite courses to bridge ELLs into academic writing and transform their college community experience.

**Presenter: Miriam Moore**, Ph.D., is a Professor and Coordinator of ESL/Developmental English at Lord Fairfax Community College, Virginia, as well as a textbook author.

## **Amplifying Advocacy: When Transformative Actions are not Enough**

### **Dorset**

Although ESOL teachers advocate for students, little research defines advocacy. In reporting teachers' perceptions of advocacy, authors problematize transformative actions by proposing a new concept, transitive advocacy action, a richer definition that bolsters teachers' roles and redefines stakeholders' expectations.

**Presenters: Jamie Harrison**, Ph.D., is Assistant Professor of ESOL Education at Auburn University. **Josephine Prado**, Ph.D., is Assistant Professor of EL Education at the University of Alabama at Birmingham.

## **Digital Citizenship: Transforming Lives in a 2.0 World**

### **Essex**

Digital citizenship is defined as appropriate and responsible behavior in cyberspace. But how do you teach students from the jungles of Guatemala or refugee camps in Thailand about digital citizenship and the language necessary to navigate it? Learn techniques for teaching ELLs the language of digital citizenship.

**Presenter: Jennifer Meyer**, Ed.S., is an elementary ESL teacher in Williamson County Schools, Tennessee, member of TESOL's CALL-IS Steering Committee, and the Webcast Team Coordinator. **Harriet Strahlman**, a lecturer in education at Dalton State, holds an educational specialist degree in curriculum and instruction and a doctorate in exceptional learning, literacy from Tennessee Technological University.



## Peacebuilding in TESOL: Transforming the world through peace language activities

“In TESOL we are all peacebuilders,” says Rebecca L. Oxford, who has published numerous books on peace education, learning strategies, and ESL teaching. In this interactive keynote, she leads a discussion on “What does peace mean to you?” Many people correctly think of global peace. Several more peace dimensions, e.g., inner peace, interpersonal peace, intergroup peace, and intercultural peace, are keys to attaining global peace, while ecological peace (harmony with the environment) is essential for our planet’s survival. Building on her two peace books, *The Language of Peace: Communicating to Create Harmony* and *Understanding Peace Cultures*,

Dr. Oxford shares TESOL-relevant peace concepts and introduces Peace Linguistics, which is becoming increasingly known in our field. With volunteers from the audience, she then offers images and insights of famous peacebuilders from around the world. She discusses her own array of peace language activities (PLAs), adaptable for teacher education and for ESL and EFL teaching, as well as other PLAs by her close colleague Dr. Maria Olivero. As attendees participate in a very short PLA, they see how such activities can (a) strengthen peace attitudes and actions in everyone, (b) develop language skills and peace concepts of English learners, and (c) prepare ESL or EFL teachers for their instructional (and peacebuilding) roles. The peace language activities were extensively field tested in Argentina in a dissertation study on future EFL teachers and those teachers’ English learners. The study was conducted by Dr. Olivero, and Dr. Oxford summarizes the study’s exciting results. The keynote ends with an open call for interested SETESOL attendees to join others who want to use inspiring peace language activities in their teaching or their teacher development work and/or take part in future studies of peace or Peace Linguistics in the field of TESOL.

### Rebecca Oxford, Ph.D.

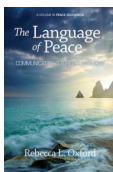
Rebecca L. Oxford, Distinguished Scholar-Teacher and Professor Emerita, University of Maryland, and adjunct instructor, University of Alabama at Birmingham (UAB), considers herself a peacebuilder. Her decades of educating teachers, teaching languages and psychology, and making global presentations have contributed indirectly to peace. However, Rebecca took direct steps toward peace by writing *The Language of Peace: Communicating to Create Harmony* and editing *Understanding Peace Cultures* (both from Information Age Publishing), as well as designing dozens of “peace language activities.” These activities have been field-tested in EFL and ESL teacher education classes (Argentina and the U.S.), Argentine elementary school EFL classes, and a workshop with Egyptian Fulbright scholars, as well as being reported in peace conferences and TESOL books. Rebecca has also published 12 other volumes and has edited eight journal special issues. She is currently co-editing two book series, *Transforming Education for the Future* (Information Age Publishing, six books in the series so far) and *Spirituality, Religion, and Education* (Palgrave Macmillan, one book so far), and she co-edited the Tapestry series (Heinle & Heinle, 69 volumes plus media for ESL and EFL instruction in multiple world regions). Finally, she has written 250 articles and chapters and is a published poet. A Heinle & Heinle lifetime achievement award stated, “Rebecca Oxford’s research has changed the way the world teaches languages.”

Peace scholar Jing Lin of the University of Maryland wrote, "Rebecca is a wonderful author/thinker/teacher. She is the most resourceful person I have ever known." Rebecca brings her resourcefulness, ideas, and motivation to Southeast TESOL to help teachers, teacher educators, and researchers become more involved in peacebuilding through ESL. Note: Field test results for integrating peace language activities are very positive. If anyone wants to know more about how to obtain and use these activities, please contact [rebeccaoxford@gmail.com](mailto:rebeccaoxford@gmail.com).

In addition to her keynote, Dr. Rebecca Oxford will also be giving the following session on Friday, October 6, 2017 at 10:00 am - 11:50 am, *Empowering ESL Learners: How to Integrate Strategy Instruction into Teaching*.



### *Special Thanks to Rebecca L. Oxford and her colleagues*



#### **The Language of Peace: Communicating to Create Harmony**

Edited by **Rebecca L. Oxford**, *University of Alabama at Birmingham*

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This book sheds light on peaceful versus destructive ways we use words, body language, and the language of visual images. Noted author and educator Rebecca L. Oxford guides us to use all these forms of language more positively and effectively, thereby generating greater possibilities for peace. Peace language, along with positive intention, enables us to find harmony inside ourselves and with people around us, attain greater peace in the wider world, and halt environmental destruction. This insightful book reveals why and how.

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**Vulcan Park and Museum: Schedule of Activities**

- 5:00 Bus #1 will depart from hotel entrance. Buses #2 and #3 will depart shortly thereafter.  
To board the bus, participants must show name tag.
- 5:15 Vulcan Museum and Observation Tower will be open to SETESOL from 5:15 to 7:30.  
Please note that the tower cannot be accessed in bad weather.
- 5:30 A buffet dinner will be served on the Overlook Plaza from 5:30 until about 7:00.  
There will also be a cash bar.
- 6:00 Brief comments will be given on the Overlook Plaza during the buffet dinner:  
*Welcome* by the Academic Director of the Vulcan Park and Museum;  
*Embracing Today's Multicultural and Multilingual Diversity* by Courtney Bentley,  
Associate Dean, School of Education, University of Alabama at Birmingham;  
*Being your English Learners' Education Parent* by Tery Medina, consultant.
- 6:20 Tours of the Vulcan Museum will be offered by docents.  
The docents are social science education students from UAB.
- 7:30 The first bus will depart from the Vulcan and return to the hotel.  
The last bus will depart from the Vulcan at 8:00 pm.

**Tickets:** If not already bought in advance, Vulcan tickets can be bought for \$50 at the SETESOL conference registration counter on the Second Level of the Wynfrey Hotel.

**Transportation:** Instead of taking the bus, attendees may go by car. The Vulcan Park has several large parking areas, and parking is free. Address: 1701 Valley View Dr., Birmingham, AL 35209.

**Buffet Dinner:** The buffet is catered by Dreamland BBQ. Its original restaurant opened in 1958 on a farm. Ribs continue to be grilled on a hickory-fired pit; *Ain't Nothin' like 'em Nowhere!* SETESOL menu: BBQ Pork, BBQ Chicken, Baked Beans, Mac'N'Cheese, Green Salad, Banana Pudding, Tea.



Vulcan is the centerpiece of a beautiful 10-acre public park atop Red Mountain, which is at the southern tip of the Appalachians. The Vulcan Park features a dynamic educational complex with spectacular views and an interactive museum interpreting Birmingham's rich industrial and multicultural history. The park and museum are wheelchair accessible.

The Vulcan statue was cast from local iron in 1904 to serve as Birmingham's exhibit at the World's Fair in St. Louis. Here, this colossal statue showcased a booming iron industry which had emerged in the 1870s when several major railroads intersected at Birmingham. The Vulcan is the world's largest cast iron statue (56 feet tall and 100,000 pounds). Since the 1930s, this beloved symbol has been perched on a pedestal 600 feet above Birmingham. The Vulcan's Observation Tower offers a 360-degree panoramic view of the greater Birmingham area. Visitors reach the top by elevator.

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## Easy English NEWS

Volume XXII Number 8  
April 2017  
See page 10 for prices and ordering information.

### Going, going, gone?

April is Earth Month. *Easy English NEWS*'s first article every April is about the earth and how we can care for it.

How many **dinosaurs**\* have you seen lately?

None? That's because dinosaurs have been **extinct**\* for 65 million years. A **catastrophic**\* event wiped them out. It wiped out 70% of all other animals alive at that time, too.

The earth is about 4.8 billion years old. How many different **species**\* of animals and plants have ever lived on it? Scientists think that number might be five billion. There were several **massive**\* **extinctions**\* in the earth's past. Most of those earlier plants and animals became extinct before humans existed\*.

Today, scientists **estimate**\* that there are between 10 million and 14 million different species alive on our planet.

Some scientists believe that another massive extinction is happening now. They say that 30% to 50% of species alive today will be extinct by the year 2200. They say that human activity is causing many of these extinctions.

**We are all connected**

Without these species, humans will be in danger, too! Each species is connected to a whole **web**\* of other species.



A family of African elephants at a watering hole. Photo by Bigstockphoto.com

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(continued on page 9)

### Finding a place to live Renting an apartment

Are you looking for a place to live? Most newcomers rent a place first. People who rent are called **tenants**\*. They pay rent to the **landlord**\* of their building.

**How to find an apartment**

Tell your friends and family that you are looking for an apartment. Put a note on the **bulletin board**\* at your work place.

Look at the ads in the **real-estate**\* section of the newspaper or on **craigslist.org**\*.

Go to a real-estate website and look at the apartments. Some real-estate websites are: **Zillow.com**, **Trulia.com**, and **Realtor.com**. Type in your city or ZIP code. You can choose a **price range**\*, the size of the apartment, and more. You can see many photos of apartments for rent.

You can use a **real-estate agent**\* to help you find an apartment. The agent's **fee**\* is usually one month's rent.

**What do you want?**

Write down the things you want and need in an apartment.

How many bedrooms and bathrooms do



When you visit an apartment, ask the landlord where the fire exits are. Tall apartment buildings have fire escape stairs on the outside of the building. Photo by Bigstockphoto.com

(continued on page 10)

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

**What's Inside?**

Events in April.....	2, 3
This Is Your Page.....	4
Poetry Month.....	5
Your Health:	
Eat Well, Live Longer.....	5
America the Beautiful:	
New York City.....	6
Heroes and History:	
The Great Migration.....	7
Idiom Corner.....	8
Funny Stuff.....	8
Crossword Puzzle.....	8
Answers to Puzzle.....	11
Let's Talk About It.....	11
Word Help.....	12

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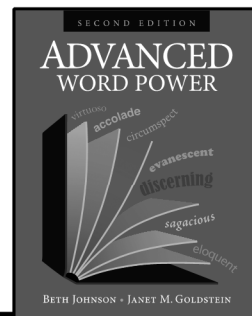
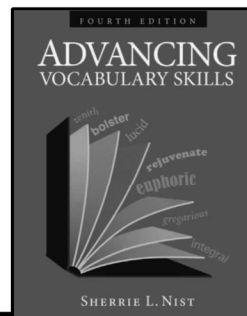
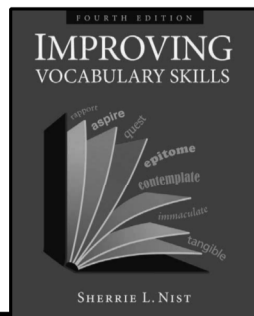
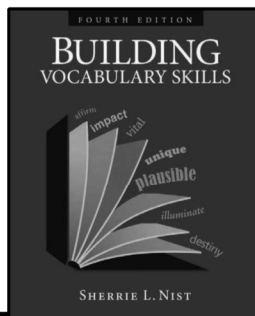
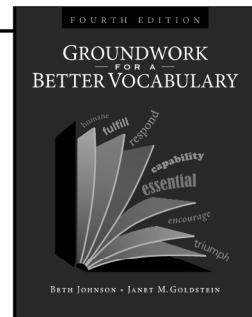
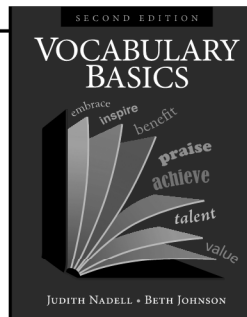
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# Friday, October 6th

**8:00-8:45**

**Concurrent Sessions**

## **Navigating Change to Create Positive Learning Environment**

### **Riverchase A**

EL programs must constantly adapt to changing EL populations, assessments, personnel in the schools while providing consistent services to students of all levels. The challenges presented by these changes must be met with professional, research-based practices.

**Presenters:** **Georgia Miller**, M.A., NBPTS, is a mainstream and EL teacher at Homewood Middle School in Alabama and a volunteer at International Center. **Nona Thomas**, M.A., has lived in Columbia and currently teaches EL in Homewood. She helped develop an after school tutorial program and has worked with UAB's grant program.

## **ESOL Leaders: Developing an ESOL Professional Development Training Module**

### **Riverchase B**

Currently there is a lack of sufficient ESOL professional development (PD) training in most educational settings. This interactive workshop provides participants tools and resources to aid colleagues to become better equipped to understand and address the needs of ELL students.

**Presenters:** **Melissa Bourg** and **Sonia Velazquez** are graduate students at the University of North Florida. **Patricia Grant** is a teacher at Duval County Public Schools. **Soonhyang Kim** is Assistant Professor at the University of North Florida.

## **Best Practices using a Reflective Coaching Model**

### **WyndSOR 1**

What is Reflective Coaching? Reflective Coaching employs committed listening skills, intentional speaking and reflective feedback in order to develop capacity within others. Explore the Alabama Reflective Coaching Model through the lens of ESL educators and consultants.

**Presenters:** **Julie Paul**, M.A., is Grant Coordinator at the University of Alabama at Birmingham and a doctoral student in the Early Childhood Education program. **James Ernest**, Ph.D., is Professor of Early Childhood Education at the University of Alabama at Birmingham. **Kelly Hill**, Ph.D., Assistant Professor at the University of Alabama at Birmingham is formerly an early childhood teacher and an instructional coach in a K-3 school. **Kiffany Gebhardt**, Ed.S., is an ESL teacher and instructional leader. **Brandi Smith** is an ESL teacher at Thompson High School in Alabaster, Alabama. **Abby Becker** is an EL teacher at Hall-Kent Elementary in Homewood, Alabama.

## **Boosting Literacy Using the Picture Word Induction Model**

### **WyndSOR 2**

In this interactive session, participants will use the Picture Word Inductive Model (PWIM), a research-based strategy that naturally builds literacy and is easily implemented. Combining PWIM with the WIDA Can Do Descriptors-Key Uses produces powerful instruction and student success!

**Presenter:** **Andrea Bontempi**, Ed.S., is an ESL Instructional Facilitator for Rutherford County Schools in Tennessee; she also serves as TNTESOL Newsletter Editor.

## **Confronting Challenges in Summary Writing with “SPACE”**

### **Yorkshire**

Participants will be introduced to the SPACE framework, a method of helping university ESL students develop the essential skill of summarizing longer academic texts. After gaining a basic familiarity of the framework, attendees will practice this method with a sample article.

**Presenter: Doug Terry**, M.S. in ESL Education, is a teacher at the English Language Institute at the University of Tennessee, Knoxville.

## **L2 Learning and L2 Maintenance Activities of University Chinese Returnees**

### **Avon**

English learning activities, strategies, and resources that students from China used to learn and maintain their second language while they participated in a two year teacher training program in the United States.

**Presenters: Jo Kozuma**, Ph.D., coordinates the international education exchange program at the University of Florida. She is formerly a teacher trainer in both EFL/ESL contexts. **Feifei Fan** is a doctoral candidate in ESOL and Bilingual Education.

## **Using Fine Art Images to Develop Academic Language**

### **Berkshire**

Discussions4Learning is a unique, supplemental program designed to develop academic language through fine art image discussions.

**Presenter: Barbara Place**, M.A., works for Davis Curriculum and Research. Her focus is academic oral language development for English language learners and the power of fine art image discussions.

## **Addressing the Linguistic Challenges of Mathematics for English Learners**

### **Cornwall**

This presentation provides an explanation of the linguistic challenges that English learners encounter in mathematics, such as content vocabulary, syntax, and language functions of mathematical explanations before moving on to offer practical classroom strategies to counter these difficulties.

**Presenters: Gwendolyn Williams**, Ph.D., is Assistant Professor of ESOL Education at Auburn University in Alabama. **Rod Case**, Ph.D., is Associate Professor of TESOL at University of Nevada, Reno.

## **The Art of Writing Narratives with English Language Learners**

### **Devon**

Presenters offer useful strategies and activities for engaging ELLs in the art of writing narratives as well as creative ways to bring visual arts into content area classrooms.

**Presenters: Irina McGrath** is ESL Middle School Resource Teacher and Co-Director of the Louisville Writing Project, as well as a part-time instructor at the University of Louisville. **Tiffany Dunn** is an ESL teacher at Lassiter Middle School in Louisville, Kentucky.



## **Group Discussion Facilitation in an Academic Composition Course**

### **Dorset**

This session presents practical and useful ways of incorporating speaking as a tool for developing writing skills in an academic composition course for international students. We look at the procedure, benefits, and challenges of the group discussion facilitation activity with a connection to theoretical perspectives.

**Presenter: Hyoseon Lee** is a Ph.D. candidate and a lecturer in the ESL composition program at Ohio State University.

## **Socially Appropriate English Greetings in Adult Students**

### **Essex**

Acquiring the ability to communicate in the appropriate register requires a clear understanding of several linguistic factors. This is especially true with a lingua franca such as English where appropriacy is so geographically varied. This study looks specifically at adult Korean EFL students' attempts at this crucial language skill.

**Presenter: Geoffrey Goodman**, ESL Instructor at Auburn Global, Auburn University, taught ESL and did teacher training at Seoul National University and Chung-Ang University in Seoul.

## **Serve Overseas with the Peace Corps and Teach EFL**

### **Hampshire**

Educate our world through the Peace Corps. Education and English-teaching specialists are needed to address global education and training needs at grassroots levels. Help improve a community's education levels, teaching methods, and language competencies, while gaining global skills for your career.

**Presenter: Erica Wherry** served in the Peace Corps as an education volunteer from July 2010 until September 2012. She was assigned to the village of Vondrozo in Southeastern Madagascar to teach English as a foreign language to middle and high school students.

**8:45 – 11:00 Coffee/Tea/Water: Second Level**



## Changing Times, Transforming Our Practice

The role of the ESL teacher has seen many transformations. In this presentation, we explore some of these shifts and reflect on it means to be a TESOL professional in a multilingual world.

### Ester J. de Jong, Ed.D.

Ester J. de Jong is Professor in ESOL/Bilingual Education, and the Director of the School of Teaching and Learning. She teaches courses in ESOL/bilingual education and in curriculum, methods, and assessment for English speakers of other languages. Prior to academia, she worked for the K-12 public schools in Massachusetts as the Assistant Director for Bilingual Education and ESL programs. Her research focuses on two-

way bilingual education, language-in-education policy, and mainstream teacher preparation for bilingual students. Her book *Foundations for Multilingualism in Education: From Principles to Practice* (Caslon Publishing, 2011) addresses policies and practices of responding to increasing linguistic diversities in schools. She is currently co-PI for a Center of Excellence in Elementary Teacher Preparation grant and the President of TESOL International Association.

In addition to her keynote, Ester J. de Jong will also be presenting on “Engaging Mainstream Teachers in Multilingual Practices” on Friday from 3:00-3:45.

## Supporting EL Content and Academic Language Development with Easy to Use Technology

### WyndSOR 1

This session addresses how content and mainstream teachers can use accessible and free technology tools to support their ELs. The presentation utilizes a “train the trainer” model that allows participants to use the framework to train their colleagues in their schools and districts. Attendees will learn (a) why every teacher is a language teacher, (b) experience a practical example of a micro-lesson without and with appropriate support, and (c) learn easy-to-use tools to frontload English language and background knowledge.

**Presenter: Christel Broady** is professor of graduate education and program coordinator of the ESL teacher endorsement at Georgetown College. Dr. Broady is a full professor of graduate education, the chair of advanced graduate programs, and director of ESL teacher education at Georgetown College, Kentucky. She is an internationally known keynote speaker and author of books/book chapters, articles, and many other publication types, as well as the manager of an international ELT Professional Learning Community with members in 179 countries via social media on Facebook, BLOG, LinkedIn, and Twitter. A recipient of many awards and honors, she is the past president of the Kentucky TESOL, former chair of the TESOL EEIS and current CALL steering board member. A CAPE/NCATE program reviewer, she also represented TESOL at CAEP and on the national workgroup for the Seal of Bilingualism in K-12 USA schools. Most of all, Christel Broady is an English learner, immigrant, mother of a bilingual child, and an advocate for immigrant communities and their schools.

## **Empowering ESL Learners with Strategies for Success: How to Integrate Learning Strategy Instruction into ESL Teaching**

### **Wyndson 2**

The special focus of this highly interactive, energizing workshop is how teachers can easily integrate learning strategy instruction into ESL teaching to enable students to learn more rapidly and more effectively. The workshop starts with defining learning strategies and brainstorming past strategies participants have used for learning languages or other subjects. We then talk about why learning strategies are important. Next, exciting photos from the new “AIMS Process” spark participants’ imaginations about the nature of strategies. The bulk of the workshop is devoted to assessing students’ use of learning strategies and especially to discovering valuable ways to teach these strategies. Rebecca Oxford is well known in the area of language learning strategies and has published four books on the subject, with one more coming soon.

**Presenter: Rebecca Oxford**, Rebecca L. Oxford is Distinguished Scholar-Teacher and Professor Emerita at the University of Maryland and adjunct instructor at the University of Alabama at Birmingham (UAB). Dr. Oxford’s complete bio is provided under her Thursday 4:00 keynote.

**10:00-10:45**

**Friday: Concurrent Sessions**

### **TEFL Practicum Abroad: Learning to Teach in EFL Contexts**

#### **Riverchase A**

This session presents a description of two TEFL practicum courses abroad, one in Ecuador and one in China, covering issues of development, budgeting, and implementation. Pros and cons of this in situ approach to the practicum will be considered.

**Presenters: Eliana Hirano**, Ph.D., is an assistant professor of teacher education and the coordinator of the TEFL minor at Berry College, Georgia. **Louise Gobron**, M.A., MBA, is a Senior Lecturer in Applied Linguistics and ESL at Georgia State University.

### **Using Portfolio Assessment to Provide Personalized Learning for Newcomers**

#### **Riverchase B**

Facilitators will share their experiences with implementing portfolio assessment in a large urban high school that is nearly 30% LEP. Participants will learn practical tips for gathering benchmark assessments, setting goals, conferring with students, and planning with student-centered data.

**Presenters: Michelle Shory**, Ed.S., is an instructional coach in Jefferson County Public Schools in Louisville, Kentucky. **Adeline Thaler** is an ESL teacher at Iroquois High School in Louisville, Kentucky. **Bridget Kearney** is an ESL Teacher at Iroquois High School in Louisville, Kentucky.

## **Demystifying Higher Order Thinking Skills (HOTs) for Teachers of ELLs**

### **Yorkshire**

Higher Order Thinking skills (HOTs) is a main goal in education today. However, HOTs have been interpreted and taught in multiple ways. This presentation demystifies HOTs, particularly for ELLs, and its relationship to Critical and Creative Thinking, and Problem Solving.

**Presenters:** **Deon Heffington** is a doctoral student in ESOL and Bilingual Education at the University of Florida. **Maria Coady**, Ph.D., is Associate Professor of ESOL and Bilingual Education at University of Florida.

## **Advancing Language, Literacy, and Math Through Data**

### **Avon**

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.

**Presenter:** **Lynne Schneider** is a Customer Success Manager for Imagine Learning.

## **Qualitative Interviews, Rich Description, and the Problems of Polite Analysis**

### **Berkshire**

In-depth interviews often unearth highly personal and even gritty undersides to participants' experiences. Discussion of experiences in re-storying and co-constructing narratives with participants, and the difficult choices involved in what to keep in analysis and what to jettison.

**Presenter:** **Phillip Clark**, Ed.D., teaches in the School of International Studies at Kwansei Gakuin University in Hyogo, Japan.

## **Stacking the Deck for Success: Choosing and Using Small Groups in Active Learning and Flipped Classrooms**

### **Cornwall**

This presentation demonstrates and discusses effectively grouping students using playing cards and office supplies. Participants will practice and evaluate strategies interactively in groups.

**Presenter:** **Mary Diamond** has been a faculty member in Auburn University's ESL program for 10 years. Currently she teaches courses for International Teaching Assistants.

## **Tawkin' Suthern: Improve Your Students' Listening Skills in a Southern Classroom**

### **Devon**

A common problem with international students studying in the Deep South is that instructor dialects (and 'folks' on the street) vary greatly from the British English taught at home. Classroom tested activities and resources to aid students in understanding the Southern Drawl and enhance listening skills.

**Presenter:** **Amy Burden**, M.A.T.L., instructs ESL, TESOL, and Spanish in the Modern Language Department at Mississippi College.

## **Helping ESL/EFL Students Find Their Power of Why**

### **Dorset**

ESL/EFL student demotivation issues include lack of participation and effort, poor language proficiency, and high dropout rates. We review these and other issues and challenges for instructors, discussing tips to help learners become inspired and in turn develop a sense of purpose and continuing motivation in second language acquisition.

**Presenters:** **Monte Erwin**, M.A., and **Oscar Garcia**, M.A.Ed., are both instructors at INTO UAB at the University of Alabama at Birmingham.

## **Factors Contributing to Success in Writing for L2 College Writers**

### **Essex**

At Georgia State's Perimeter College, data and survey results are used to assess a first-year composition program that helps L2 writers from diverse linguistic and cultural backgrounds achieve writing proficiency.

**Presenters:** **Barbara Hall** is Associate Professor of, English as a Second Language and World Languages at Perimeter College, Georgia State University. She is also a Fulbright Scholar (Uruguay 2007; Costa Rica 2015). **Kirk Swenson**, Ph.D., teaches freshman composition and American/British Literature at Perimeter College, Georgia State University, Dunwoody Campus.

## **SETESOL Regional Council Meeting (10:00-11:20)**

### **Hampshire**

The SETESOL Regional Council meets twice a year, each Fall at the SETESOL Conference and each Spring at the TESOL International Association Convention. Each of the nine TESOL affiliates in the Southeast is represented at this regional council meeting.

**Affiliates:** AMTESOL (Susan Spezzini, Amy Taylor, Josie Prado), ARKTESOL (Judy Hobson, Tina Howlett, Julia Correia), Carolina TESOL (Mark Johnson), GATESOL (Jeff Terrell), KYTESOL (Latricia Trites), LATESOL (Mark Honegger), SSTEMSOL (Li-Lee Tunceren, Tony Erben), TNTESOL (Johnna Paraiso), VATESOL (Adil Bentahar, Katya Koubek)

**11:00-11:20**

**Friday: Concurrent Sessions**

## **Purposeful Inclusion of ELs in School Culture**

### **Riverchase A**

Urban school leaders create and implement an action plan based on data to purposefully include English Learners in various aspects of middle school culture.

**Presenters:** **Jameka Thomas**, Ed.S., is a Ph.D. candidate in Educational Studies of Diverse Populations and middle school Assistant Principal for Bessemer City Schools. **Lise Falconer** is a Ph.D. candidate in Educational Studies of Diverse Populations and a Secondary Science Specialist with the Alabama Math Science and Technology Initiative. **Danitris Gaines**, M.Ed., is a former special education teacher currently serving as reading interventionist and English Learner Coordinator at her school.

## **Collaborating for English Learners in the Math and Language Arts Classroom Riverchase B**

The presenters examine collaborative activities between the ELL teacher and content area teachers to design math and language arts lessons to meet the content and English proficiency Standards.

**Presenters:** **Amanda Giles**, M.A.Ed., is a doctoral candidate at the University of Alabama and a middle school ELL and Spanish teacher. **Bedrettin Yazan**, Ph.D., is Assistant Professor of Second Language Acquisition and Teaching at the University of Alabama. He is also co-editor of TESOL non-native English speaker teachers (NNEST) newsletter and Chair of TESOL NNEST Interest Section.

## **A Gap between “Western” Pedagogy and Teachers’ Practice in CSL Yorkshire**

Throughout the short history of teaching Chinese as a second language (CSL) in China, mostly “Western” pedagogies have been adopted. This study investigates what factors make CSL teachers choose teaching approaches and how they adjust their pedagogic knowledge into practical knowledge.

**Presenter:** **Shuang Cheng** is a graduate student in TESL and a former Chinese teacher in China for seven years.

## **Transforming Lives through Adult Education ESL: Treating Them like Adults! Avon**

Enrollment in an adult education ESL class has grown steadily. Students are treated like adults while meeting their language needs. They keep coming back, bring along their friends, and transform their lives. Attendees discuss applications for their own ESL settings.

**Presenter:** **David Hays**, M.A.Ed., teaches Adult Education ESL at Jefferson State Community College in Birmingham, Alabama.

## **Mule Theory: Strategic Conferencing for Maximum Impact Berkshire**

Why do ESL teachers attend conferences? With the increased costs of events, they often attend regional, national and international conferences to “mule” information back to their colleagues and districts. The ESL teacher needs a strategic plan for collecting effective information.

**Presenters:** **Patricia Reynolds**, Ed.D., is Assistant Professor of Education at University of Mary Washington in Fredericksburg, Virginia. **Pamela Rose**, M.A.Ed., is an ESL Teacher in Stafford County Public Schools in Virginia.

## **Integrating Technology into Task-Based Language Teaching in IEP Writing**

### **Cornwall**

This project focuses on a Writing for University Exams IEP course. Tasks were created that allowed students to utilize their cell phones and bring the outside world back into the classroom while following the content of the course.

**Presenters:** **Melinda Childs** is a graduate student at Georgia State University, working in the Intensive English Program. **Mary Davis** is a recent graduate from Georgia State University's Applied Linguistics program with an SLA-based research interests.

## **Funding Your Classroom Projects: Grant Writing 101**

### **Devon**

Grant writing tips for educators who want to find funding to support student learning and meet the needs of various student populations. This introductory session will include searching for grants, navigating through the application process, and writing effective submissions.

**Presenters:** **Paulette Evans**, Ed.S.; Master Teacher for the University of Alabama at Birmingham teach program where she trains STEM majors to become secondary educators. **Kristie Williams**, Ed.S.; coordinator of a high school career academy program that prepares students for both college and careers.

## **The Impact of Bantu Languages on English Pronunciation**

### **Dorset**

This paper examines the literature on Bantu language phonology in order to identify prominent discrepancy sounds from English and proposes some pronunciation activities to be used with learners from Bantu language backgrounds.

**Presenter:** **Paulo Hadi Manuel** is a Fulbright Scholar from Angola. His area is teaching English as a foreign language and language policy.

## **STEM Teacher Perspectives of International Undergraduates**

### **Essex**

This session explores a study of STEM professor perceptions of the international students in their undergraduate classrooms, including impact on the learning environment, academic abilities and proficiency in meeting course goals, contribution to class activities, and recommendations for improved preparation.

**Presenter:** **Barbara Abendschein**, Ph.D., is an Instructor of Composition at Embry Riddle Aeronautical University in Daytona Beach, Florida.

**A Mirror on Pronunciation: Students' Self-Reflection Enhances Pronunciation****Riverchase A**

Self-reflection can help students improve their English pronunciation. Since time for pronunciation instruction is limited, out-of-class workouts followed by self-reflection can assist students in guiding their own learning. Teachers will take away a flexible model for enhancing pronunciation skills.

*Presenter: William Haselton, M.A.*, is the Lead Instructor for Conversation/Presentation Skills at the Intensive English Program at North Carolina State University.

**Co-Teaching: A Key to Addressing Student Challenges in Writing Classrooms****Riverchase B**

Discussion of the benefits students received when two teachers co-taught L2 writing classes. Based on classroom episodes, this presentation will provide strategies to build collaborative practices that promote professional learning communities to meet the growing demands of L2 writers.

*Presenter: Shokhsanam Djalilova* is a doctoral candidate at the University of Mississippi studying corrective feedback and its effect on L2 writing development.

**ESL and Special Education: An Integrated Approach to Professional Development****Yorkshire**

The intersection of ESL and Special Education is rather complex. This presentation will highlight the crucial need for an interdisciplinary model of professional development for ESL and Special educators to best serve culturally and linguistically diverse students with exceptionalities.

*Presenter: Matthias Maunsell* is a doctoral candidate in Educational Studies in Diverse Populations with over 20 years of experience teaching ESL.

**Exploring the Identification and Perception of "Long-Term" English Learners****Avon**

Explore the process in which an English learner is labeled "long-term," identify consequences of the labeling, consider alternative viewpoints to the language-deficit model, and suggest action educators can take to dismantle systemic barriers that marginalize English learners.

*Presenter: Amanda Foss, Ed.S.*, is an ESL teacher for Etowah County Schools in Alabama. She is currently pursuing National Board Certification in ESL.



## **Bridging the Gap between Teaching and Learning Styles**

### **Berkshire**

Learn specific solutions to the problem of conflicting teaching and learning styles. Adapting the VARK test, we can approach each group of students with a more accurate understanding of how to maximize their progress.

***Presenter:** John Todd Nemanic, M.A., is an ESL instructor at the Savannah College of Art and Design.*

## **IEP's Responsibility to Foster Analytical and Creative Thinking Skills in Learners**

### **Cornwall**

Findings gathered from a study reveal how IEP students in a creativity course applied teamwork, competition, and conflict mediation - and introduced alternative patterns of thinking as perceived by students to be valued in post-secondary education.

***Presenter:** James Badger, Ph.D., is Director of the Center for Language Education and a professor at the College of Education at the University of North Georgia.*

## **Best Practices: A Short Primer for Non-ESL Instructors**

### **Devon**

How do you explain what you do instinctively to make students comfortable? Learn a template that you can use to encourage and teach your colleagues in order to improve the learning experience of ELLs across the curriculum.

***Presenter:** Elise Harbin has been an instructor at the Alabama Language Institute at Gadsden State Community College since 2005.*

## **Ensuring Special Program Success for IEPs and Participants**

### **Dorset**

From both administrative and faculty perspectives, the presenters will discuss the value of special programs, best practices for recruitment, and how to successfully navigate the dynamic between the sponsoring body, the IEP administration and faculty, and the students' needs and expectations.

***Presenters:** Victoria Shelly, M.A., and Laura Jervis, M.A.Ed., are both instructors at the University of Florida English Language Institute.*

## **Uniting Nations and ELs: A Teacher's Experience**

### **Essex**

Observe what happens when a diverse group of ELs from a priority middle school participates in the mock United Nations. ELs grow in confidence speaking, writing, and researching exponentially. It is a must see for all educators.

***Presenter:** Glorious Bates, Ed.S., is a middle school EL teacher in Jefferson County Public Schools in Louisville, Kentucky.*

Please show name tag to enter the ballroom for luncheon.



## **Five Principles of Courageous Leadership: Lessons Learned**

Equity is not ensuring that all children receive the same thing, but assuring that every child receives what they need to succeed. Amidst restrictive and constraining educational environments, there is a need for courageous leadership on all fronts to demonstrate that there need not be a choice between excellence and equity but the two are both complimentary and necessary. This session will provide insights, examples, and stories to illustrate lessons learned by educators who choose to lead with courage.

### **Paulette Patterson Dilworth, Ph.D.**

Dr. Paulette Patterson Dilworth was named Vice President for Diversity, Equity and Inclusion at the University of Alabama at Birmingham in October 2015. Prior to joining UAB, she was faculty and Assistant Vice President for Access and Community Initiatives at Auburn University and Associate Professor of Curriculum Studies in the School of Education at Indiana University-Bloomington. Besides a strong affinity for art and music, Dr. Dilworth has accumulated more than 30 years of experience in higher education, diversity education consulting and training, recruitment, retention, research, teaching and outreach.

Dr. Dilworth has devoted her professional career and much of her personal life to exploring issues of access, civic engagement, equity and community building. Dilworth earned a Ph.D. in educational studies from Emory University in Atlanta. Before moving to Indiana University in 2000, she worked at Emory University in the Office of Equal Opportunity Programs as Director of Minority Affairs and served as Assistant Director of Equal Opportunity Programs.

Active in professional, civic and higher-education organizations, Dr. Dilworth is past Chair of the Executive Board of the College and University Faculty Assembly of the National Council for the Social Studies. More recently, she served as the associate editor of *Theory and Research in Social Education* and has chaired the Research Focused on Social Studies SIG of the American Education Research Association. She has served as the Equity Chair for Division B—Curriculum Studies and is a past member of the Equity Council of the American Education Research Association and past Vice President of the Indiana Council for the Social Studies. She was appointed by the mayor of the city of Bloomington to serve on the Commission on the Status of Black Males. She is a member of the Executive Board of the Shiloh Community Restoration Foundation, Inc. an organization committed to the restoration of one of the original Rosenwald Schools and serves as chair of the Finance Committee. She is also President of the Dream Day Foundation Advisory Board. Dr. Dilworth is an active member of Delta Sigma Theta Sorority, Inc., a public service sorority and the Links, Inc., a philanthropic organization.

Over the course of her career, Dr. Dilworth has been recognized with several awards for her contributions to research, teaching, and service to education, including the National Council for Social Studies Exemplary Research Award, the Kipchoke Kirkland Teaching for Social Justice Award

and the Emory University Outstanding Contributions and Service to the University Award. She is author or co-author of numerous research publications and has been involved as an editor, consultant, reviewer or contributor in many other print and electronic publishing projects.

Credit to <https://www.uab.edu/president/administration/dilworth>

**1:30 - 2:45**

**Friday: Workshop**

### **Tell Me a Story: Why Folktales Engage Us**

#### **Riverchase A**

Folktales link us to our past and help us make connections to new cultures and languages. In this interactive workshop, we will discuss ways to use folktales from different cultures to captivate ELLs of almost any age while building vocabulary, sequencing and critical thinking skills.

**Presenter: Diane Carter** has recently retired from teaching ESL K-12 for over 25 years and now consults in K-12. She has written curricula and has presented teacher-training workshops in the US and abroad. Diane taught university undergraduate course in speech and communication and ESL as well as other university classes and workplace ELLs. During her K-12 ESL teaching career, Diane advocated for her students, helped them achieve academic success, and guided them in obtaining financial aid for higher education. As TESOL 2010 Convention Program Chairperson, she piloted the successful K-12 Dream Day for mainstream teachers and administrators. She was recently a member of TESOL's Board of Directors and Associate Convention Program Chair for TESOL's 50th anniversary in 2016.

**1:30-1:50**

**Friday: Concurrent Sessions**

### **Addressing the Needs of Secondary Newcomers and Their Families**

#### **Riverchase B**

Pelham High School, located in a suburban area outside Birmingham, received an unexpected influx of newcomer students in 2016-17, many with limited formal schooling or interrupted education. Presenters will discuss targeted program implementation to address their needs, including parental outreach efforts.

**Presenters: Marie Sandoval**, Ed.S.; ESL Teacher at Pelham High School; Adjunct Instructor at the University of Alabama at Birmingham. **Jennifer Gonzalez**, Ed.S.; ESL teacher at Pelham High School, Alabama.

### **Reinforcing Interactive Oracy Skills Through Outlining Talks**

#### **Wyndsor 1**

We explore an ideal method to practice oral presentations through the mutual reinforcement of numerous interactive skills: boosting listening skills, improving the understanding of rhetorical structure, enhancing practice of sentence prosody (e.g., intonational paragraphs), and increasing fluency.

**Presenter: Vance Schaefer**, Ph.D., is an experienced ESL/EFL instructor and researcher specializing in oracy skills, particularly pronunciation pedagogy, as informed by second language phonology.

## **“They’re not my kids, they’re our kids”: Negotiating an ESL Teacher Identity**

### **Wyndor 2**

Participants will look at a narrative inquiry that examines teacher identity negotiation in the case of a full-time English Language Arts teacher who switched to teaching part time Spanish and ESL in a middle school in the Southeast U.S.

**Presenter: Bedrettin Yazan**, Ph.D., is Assistant Professor of Second Language Acquisition and Teaching at the University of Alabama.

## **Fear of Negative Evaluation in Mainstream classrooms**

### **Yorkshire**

Language learners experience a perceived higher level of fear of negative evaluation in classrooms with predominantly native English speakers. We explore the interaction of L2 speakers with NS students, classroom practices, and perfectionist tendencies which influence L2 learners’ fear of negative evaluation.

**Presenter: Tuba Yilmaz** is a Ph.D. candidate in the ESOL/Bilingual Education program at the University of Florida.

## **Greek and Latin Roots: A Way to Support Language Acquisition**

### **Avon**

Explore practical strategies for integrating Greek and Latin roots into language arts instruction in a way that is beneficial for both native speakers and English learners across multiple content areas.

**Presenter: Anna Logan** is an elementary teacher pursuing a master’s degree in ESL at the University of Alabama at Birmingham.

## **English Learners in Gifted Programs: A Qualitative Ethnographic Study**

### **Berkshire**

This session presents a report on the findings of a qualitative ethnographic study on English Learner’s learning opportunities in gifted programs in four sample schools. Based on the findings of this study, participants consider proposed applications in their respective districts.

**Presenter: Arlene Costello**, Ed.D., recently retired, has coordinated ESOL Title III/Immigrant education, training, certification, grants, and compliance in Escambia County Schools in Pensacola, Florida.

## **Operation Collaboration: First-Year Composition and the University Writing Center**

### **Cornwall**

The two presenters, one an ESL writing instructor and one a university writing center tutor, share their narrative and practices of collaboration in working with multilingual student writers enrolled in first-year composition.

**Presenters: Kathleen Kryger** is a graduate student at the University of Alabama at Birmingham and has worked at two different university writing centers. **Melinda Harrison**, M.A., is pursuing an Ed.S. in English and ESL and currently teaches mainstreamed and ESL composition courses at University of Alabama at Birmingham.

## **Engaging Active Listeners through Directed Listening Journals**

### **Devon**

This presentation addresses how to incorporate Listening Journals into the classroom to create more engaged and confident listeners.

**Presenter: Alexis McLean**, M.A.Ed., is an instructor at the Alabama Language Institute at Gadsden State Community College.

## **Learning Languages Online**

### **Dorset**

Online teaching and learning activities - whether they are directed towards fostering interaction, raising cultural awareness, and reflective or critical thinking.

**Presenter: Kathy Zomorrodian** graduated from the University of Alabama with a master's degree in ESL, adult international track.

## **Learning about Plagiarism and ELLs in Higher Education: An Autoethnography**

### **Essex**

This collaborative autoethnography discusses multiple perspectives of plagiarism and the factors that affect ELL-related professional development in U.S. higher education. We explore an array of strategies for professional development and insights to negotiating and understanding cross-cultural perceptions of plagiarism.

**Presenters: Hyunjin Jinna Kim** is a Ph.D. student in ESOL Education with research interests in ESOL teacher education and professional development at the University of Florida. **Aleksandra Olszewska** is a Fulbright scholar and a Ph.D. student in ESOL/Bilingual Education at the College of Education at the University of Florida.

## **AMTESOL Executive Board Meeting**

### **Hampshire**

During each conference hosted by AMTESOL, its executive board meets to review preliminary conference results and to consider ideas for future events. This meeting is scheduled for 1:30-2:45.

**1:45 – 4:00 Coffee/Tea/Water: Second Level**

**2:00-2:45**

**Friday: Concurrent Session**

## **Summer Novel Book Study with Secondary Limited English Proficient Students**

### **Riverchase B**

The use of native language resources is advocated for general education and English as a Second Language teachers who work with English Language Learners (ELLs) in an elementary school setting. Resources and suggestions for support of are provided.

**Presenter: Stephanie Montiel**, M.A.Ed., has been teaching English Language Learners for the past 10 years at Gulf Shores Elementary School.

## **Accommodating the English Language Learner in the Classroom Will Accommodate All Learners**

### **WyndSOR 1**

We discuss effective strategies to use in the regular education classroom to teach students who have varying levels of English proficiency.

**Presenter: Rebecca Taylor** is an EL teacher at three different PK-12 schools for the Limestone County Board of Education. Her students range from 4 years old to seniors in high school.

## **Cultural Training: A Comparison Between International and American Students**

### **WyndSOR 2**

Presenters examine data from both international and American students studying abroad, looking at both similarities and differences in their cultural adjustment. Analyzing the findings based on the literature on international education provides a stronger theoretical basis for directly promoting cultural training in ESOL programs.

**Presenters: Mark Honegger**, Ph.D. is a professor in the Department of English and coordinator of the TESOL concentration at the University of Louisiana, Lafayette. **Rose Honegger**, Ph.D., is Director of the Office of International Affairs at the University of Louisiana, Lafayette.

## **Strategies for Working with Adult Learners in a Multi-level Class**

### **Yorkshire**

Imagine! Fifteen adult learners from three different cultures and four levels of proficiency all in one ESL class! What to do? Participants will learn-by-doing tips and techniques for managing this diverse group from veterans of community-based adult education.

**Presenters: Helen Dolive**, M.A.Ed., works at the Literacy Council of Central Alabama and has previously advised international scholars and students on immigration issues. **Linda DeRocher**, M.A.Ed., is a trainer of ESL tutors for The Literacy Council of Central Alabama and a volunteer ESL teacher with a local day laborers organization.

## **Confronting Implicit Bias in Intensive English Programs**

### **Avon**

Whereas students and faculty are often aware of their explicit biases, implicit biases can have significance throughout IEPs. Drawing on resources from Project Implicit, this presentation addresses bias as a topic in class and mitigating bias outside of the classroom.

**Presenter: Thomas Dolce**, M.A., is a lecturer at the University of Florida's English Language Institute.

## **Time to Tackle Taboo Topics!**

### **Berkshire**

We look at different ways to address taboo topics in conversation based on research conducted in different L2 programs. What are the most effective ways to discuss all topics without making students feel uneasy? How do teachers learn how to avoid any censorship while being culturally aware of differences and levels of comfort? It is time to tackle taboo topics!

**Presenter: Cyd Anthony**, M.A. is School Manager at LAL English School in Fort Lauderdale and speaks French, English, and Spanish.

## **Learning English Language through Culture and Custom Utilizing Social Media**

### **Cornwall**

A popular social media form, WeChat, is used to teach Chinese students English through cultures and customs for improving the students' comprehension and performance while informing them of different values, thoughts, worldviews, and beliefs in the West and in the East.

**Presenters: Jia Yan** is an Associate Professor at the Foreign Language School at Dalian Polytechnic University in China. **Jiaqi Yu** is a Ph.D. student in Instructional Leadership with a concentration in Instructional Technology at the University of Alabama.

## **The Transformative Power of Explicit Instruction of the Narrative Genre**

### **Devon**

We examine findings on the importance of explicit instruction, including sociocultural and pedagogical aspects necessary for Asian students to write essays in and about the narrative genre.

**Presenters: Theresa M. Johnson**, Ph.D., teaches graduate classes in Second Language Instruction/TESOL, first-year composition and world literature at Troy University, Alabama. **Shannon Thompson**, M.S., has taught in English at the secondary and university levels.

## **Teach Abroad with the English Language Fellow Program**

### **Dorset**

Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

**Presenter: Kristina Lykke** is the Coordinator of Marketing and Recruitment at the English Language Fellow Program at Georgetown University's Center for Intercultural Education and Development.

## **Changing Perspectives: Attracting Alternative Populations at an IEP**

### **Essex**

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**, M.A., is the Teacher-training Program Coordinator and **Mary Louise Hendley**, M.A., is an instructor and Reading/Writing Skill Area Co-Coordinator for the ELI at the University of Alabama. **Amanda Brunson**, Ph.D., is an ESL lecturer at Illinois State University.

**3:00-3:45**

**Friday: Concurrent Sessions**

## **Empowering TESOL Students Through Inquiry-Based Learning**

### **Riverchase A**

This presentation explains how TESOL programs use inquiry and action research in the SLA course to empower students and promote reflective practice and professional development. Following an overview of principles of this research, the findings and recommendations will be discussed.

**Presenter:** **Katya Koubek**, Ph.D., is Associate Professor and TESOL Coordinator at James Madison University, Virginia.

## **Hands-on Oral Language Activities for Math**

### **Riverchase B**

What the research says about the importance of oral language instruction for English language learners and an exploration of four different hands-on, interactive activities that both ESL and mainstream teachers will be able to utilize in their classroom the next day.

**Presenters:** **Paula Guy**, Ed.S., is an ESOL instructor at an elementary school in Bartow County School District, Georgia. A majority of her 23-year career in education has focused on serving, culturally, racially, and socioeconomically diverse populations at the elementary level. **Jill Stephens** has been an educator for almost 15 years and is currently an ESL teacher at an elementary school in Georgia

## **Engaging Mainstream Teachers in Multilingual Practices**

### **WyndSOR 1**

Participants will discuss strategies that support mainstream teachers in engaging their bilingual learners' home languages in teaching, with a focus on preservice teacher preparation.

**Presenter:** **Ester de Jong**, Ph.D., is Professor in ESOL/Bilingual Education and Director of the School of Teaching and Learning at the University of Florida. She is the current President of the TESOL International Association.



## **Reading Across the Curriculum**

### **WyndSOR 2**

Instructors have 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. Participants will learn a strategy to create reading presentations that increase time spent reading, reinforce vocabulary, and stimulate predictive inferences.

**Presenter: Roxanne Russell**, Ph.D., is an academic design consultant and teacher with over 20 years of experience in face-to-face and online ESL and Composition classrooms. She is Director of Online Learning for Emory University's Candler School of Theology and CEO of Full Tilt Ahead.

## **Aligning Fiction and Nonfiction Texts to Promote Knowledge Building and Language Development of ELLs**

### **Yorkshire**

New rigorous academic standards in the U. S. have prompted a number of shifts in literacy instruction. We look at an examination and demonstration of how, through pairing fiction and nonfiction texts, classroom teachers can help ELLs further develop reading and language.

**Presenters: Betty Thomason**, Ed.S, is a Ph.D. candidate in ESL at the University of Tennessee and an ESL Teacher in Maryville, Tennessee. **Clara Lee Brown**, Ph.D., is professor of ESL at the University of Tennessee at Knoxville. **Natalia Ward** is a Ph.D. candidate in literacy at the University of Tennessee. **Robin Schell** is a Ph.D. candidate at the University of Tennessee and an ESL teacher in Knoxville, Tennessee.

## **It's Greek To Me! Greek Mythology for Advanced ESL Students**

### **Avon**

We explore the rationale for using Greek Mythology in advanced ESL classes as well as its benefits with a focus on vocabulary in context and word roots, academic readings, culture, and critical thinking skills.

**Presenter: Charity Davenport** has been an instructor at the English Language Institute at the University of Tennessee in Knoxville since 2008.

## **Engaging 21st Century Learners in Reading Courses**

### **Berkshire**

Participants will learn creative ways to engage learners in reading and vocabulary-focused courses through examples of lesson planning ideas, apps, and other creative teaching resources.

**Presenter: Zeynep Harkness** is ESL Coordinator and Instructor at the University of North Alabama.

## **Essaying the Composition Course**

### **Devon**

Writing a composition course is much like essaying, in that both are recursive processes that require attempting, testing, reflecting, and revising. We explore best practices for composing a multilingual academic writing course and revising it in medias res.

**Presenter: Melinda Harrison**, M.A., is currently pursuing an Ed.S. in English and ESL and teaches mainstreamed and ESL composition courses at the University of Alabama at Birmingham.

## **Connecting Content with Students' Funds of Knowledge**

### **Dorset**

Explore the benefits of and ways to include ELs' funds of knowledge into daily lessons. Participants will leave with draft of a lesson incorporating their ELs' funds of knowledge.

**Presenter: Stephanie Sebolt**, Ph.D., is currently Assistant Professor at Mary Baldwin University, Virginia and formerly taught ESOL for nineteen years.

## **Intercultural Dialogues: Using Experiential Learning to Develop Global Perspectives**

### **Campus-wide**

#### **Essex**

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.

**Presenters: Mary Louise Hendley**, M.A., and **Demetria Li**, M.A., are both instructors at the English Language Institute at the University of Alabama.

## **Using the Fountas and Pinnell Text Level Gradient to Select Texts for Readers**

### **Hampshire**

The Fountas and Pinnell gradient of texts is a tool that helps us look at texts from easiest to most challenging. Participants will become familiar with the factors that make texts more challenging and will therefore enhance their skill in choosing appropriate texts for all readers.

**Presenters: Pat Finkelstein** is Director of Professional Learning for BBB Educational Enterprises. She received her advanced educational degrees from the University of Alabama in Birmingham. She also earned Reading Recovery Teacher Leader certification from Clemson University

4:00-4:45

Catherine Davies  
Tery Medina

Friday Keynotes  
Riverchase  
WyndSOR



## **I Want to Visit with Y'all: Diversity and Transformation in Southern American English**

Adult learners in the American South, whether students preparing to enter the university or immigrants seeking to build a new life, will encounter Southern American English as a regional dialect. This presentation will provide an overview of highlights of this special American dialect in terms of accent, vocabulary, grammar, and discourse patterns. In the process it will suggest ethnographically-oriented activities to engage adult learners in sociolinguistic explorations of their local community. The presentation will make the audience aware of linguistic resources for teachers and students in various Southern states that can enhance appreciation of the dialect and variation within it.

### **Catherine Davies, Ph.D.**

Catherine Davies is a Professor in the English Department at the University of Alabama. She is an interactional sociolinguist with wide interests in application. Her overall research program is oriented to understanding how interlocutors, especially those from different (sub)cultural backgrounds, achieve (or fail to achieve) what Gumperz calls “conversational involvement.” After teaching foreign language in California public schools and working as an apprentice translator for a patent attorney firm, she discovered linguistics, partly through the study of Welsh, and completed her Ph.D. in linguistics at the University of California at Berkeley in 1986. She spent three years as a Visiting Professor in the Program in Linguistics at the University of Florida. She arrived at the University of Alabama in 1989 to teach linguistics and directed the M.A.-TESOL Program in the English Department for about a decade. Much of her work has taken a discourse-analytic approach to different manifestations of cross-cultural communication, with research including analysis of interactions between English learners and native English speakers, Germans and Americans in conversation, international teaching assistants in American universities interacting with undergraduates, and the power of cross-cultural context in oral examinations. A continuing theme in her work is an interest in humor as manifested in joking interaction, representing a highly complex mode of indirect communication. Her interest in language in popular culture from an interactional sociolinguistic perspective led to her analysis of Martha Stewart's language as presented on her television show as a possible linguistic influence on her audience and to her representation of American “good taste” to an international audience. Her consideration of issues of gender, class, and power in this context led to her being invited to contribute an essay on Martha Stewart in Robin Lakoff's *Language and Woman's Place* (2nd ed.). In recent years she has focused on cross-subcultural communication, i.e., Southerners interacting with non-Southerners, and on Southern discourse in general. She was invited to write the entry on “Southern politeness” in the *New Encyclopedia of Southern Culture*.



## **10 Consejos to Nurture, Grow, and Nourish Parent and Family Involvement**

Most of us recall those “consejos” - pieces of advice learned from parents and family - that still show up unrequested, but so right on time in our brains! Using keywords as your grounding, and circumlocution as a tool, get to know what shapes a successful and engaging parent and family program. Growing up as a refugee, and working with English Learner families most of my professional life, makes for a pretty good combination to dispense my own brand of consejos.

### **Tery J. Medina**

Tery J. Medina is a freelance consultant and a veteran educator with 30+ years of experience. She holds an M.A.Ed. degree in Diagnostic Teaching with a minor in Bilingual Education, and an M.A.Ed. in Administration and Supervision with a minor in TESOL. Ms. Medina has a wide range of experience. She has been a teacher of the Learning Disabled, Gifted, Pre-K, Elementary and Adult ESOL. As an adjunct instructor, she has taught courses in ESL Methodology, Curriculum Development, Bilingualism, Cross-Cultural Issues, and English. She has delivered training and technical assistance to numerous State Departments of Education, Community Based Organizations, Local Education Agencies, and other professional groups in the areas of Diversity and Cross-cultural Education, Equal/Equitable Education, The Hispanic Cultures, Human Relations, Special Education, Parental and Community engagement, and Teaching English to Speakers of Other Languages. She is the former Associate Director for the Southeastern Equity Center. She participates in several professional organizations and is involved in advocacy to provide equal and equitable educational opportunities for language minority students and their families. Tery came to the U.S. as a Cuban refugee. She has devoted much of her professional life to building bridges across cultural differences towards mutual respect and understanding.

In addition to her keynote, Tery Medina will also be giving the following session: *Better Together: Case Studies, Salient Issues and Relevant Answers that Strengthen Parent Programs*. We will, via factual EL P-12 case studies, take a look at current challenges, possible solutions, and savvy consejos (pieces of advice), to strengthen family engagement and community participation in schools. Come participate in a BOGO collaborative effort: you contribute your expertise and get/develop fresh ideas for free!

**4:45-7:00**

**Friday: CONFERENCE RECEPTION**

**Wynfrey Ballroom A/B/C**

*Hors d'oeuvres and beverages will be served. There will also be a cash bar.*

**During the reception, the following activities will be taking place:**

**4:45-5:45 Poster Presentations**

**Wynfrey Ballroom A/B**

Presenters will stand next to their posters and talk about their posters with other attendees who are viewing the poster displays while also enjoying the reception. Posters and presenters are listed below.

**5:45-7:00 Name That Tune**

**Wynfrey Ballroom C**

*Name That Tune* is a highly acclaimed social event that usually “steals the show” at AMTESOL conferences and also at the SETESOL conferences hosted by AMTESOL! The purpose of *Name That Tune* is to have fun with friends, old and new. As such, all conference attendees are encouraged to participate, even those with little or no knowledge of music. Bill Wallace has been the entertaining host of this popular and lively AMTESOL tradition since its inception 30+ years ago. One free drink ticket will be given to each *Name That Tune* participant during the first round. Prizes will be awarded to the winning team, which is determined after the third and final round. Be sure not to miss it! We hope to see all of you at *Name That Tune*!!

Last year’s winning team is highlighted on the following page.

**4:45 to 5:45**

**Friday: Reception and Posters**

**Wynfrey Ballroom A/B**

**Bring Text to Life With Augmented Reality**

*Kerrin Burnell is from New Zealand and has been teaching at universities for 9 years. He currently resides in Oman, Sultan Qaboos University, Oman.*

**A Design for ESOL Professional Development Modules: Types of ELLs**

*Soonhyang Kim, Ph.D., is an Assistant Professor and Coordinator of ESOL/TESOL Education at the University of North Florida.*

**The Effects of Morphological Awareness on Reading: An Action Research**

*Harold Williams is a graduate student majoring in AL-TESOL. His teaching interest is order of acquisition of a second language. Vanessa Revheim holds a B.A. in Portuguese/English, a Specialization in Translation, and a master’s degree in Modern Languages from the University of Mississippi.*

### **Is the Type of Self-assessment Beneficial to EFL Students?**

*Se He Hwang, M.A., is a graduate student at the University of Arkansas. Her interest areas are assessment and language proficiency.*

### **Negotiating International Teaching Assistants' Needs and Expectations**

*Viviana Cortes, Ph.D., is Associate Professor of Applied Linguistics at Georgia State University, where she teaches English grammar and ESP.*

### **One Story, One Boy: Transforming Lives in Decatur**

*Joni Sue Bair, M.A. Ed., has taught from pre-K to high school and currently serves as the ESL Coach at Decatur High School and the EXCEL Center. Joni Sue is a member of Delta Kappa Gamma Society International at the University of West Alabama. Kelly Elmore, B.A., is Decatur City School's EXCEL Center content teacher instructing sheltered instruction in social studies and history to middle and high school. She graduated with a M.A. ESL from the University of Alabama, Huntsville and holds certification in P-1 from the University of Montevallo. Robin Clay, M.A.Ed., is a certified ESL Specialist from Pre-K through high school and currently teaches ESL English on the middle and high school level.*

### **Presenting Me!**

*Annetta Elise Pass is an ESL graduate student at the University of Alabama, Birmingham and a teacher with Jefferson County.*

### **Posters to Transform Lives Through Language in Grammar Class**

*Dinorah Sapp is a lecturer in the Intensive English Program at the University of Mississippi.*

### **Serving English Learners across Alabama: Making a Difference!**

*Mary Earley and Laura Johnson are education program specialists at the University of Alabama at Birmingham. They coordinate National Professional Development grant projects awarded by the Office of English Language Acquisition.*

### **Targeted Time on Targeted Task and Intense Individualization: Differentiating Learning and Teaching**

*Sang Jong Kwak, PhD., is an associate professor at Defense Language Institute in Monterey, CA. He has been teaching English and a foreign language for 24 years in both Korea and the United States.*

### **Using an International Neighbors Program to Transform Lives**

*Kelly Slater is an M.A. TESL student and Teaching-Assistant at the University of Mississippi IEP.*

### **The Voices and Experiences of Biliterate Youth in Northwest Arkansas**

*Kristina Howlett, Ph.D., is an Assistant Professor of TESOL in the Department of Curriculum and Instruction at the University of Arkansas. William Davis is a Ph.D. Student in the Department of Curriculum and Instruction at the University of Arkansas.*

**Wynfrey Ballroom C**

*Name That Tune* is a highly acclaimed social event that usually “steals the show” at AMTESOL conferences and also at the SETESOL conferences hosted by AMTESOL! The purpose of *Name That Tune* is to have fun with friends, old and new. As such, all conference attendees are encouraged to participate, even those with little or no knowledge of music. Bill Wallace has been the entertaining host of this popular and lively AMTESOL tradition since its inception 30+ years ago. One free drink ticket will be given to each *Name That Tune* participant during the first round. Prizes will be awarded to the winning team, which is determined after the third and final round. Be sure not to miss it! We hope to see all of you at *Name That Tune*!!

Below is the winning team at AMTESOL’s *Name That Tune* in Hattiesburg, MS (January 27, 2017). From left to right: Keith Folse (Orlando, FL), Robyn Lockwood (Palo Alto, CA), Samantha Shipman (Auburn, AL), Nancy Blanco (Loachapoka, AL), Joselyn Bravata (Opelika, AL), Tracy Koslowski (Oxford, MS), Susan Rutledge (Brownsville, PA), Deborah Crusan (Dayton, OH), Kelly Sippell (Ann Arbor, MI), and Sarah Langcuster (Livingston, AL).



Deborah is holding the i-Tunes gift cards that AMTESOL awarded to each member of the 2017 winning *Name That Tune* team. This was the second time in two years that the University of Michigan Press authors were on the winning team, having upset a *Name That Tune* team in 2016 composed mainly of folks from the University of Alabama’s ELI. Although Bill Wallace hails from Alabama, he has done an unbiased job as *Name That Tune* host and arbitrator. *Name That Tune* enthusiasts from all over are getting ready for a rematch on October 6<sup>th</sup>!

We look forward to seeing you at  
our next SETESOL Conference

**Fall 2019**

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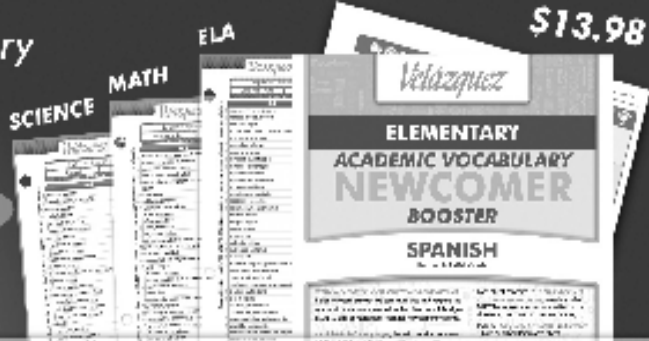
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Department of English and Philosophy  
Murray State University  
Murray, Kentucky 42071-3341 USA



# Saturday, October 7th

**8:00-8:45**

**Concurrent Sessions**

## **Annual AMTESOL Meeting**

### **Ballroom D/E**

All conference attendees from Alabama and Mississippi are invited to attend this annual meeting of the Alabama-Mississippi TESOL affiliate. AMTESOL President, Alison Stamps, will introduce the 2017 Board and report on recent activities. Josie Prado will give the treasurer's report. Chairs will report on the 2017 AMTESOL conference (January 27-28, Hattiesburg) and 2017 SETESOL conference (October 4-7, Birmingham). Plans for future conferences will be discussed. Ideas will be shared for reviewing and updating the AMTESOL bylaws and also for promoting advocacy. The 2018 AMTESOL board members will be elected.

## **Genre-Based Curriculum in L2 Writing: The Unfamiliar Genre Project**

### **Riverchase A**

We examine a project framework that can facilitate effective genre-specific writing curriculum and instructional development for diverse audiences. The specific contexts investigated include instructing cover letters in an academic setting and magazine travel spotlights in a community-based setting.

**Presenters:** Katherine Russell and Irina Pidberejna are M.A. TESOL students at The University of Alabama.

## **Building Community Bridges through Parental Outreach**

### **Riverchase B**

Have you ever been asked to plan a parent involvement activity or to help get parents more involved? Learn where to begin bridging gaps in achievement and maximizing students' potential by planning and implementing successful parent involvement activities.

**Presenters:** Susan Howell, Ed.S., is an ESL Teacher at Kenrose Elementary School in Williamson County, Tennessee. Anne Marie Peterson is an ESL teacher in Williamson County, Tennessee, and has taught in North Africa. Jennifer Meyer, Ed.S., is an ESL teacher in Williamson County, Tennessee, and has also taught in Germany.

## **Fostering Resilience: The "I Have, I Am, I Can" Model**

### **WyndSOR 1**

For limited literacy students, the frustration of meeting expectations is overwhelming. Teachers can help tap internal strengths, creating "havens of resilience" using the 'I Have, I Am, I Can' model.

**Presenters:** Judith O'Loughlin, M.A.Ed., is Education Consultant and Teacher Educator for Language Matters Education Consultants, LLC. Brenda Custodio is an ESL specialist, author, and co-author focusing on differentiated instruction and students with interrupted formal education.

## **A Model for Integrating Critical Pedagogy and Second Language Teaching**

### **Wyndson 2**

Increases in anti-immigrant rhetoric necessitate that second language teachers engage in the methodology of critical pedagogy. We present a model for designing pedagogical language tasks which build to a target task that offers students an opportunity to impact their situation of oppression.

**Presenter: Helen Hobson, M.A.**, is an instructor at Kennesaw State University Intensive English Program, Georgia.

## **Just Language or Something More?**

### **Yorkshire**

Every year English learners are over and under identified for SpEd, putting them in classroom situations that are inappropriate for their learning needs. We share tips for data collection, case studies, and a checklist for meeting preparation.

**Presenter: Jeff Terrell, Ed.D.**, is an ESL Teacher for Cobb County School District, an instructor at Kennesaw State University, and current Past President of Georgia TESOL.

## **Are Mexican Students Ready for Graduate Schools in English Language Contexts? A Case Study of a Mexican Public University.**

### **Cornwall**

This presentation is a paper in progress. It is a diagnosis of the English language student's proficiency in a Mexican Public University. This research intends to identify if these students cover English language requirements to enroll in graduate programs either in Mexico or abroad.

**Presenters: Marcela García Ramos** is Professor-Researcher at the State University of Nayarit (Tepic, Mexico) with an M.A. in ELT by Southampton University, UK. She is currently a Ph.D. student at Nova Southeastern University, FL. **María del Carmen Hernández Cueto** is a Professor-Researcher at the State University of Nayarit (Tepic, Mexico). She holds a Master of Arts in Applied Linguistics by the State University of Nayarit. She is currently a student at Educational Research College in México.

## **Fun in the Adult ESL Classroom**

### **Devon**

Come and be a part of a fun adult ESL class. Learn about some exciting new ways to have a fun-filled atmosphere where learning is taking place. Look at websites, chase rabbits, make vocabulary more exciting, and more.

**Presenter: Dava Dobbs**, M.A.Ed.; ESL Instructor at Athens Technical College with 11 years of teaching experience.

## **The International Lunch Club: Exploding Students' Geographic and Literacy Boundaries**

### **Dorset**

Cultural awareness leads to greater understanding; however, our students may never have the opportunity to travel abroad or become acquainted with new cultures. Bring the world to your students with your own International Lunch Club!

**Presenters: Tiffany Wilson-Mobley**, NCBT, is an ESL Teacher at Fairview Elementary/Middle/High Schools. She was awarded Teacher of the Year for her district and TNTESOL. **Ashley Perry** is the gifted teacher and differentiation coach at Fairview Elementary, Tennessee; she is currently working on national board certification.

## **Marginalization of U.S.-Born ELs through English-Only Policies: Myths /Reality/ Implications**

### **Essex**

The presenters will discuss both the efficacy of and politics behind the English-only movement and dual-language programs such as bilingual education and provide a rationale for why English-only educational policies may not be the best vehicle to serve native-born ELs.

**Presenters: Pattie Davis-Wiley**, Professor of WL/ESL ED at The University of Tennessee, teaches WL and ESL ED research and methods classes. **Robin Lee Nelson** is an ESL teacher in Knox County Schools, Knoxville, TN.

**9:00-10:15**

**Ofelia Garcia**

**April Muchmore-Vokoun**

**Saturday Keynotes**

**Wynfrey Ballroom**

**Riverchase**



## **Translanguaging and TESOL**

What is translanguaging? What are the pedagogical considerations of translanguaging theory for TESOL? Why is translanguaging important? What does it transform?

These are the main questions that this presentation will attempt to answer. Grounded in both theory and classroom practice, this presentation will present evidence of the difference that a translanguaging approach makes for students and teachers. It focuses then on ways in which translanguaging pedagogy works in ESL classrooms.

### **Ofelia Garcia, Ph.D.**

Ofelia García is Professor in the Ph.D. programs of Urban Education and of Hispanic and Luso-Brazilian Literatures and Languages at the Graduate Center of the City University of New York. She has been Professor of Bilingual Education at Columbia University's Teachers College, Dean of the School of Education at the Brooklyn Campus of Long Island University, and Professor of Education at The City College of New York. Among her best-known books are *Bilingual Education in the 21st Century: A Global Perspective*; *Translanguaging; Language, Bilingualism and Education* (with Li Wei, 2015 British Association of Applied Linguistics Book Award recipient). Her recent books (2016-2017) include *The Oxford Handbook of Language and Society* (with N. Flores & M. Spotti); *Encyclopedia of Bilingual and Multilingual Education* (with A. Lin & S. May), *The Translanguaging Classroom* (with S. I. Johnson & K. Seltzer); *Translanguaging with Multilingual Students* (with T. Kleyn). Prior to 2016, García's books include *Educating Emergent Bilinguals* (with J. Kleifgen), *Handbook of Language and Ethnic Identity* (with J. Fishman), *Negotiating Language Policies in Schools: Educators as Policymakers* (with K. Menken), *Imagining Multilingual Schools* (with T. Skutnabb-Kangas and M. Torres-Guzmán), and *A Reader in Bilingual Education* (with C. Baker). She is the General Editor of the *International Journal of the Sociology of Language* and the co-editor of *Language Policy* (with H. Kelly-Holmes). García was co-principal investigator of CUNY-NYSIEB ([cuny-nysieb.org](http://cuny-nysieb.org)) from its inception in 2011 until 2016.

García's extensive publication record on bilingualism and the education of bilinguals is grounded in her life experience living in New York City after leaving Cuba at the age of 11, teaching language minority students bilingually, educating bilingual and ESL teachers, and working with doctoral students researching these topics. In 2016 García received an Honorary Doctorate of Humane Letters from Bank Street Graduate School of Education, and in 2017 she received the Charles Ferguson Award in Applied Linguistics from the Center of Applied Linguistics, and the Lifetime Career Award from the Bilingual Education SIG of the American Education Research Association. Her e-mail is [ogarcia@gc.cuny.edu](mailto:ogarcia@gc.cuny.edu).

In addition to her keynote, Ofelia Garcia will also be giving the following session at 10:30-11:45: *Open discussion on translanguaging and translanguaging pedagogy.*



## **Building Student Confidence in L2 Writing**

Differences in L1 and L2 rhetorical styles often leave students feeling confused and insecure about writing in English. Even after receiving explicit instruction, students still may not feel capable of producing the required writing structures on their own with any proficiency. In this presentation, participants will explore classroom activities that will help students gain confidence in their writing ability while allowing instructors to collect, read, and grade fewer papers.

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### **April Muchmore-Vokoun**

April Muchmore-Vokoun is an instructor for the English for Academic Purposes program at Hillsborough Community College, Dale Mabry Campus in Tampa, Florida. She has 24 years of ESL teaching experience in intensive, college-level, and worksite study programs. She is a co-author for the Great Writing textbook series published by National Geographic Learning and has presented nationally and internationally.

In addition to her keynote, April Muchmore-Vokoun will also be giving the following session at 10:30-11:45: *Accepting the Challenge: Helping Students to Develop a More Academic Writing Voice*.

**8:45 – 11:00 Coffee/Tea/Water: Second Level**

**10:30-11:45**

**Saturday: Workshops**

### **Open Discussion on Translanguaging and Translanguaging Pedagogy Breakout Session**

#### **Ballroom A, B, C**

The translanguaging theory disrupts our traditional understandings of language, English, and English learners. Thus, translanguaging is a difficult concept for language teachers to grasp. Following the keynote presentation on translanguaging, this session will give participants an opportunity to ask individual questions and clarify doubts. I will consider individual questions as I engage with the participants in dialogue and discussion about the potential, as well as the challenges, that translanguaging poses for ESL teachers.

**Presenter: Ofelia Garcia** is Professor in the Ph.D. programs of Urban Education and of Hispanic and Luso-Brazilian Literatures and Languages at the Graduate Center of the City University of New York.

## **Better Together: Case Studies, Salient Issues and Relevant Answers that Strengthen Parent Programs**

### **Workshop**

#### **Ballroom D/E**

Via factual EL P-12 case studies, take a look at current challenges, possible solutions, and savvy consejos (pieces of advice), to strengthen family engagement and community participation in schools. Come participate in a BOGO collaborative effort: you contribute your expertise and get/develop fresh ideas for free!

**Presenter: Tery Medina**, M.A.Ed.; freelance consultant and a veteran educator with 30+ years of experience.

## **Accepting the Challenge: Helping Students to Develop a More Academic Writing Voice - SPONSORED BY NATIONAL GEOGRAPHIC LEARNING | CENGAGE**

### **Workshop**

#### **Riverchase A**

Writing is often the most important skill L2 learners need to succeed in an academic setting. Instructors spend a great deal of time working with students to understand vocabulary, sentence structure, and rhetorical styles. Despite that, students often struggle to create the writing necessary for more advanced academic settings. This session will explore five classroom activities that can help students move their academic writing level forward.

**Presenter: April Muchmore-Vokoun** is an instructor for the English for Academic Purposes program at Hillsborough Community College, Dale Mabry Campus in Tampa, Florida. She is co-author for the *Great Writing* textbook series published by National Geographic Learning.

**10:30-10:50**

**Saturday: Concurrent Sessions**

## **Removing Barriers to Learning through Meeting Basic Needs**

### **Riverchase B**

Learn how to effectively utilize social media to connect people who want to give and help those in need. Hear how simple acts of kindness have helped keep children on the track to be successful in school.

**Presenter: Maryann Pledger**, Ed.S., is an ESL and history teacher at Shades Valley High School and Jefferson County International Baccalaureate School, Alabama, as well as an ESL mom.

## **I Spy with My Little Eye Excited ESOL Students!**

### **WyndSOR 1**

Walter Wick's interactive picture books are fun to use in the ESOL classroom. Lessons are easily adapted for different levels of English proficiency. Handout with lessons, activity sheets, and a Powerpoint will be shared showing ideas used during this unit.

**Presenter: Deborah Shuler**, a teacher at Richland School District Two in Columbia, South Carolina, holds certifications in Early Childhood, Elementary, ESOL and Special Education-EMD.

## **Ways of Knowing in a Mexican Transnational Family in Georgia**

### **Wyndson 2**

The theory of Ways of Knowing by Kasun helps educators-researchers understand emergent bilingual students grow not only in the classroom but also in the new American society which they define as the “American Dream.”

***Presenter: Ethan Trinh*** is a graduate assistant at Georgia State University and an English teacher at Clarkston High School, Georgia.

## **Learning American Culture Through Comics**

### **Yorkshire**

Comics can be used to raise students’ awareness of American culture. Learn how American cultural values are depicted in comics. Advice on how to use comics in English classrooms will be provided.

***Presenter: Todd Hooper*** teaches at Setsunan University, near Osaka, Japan. His research interests include critical thinking and cultural studies.

## **Teaching Academic Writing to Chinese ELLs Utilizing Concept Mapping**

### **Avon**

This session provides an overview of the issues with academic writing that Chinese students face in undergraduate courses. Concept mapping will be explored as a way to bridge these students’ previous experiences with American academic writing conventions.

***Presenter: Sarah Langcuster, M.A.***, is an instructor of Spanish/ESL at the University of West Alabama.

## **Qualified Pre-service Teacher Preparation Programs in the United States**

### **Cornwall**

A steady influx of immigrants to the U.S. has presented burgeoning demands for ESL instructors. This paper reviews goals and challenges facing teacher programs. Perceptions collated from multiple perspectives, recommendations for well-performed teachers, effective programs, and professional development are discussed.

***Presenter: Ha Nguyen*** is a graduate student at Mississippi State University.

## **More than Words: Introducing Visual Notetaking in the Classroom**

### **Devon**

Notetaking can promote learning, but students need explicit instruction in a variety of formats in order to use it effectively. How to introduce visual notetaking to students and teach them to use it successfully.

***Presenter: Josie Ladle, M.Ed.***, is a lecturer at Nashville State Community College.



## **GPS for Language Learning: How to Reduce Grammar and Speech Anxiety**

### **Dorset**

Oral presentations and grammar can be daunting tasks for many students. By providing students with GPS (grammar, presentation models, and scaffolds), teachers can increase motivation and assist in English instruction and assessment while providing authentic uses of language.

**Presenters:** **Gonul Uguralp Cannon**, M.A.Ed., Adult/International Track, is a retired English teacher from Turkey. **Haley Stevenson** is an M.A. TESOL student at the University of Alabama at Birmingham. **Samantha Strong**, M.A.Ed., is a returned Peace Corps volunteer and instructor at INTO UAB, University of Alabama at Birmingham.

## **Collaborating with University Units for Professional Program Development**

### **Essex**

Intensive English Programs, which are especially vulnerable to enrollment drops and market disruptions during challenging times, must diversify their programming in order to survive. Presenters describe the development of two collaborative professional programs (business and law), including challenges and triumphs.

**Presenters:** **Alison Camacho**, M.A., is Director of the Intensive English Program at Georgia State University. **Amanda Starrick** is a Senior Lecturer for the Intensive English Program at Georgia State University. **John Bunting** is Senior Principal Lecturer for the Intensive English Program at Georgia State University.

**11:00-11:50**

**Saturday: Concurrent Sessions**

## **Training Tutors to Assist ESL Writers**

### **Riverchase B**

Finding knowledgeable tutors to help ESL writers can be difficult sometimes for schools and community programs, so available tutors must be trained. Learn of a three-part training program, giving tutors information and specific strategies for adapting tutorials for ESL students.

**Presenter:** **Linda Yost**, Ph.D., has over 25 years of experience teaching ESL/EFL students and training ESL teachers and tutors. She currently teaches at Shelton State Community College in Tuscaloosa, Alabama.

## **Effective Research-Based Practices for Engaging and Empowering ELs**

### **WyndSOR 1**

Explore student engagement and empowerment strategies backed up by research to promote higher levels of language proficiency and academic achievement among ELs. Learn effective and easy to implement technology tools to encourage students to become leaders of their own learning.

**Presenters:** **Ana Behel**, Ed.S.; NBCT, is an elementary ESL teacher for Florence City Schools in Alabama. **Jessica McCarley**, Ed.S., is a K-12 EL teacher. **Joy Brown**, Ph.D., is Professor of Secondary Education and Coordinator of the ESOL Master's Program at University of North Alabama.

## **Empowering Teachers to Transform Education in Kenya**

### **WyndSOR 2**

In a Kenyan community plagued with poverty and known for an active sex trade, there is a school that is providing hope and transforming its community. Through an intentional focus on effective educational strategies, we are transforming our schools.

**Presenter: Dusty Strickland** works as an Educational Coordinator for Retouch, a non-profit organization that is bringing education to children in Kenya.

## **English Language Learning Gone Digital with CommonLit**

### **Yorkshire**

A secondary ELL teacher will present on the benefits of using the digital literacy platform, CommonLit. Best-practices for using CommonLit's most popular features will be presented, including the dictionary and translation tools, read-aloud technology, comprehension questions, and differentiation strategies.

**Presenter: Yevett Word** is an ESL teacher at Oxford High, Oxford City Schools, Alabama.

## **Using Map Skills to Support English Learners in the US and Abroad**

### **Avon**

Map activities can lead to stronger connections with the content and help students relate the material to their own experiences. We explore examples from Cambodia and Mississippi and Alabama, which were inspired by the Peace Corps World Map Project.

**Presenter: Samantha Strong, M.A.Ed.**, is a former Peace Corps volunteer currently teaching at INTO UAB, University of Alabama at Birmingham.

## **Close Reading in the ESL Classroom**

### **Cornwall**

This presentation explores how to make close reading accessible for ELLs. Walk away with a working knowledge of what close reading is and a blueprint of how to implement close reading in the ESL classroom.

**Presenter: Tanya Hill, M.Ed.**, and National Board Certified Reading and Language Specialist, is an ESL teacher at Kate Bond Elementary in Memphis, Tennessee.

## **Empowered English – Strategies for Vocabulary Enrichment**

### **Devon**

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 instructional materials for a wide range of student abilities.

**Presenters:** **Heike Williams** is an ESL Instructor with Auburn Global, Auburn University. **Sydney Bassett** is an ESL Instructor at Auburn Global and formerly taught EFL at Jilin Normal University in Siping, China. **Dorene Humphers** is an ESL instructor at Auburn University.

## **Process for Developing a Tutoring Program for English Learners**

### **Dorset**

Receive practical steps for developing a tutoring program for university-level English learners, using INTO UAB's tutoring center as a model. Participants will have the opportunity to brainstorm and share their programs' tutoring goals with other attendees.

**Presenter:** **Meghan Gilliland**, M.A.Ed., is Learning Resource Center Coordinator at INTO UAB, University of Alabama at Birmingham.

## **Travel Agents Re-Imagined. A Digital Storytelling Project**

### **Essex**

This presentation provides a review of important theoretical precepts related to the use of technology in the language classroom and description of the process that ESL students follow to create their own Digital Storytelling product.

**Presenter:** **Sandra Martinez**, Ph.D. student at the University of Alabama, has taught English as a foreign and second language in Bogotá, Colombia and the U.S.

**12:00-3:00**

**Saturday: Optional (on your own)**

### **Birmingham Civil Rights Institute**

If you wish to go to the Birmingham Civil Rights Institute on Saturday afternoon, prepare for your visit in advance by inquiring at the Birmingham Convention and Visitors' Bureau desk in the Wynfrey Hotel (Lobby, Level 1) on Thursday or Friday during office hours (7:30-3:30) and/or visit their website at <http://www.bcri.org/index.html>.



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## Alabama-Mississippi TESOL



would like to express appreciation to the ESL teacher education programs and ESL degree programs at colleges and universities in Alabama and Mississippi for their professional preparation of educators in the teaching of English to language learners of all ages.

The following chart provides information retrieved from university websites.

Please let us know about other information that should be included.

The revised chart will be posted on our AMTESOL website.

Thank you, webmaster.antesol@gmail.com

ESL teacher education programs and ESL degree programs in Alabama	UG minor	Certificate	Certification ALSDE: P-12	Master's		EdS P-12	EdD PhD
				P-12	Adults		
<b>Athens State College (Athens)</b> <a href="http://www.athens.edu">http://www.athens.edu</a>	X	X					
<b>Auburn University (Auburn)</b> <a href="http://www.education.auburn.edu/academic-program/english-speakers-languages">http://www.education.auburn.edu/academic-program/english-speakers-languages</a>		X	X	X			
<b>Troy University (Troy)</b> <a href="http://www.troy.edu/catalogs/1718graduate/html/6G-educationb.html#MSEEDLAN">http://www.troy.edu/catalogs/1718graduate/html/6G-educationb.html#MSEEDLAN</a>		X			X		
<b>University of Alabama (Tuscaloosa)</b> <a href="http://education.ua.edu/academics/ci/esl">http://education.ua.edu/academics/ci/esl</a> <a href="https://english.ua.edu/grad/linguistics/tesol">https://english.ua.edu/grad/linguistics/tesol</a>			X	X	X	X	X
<b>University of Alabama, Birmingham</b> <a href="http://www.uab.edu/esl">www.uab.edu/esl</a>			X	X	X	X	
<b>University of Alabama, Huntsville</b> <a href="http://www.uah.edu/education/departments/curriculum-and-instruction/graduate-programs/master-of-education/esol-concentration">www.uah.edu/education/departments/curriculum-and-instruction/graduate-programs/master-of-education/esol-concentration</a>			X	X			
<b>University of North Alabama (Florence)</b> <a href="http://www.una.edu/education/graduate-programs/english-for-speakers-of-other-languages-esol">www.una.edu/education/graduate-programs/english-for-speakers-of-other-languages-esol</a>		X	X	X	X		
<b>University of South Alabama (Mobile)</b> <a href="http://www.southalabama.edu/colleges/ceps/tesol/esol-p-12">www.southalabama.edu/colleges/ceps/tesol/esol-p-12</a>			X	X			

ESL teacher education programs and ESL degree programs in Mississippi	UG minor	Certificate	Endorsement MDE: P-12	Master's		EdS P-12	EdD PhD
				P-12	Adults		
<b>Mississippi College</b> (Clinton/Jackson) <a href="https://www.mc.edu/academics/departments/modern-languages/tesol">https://www.mc.edu/academics/departments/modern-languages/tesol</a>	X	X	X				
<b>Mississippi State University</b> (Starkville) <a href="http://www.english.msstate.edu/tesol/tesol.html">http://www.english.msstate.edu/tesol/tesol.html</a>	X	X	X		X		
<b>University of Mississippi</b> (Oxford) <a href="http://modernlanguages.olemiss.edu/tesol/">http://modernlanguages.olemiss.edu/tesol/</a>	X	X	X		X		
<b>University of Southern Mississippi</b> (Hattiesburg) <a href="https://www.usm.edu/foreign-languages-literatures">https://www.usm.edu/foreign-languages-literatures</a>		X	X		X		



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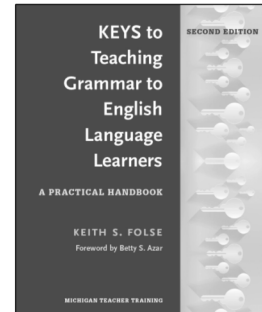
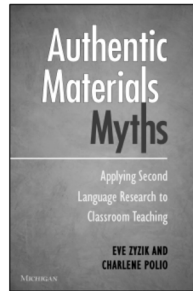
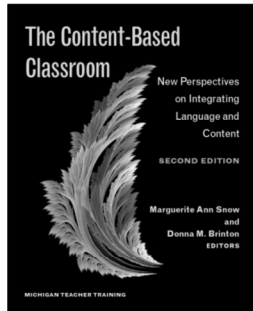
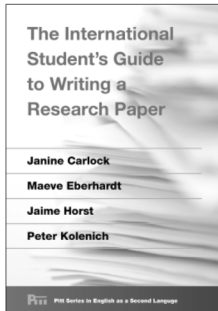
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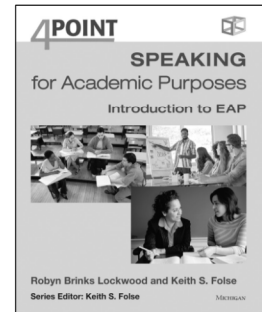
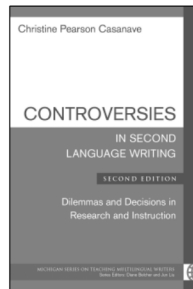
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, Laura Johnson, Amy Smith, and Emily Mitchell

**Program Committee:** Amy Taylor, Amy Smith, Emily Mitchell

**Publishers/Vendors/Sponsors:** Mary Diamond and Dinorah Sapp

**Poster Presentations:** Maggie Jenson Edmonds

**Exhibit Hall:** Matthias Maunsell

**CEUs:** Ann Marie Batista and Tracy Koslowski

**ELI/IEP Connections:** Bill Wallace and Amy Snow

**Vulcan Park Logistics and Support:** Jeremiah Clabough, UAB

**Vulcan Museum Docents:** Social Science education students from UAB

**Press:** John Marc Green

**Graphic Artwork:** Hal Huber

**Website/Social Media:** Lisa Preston

**Marketing:** Susan Spezzini, Josie Prado, Xinyu Zhai

**Hospitality:** Greater Birmingham Convention & Visitors Bureau

**Registration Materials:** UAB students and INTO UAB staff

**Registration Counter:** Wendy Morgan, Peg Lawrence, UAB students

**Speaker support:** Melissa Hawkins, Kelly Hill, Julie Paul, Ann Morris, Lynn Kirkland

**PK-12 Dream Day volunteers:** Students and alumni from UAB and Auburn

**PCI Adult Learner volunteers:** INTO UAB teachers

**Ticket takers:** UAB students and alumni

### **Proposal Reviewers:**

Kim Andrus, Patricia McGovern Armour, Abby Becker, Rebecca Bidwell,  
Nancy Blanco, Susan Blazer, Emily M. Brown, Deanna Buhl, Robert Bullard, Katherine Carr,  
Josie Cox, Mary Diamond, Paulette Evans, Suzanne Franks, Lynn Fuller, Oscar Garcia Sanchez,  
Kiffany Gee, Melinda Harrison, Jennifer Harvey, Elizabeth House, Bryan Lowry, Monisha Moore,  
Daniel McCurry, James Nunez, Julia Paul, Amy Smith, Brandi Smith, Jameka Thomas,  
Kristie Williams, Nefertari Yancie, Xinyu Zhai, Katayoun Zomorrodian

## **In Sincere Appreciation**

Our families  
AMTESOL Board Members  
SETESOL Steering Committee

Dr. Paulette Patterson Dilworth, Vice President of Diversity, Equity, and  
Inclusion, University of Alabama at Birmingham (UAB)

Dr. Lynn Kirkland, Interim Dean of the School of Education, UAB  
Faculty, staff, students and alumni of the UAB School of Education

David Hofmann, Executive Director of INTO UAB  
Faculty and staff of the INTO UAB English Language Programs

Bill Wallace, Director of the English Language Institute, University of Alabama  
Faculty and staff of the English Language Institute, University of Alabama

Faculty, staff, students, and alumni of Auburn University

Faculty, staff, students, and alumni of Mississippi State University

Faculty, staff, students, and alumni of the University of Mississippi

Faculty, staff, students, and alumni of the University of Southern Mississippi

Faculty, staff, students, and alumni of other colleges and universities who provided support

ESL teachers and staff in our partner school districts and community colleges  
The Literacy Council of Central Alabama and community/faith-based ESL centers

Presenters for their keynotes, workshops, presentations, and posters

Exhibitors and publishers for exhibiting and for donating door prizes

TESOL International Association for sponsoring keynote speaker, Ester de Jong

Cengage for sponsoring keynote speaker, April Muchmore-Yokoun

Imagine Learning for being a Gold Sponsor (\$2,000)

INTO UAB for being a Gold Sponsor (\$2,000)

Hyatt-Regency Birmingham—The Wynfrey Hotel  
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Cline Tours, Inc. - Birmingham

Vulcan Park and Museum

Dreamland BBQ



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# No English? Can't Read?

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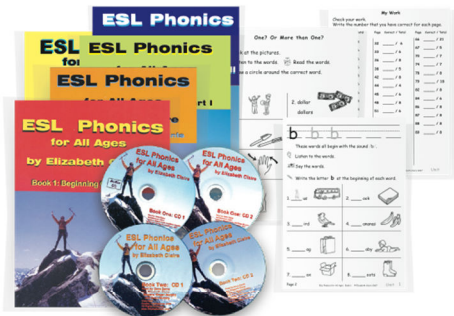
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## Professional Development Credits for PK-12 Teachers from Mississippi

Thank you for registering for the 2017 SETESOL Conference. Please follow the directions below to apply for CEU credits. CEU credits will accrue at the following rates, based upon attendance at all session blocks on any particular day:

Wednesday, October 4 <sup>th</sup> , 2017	0.6 CEU Credits
Thursday, October 5 <sup>th</sup> , 2017	0.6 CEU Credits
Friday, October 6 <sup>th</sup> , 2017	0.6 CEU Credits
Saturday, October 7 <sup>th</sup> , 2017	0.3 CEU Credits*
Total Possible	2.1 CEU Credits

\*Note: A minimum of 0.5 CEU credits in total must be earned in order to submit application.

### **If you choose to apply for Mississippi CEU Credits at SETESOL, then you must do the following:**

1. Submit your completed MS CEU application form at the SETESOL conference counter with a **CHECK** for \$15, made out to NMEC (North Mississippi Education Consortium). No cash or credit card payments will be accepted.
2. Submit your completed certificate of attendance at the SETESOL conference counter before you leave the conference. There are no signature pages, only a self-reporting certificate of attendance that will be used to total the number of hours each day. This is an honor system. You must be registered for the conference on the days you record your attendance. Only record the sessions you attend.
3. Submit a completed Professional Development Evaluation Form (available with the MS CEU Application) at the SETESOL Conference counter before you leave the conference.
4. All steps must be completed to receive credit.
5. Questions? Mississippi's AMTESOL CEU representative is Tracy L. Case Koslowski, [tlcase@olemiss.edu](mailto:tlcase@olemiss.edu). The NMEC website is <http://www.nmec.net>

# Professional Development Credits for PK-12 Teachers from Alabama

Thank you for registering for the 2017 SETESOL Conference. If you would like to manage your professional development hours via Chalkable PD, then please follow the directions below. Or, you may choose to work directly with your school system and submit documentation to the person in your system who can add your professional development hours for you.

**If you choose to manage your conference hours with SETESOL, then you must do the following:**

1. Register in Chalkable for every day that you attend. Register no later than Wednesday, October 11, 2017
2. Submit your completed certificate of attendance at the SETESOL conference counter before you leave the conference. There are no signature pages, only a self-reporting certificate of attendance that will be used to total the number of hours each day. This is an honor system. You must be registered for the conference on the days you record your attendance. Only record the sessions you attend.
3. Both steps must be completed to receive credit. Hours will be submitted for posting by November 2017.
4. Questions? Alabama's AMTESOL CEU representative is Ann Marie Batista, Ann.Batista@hsv-k12.org.

**Log into Chalkable (STI PD) and search for PD Title No: UABRIC01155**

Chalkable

HOME PD TITLES LOGOUT

Search the PD Title Catalog View Session Offerings Make a PD Title Suggestion

**Search PD Titles**

Enter search criteria below (leave blank to find all PD Titles):

LEA:

PD Title:

Program Name:

Title Content:

PD Title Number:

Proficiency Levels:

**1) Click List to review the conference days 2) Sign-up for each day you registered to attend. (Do ALLOW pop-ups or you will not be able to see the options.)**

## Matching PD Titles

1 to 1 of 1 match(es) [Use CTRL+F to locate the course desired.]

<p><b>UABRIC01155</b> <b>2017 Southeast TESOL Regional Conference/Transforming Lives through Languages &amp; Cultures</b> (Active)</p> <p><b>Subject(s)</b> Language Arts and Reading, Interdisciplinary, Leadership Training, Multicultural Education</p> <p><b>Proficiency Levels</b> Basic Training</p> <p><b>Grade(s)</b> PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, CC, Other, Misc</p> <p><b>Description/Abstract</b> The purpose of SETESOL is to collect and disseminate information about developments in the teaching of English to speakers of other languages among the member affiliates and to stimulate professional development by having an annual regional conference.</p> <p><b>Objectives</b> In pre-conference workshops and concurrent sessions, ESOL professionals will present workshops and share research to other educators. The workshops are hands-on opportunities to learn and practice teaching methods for English learners (Eis), include demonstrations, and are designed to help teachers meet the challenges for teaching Eis.</p>	<p><a href="#">VIEW SCHEDULE LIST or CALENDAR</a></p> <p><b>Clock Hours: 21.00</b></p> <p><small>PD Title LEA: ALSD6-RIC PD Title APPROVED: 09/13/2017 AUTHOR: DeDe Mark PROJECT LEADER: Ann Marie Batista and Susan Spezzini</small></p>
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# Four essential programs—one effective system



## Imagine Language & Literacy™ (pre-K - grade 6) What makes our language and literacy curriculum so powerful? It's quality—in every detail.

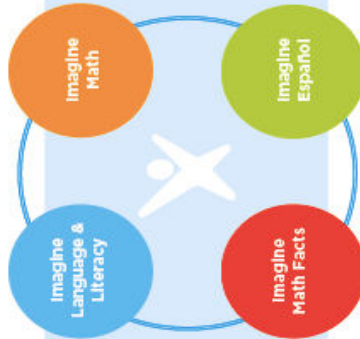
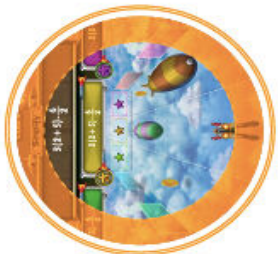
- By using Imagine Language & Literacy, students experience
- Thousands of fun and engaging activities
  - Systematic and explicit instruction
  - Immediate, instructive feedback
  - Optional first-language support in 15 languages
  - An emphasis on academic language
  - Preparation for next-generation assessments and college/career readiness

## Imagine Math™ (grade 3–geometry)

How can students understand math as deeply as we know they can?

- Introducing Imagine Math, a new standard of instruction with:
- Live, on-demand 1:1 instruction from math teachers
  - Unprecedented motivation that rewards effort and productive struggle
  - Adaptive instruction that's personalized for every student
  - Integrated progress monitoring using the Quantile® Framework for Mathematics

Think Through Math is now Imagine Math



At Imagine Learning, we believe every student is born to learn—which is why we create game-changing instructional tools that motivate students to learn, grow, and succeed.

Additionally, all students benefit from

- Research-based, standards-aligned instruction
- Adaptive learning paths that meet each student where they are
- Language support for English learners
- Rigorous content that challenges students to grow
- Motivational elements that reward students (games, avatars, points, and experiences)
- Assessments and reports that drive quality instruction



## Imagine Math Facts™ (elementary - middle grades) Want to help math facts click with students? Choose the effective, efficient solution—Imagine Math Facts.

With Imagine Math Facts, every student can

- Quickly learn and retain multiplication, division, addition, and subtraction math facts
- Establish a critical foundation for algebra
- Achieve an average fluency of 94% after finishing the program
- Feel successful, confident, and interested in math right from the beginning

Big Brainz is now Imagine Math Facts



## Imagine Español™ (pre-K - grade 1)

Looking for the missing piece to your biliteracy puzzle? Imagine Español is a dynamic software solution designed specifically for young students learning to read in Spanish.

Imagine Español offers

- Authentic Spanish language and literacy instruction (not an English translation)
- A balanced, pedagogically appropriate approach to Spanish literacy
- Culturally relevant learning activities and strategic exposure to regional accents
- Assessments and reports that track student comprehension, performance, and usage



## Certificate of Attendance: SETESOL Conference

### Hyatt-Regency Birmingham—The Wynfrey Hotel, Alabama



Participant \_\_\_\_\_ Email \_\_\_\_\_  
 Total Hours \_\_\_\_\_ School District \_\_\_\_\_ City/State \_\_\_\_\_

Wednesday, October 4, 2017	Thursday, October 5, 2017	Friday, October 6, 2017	Saturday, October 7, 2017
<b>8:00-8:45 Keynote</b> Amy Hewitt-Olatunde <i>How Classroom Practice Can Be Transformational with Constructivism, Culturally-Relevant Pedagogy and Community Building</i> <b>9:00-10:15</b> (concurrent sessions)	<b>8:30-9:00</b> Opening Ceremony  <b>9:00-9:45 Keynote</b> Stephen Krashen	<b>8:00-8:45</b> (concurrent sessions)  <b>9:00-9:45 Keynote</b> Ester de Jong <i>Changing Times, Transforming Our Practice</i> <b>10:00-10:45</b> (concurrent sessions)	<b>8:00-8:45</b> (concurrent sessions)  <b>9:00-10:15 Keynotes</b> Ofelia Garcia or April Muchmore-Yokoun <b>10:30-10:50</b> (concurrent sessions)
<b>10:30-11:45</b> (concurrent sessions)	<b>10:00-10:45</b> (concurrent sessions)	<b>11:00-11:45</b> (concurrent sessions)	<b>11:00-11:45</b> (concurrent sessions)
<b>1:00-2:15</b> (concurrent sessions)	<b>1:00-1:45</b> (concurrent sessions)	<b>12:30-1:20 Keynote</b> Paulette Patterson Dickerson <i>Five Principles of Courageous Leadership: Lessons Learned</i> <b>1:30-1:50</b> (concurrent sessions)	
<b>2:30-3:45</b> (concurrent sessions)	<b>2:00-2:45</b> (concurrent sessions)	<b>2:00-2:45</b> (concurrent sessions)	
<b>4:00-4:45 Keynote</b> Stephen Krashen	<b>3:00-3:45</b> (concurrent sessions)	<b>3:00-3:45</b> (concurrent sessions)	<b>2:00-2:45</b> (concurrent sessions)
<p>Attendees can use this page as a planning guide and write the sessions they plan to attend. If they wish, they can mark attended sessions with stickers provided in the conference bag, or at the SETESOL counter.</p> <p>If you need a certificate for earning professional development credit, complete the formal certificate in your registration folder. Write your name, total hours, and other information at the top of that certificate and write the title of each attended session in its square.</p> <p>Alabama P-12 teachers can register on Qualtrics for UABRC001155. To earn PD credit via this approach, they must turn in their Certificate of Attendance at the SETESOL conference counter.</p> <p>To earn CEUs, Mississippian P-12 teachers must turn in their Certificate of Attendance, both NIMSEC forms, &amp; a \$15 check at the SETESOL conference counter.</p>	<b>4:00-4:45 Keynote: Rebecca Oxford</b> <i>Peacebuilding in TESOL: Transforming the world through peace language activities</i>  <b>6:00-6:45 Cultural Visit</b> Courtney Bentley <i>Challenges for Embracing Today's Multicultural and Multilingual Diversity</i> Tery Medina <i>Being the ELs' Educational Parent</i>	<b>4:00-4:45 Keynotes</b> Tery Medina or Catherine Davies	<b>4:00-4:45 Keynotes</b> Tery Medina or Catherine Davies

*Thank you for attending the  
2017 SETESOL Conference.*

*Your presence helped ensure the  
success of our conference.*

*Alison Stamps*

President, AMTESOL

*Susan Spaggiari*

Chair, SETESOL Conference