Developing a Culture of Language Learning

2015 AMTESOL Conference
Tuscaloosa, Alabama
Bryant Conference Center
Friday, January 30th
and
Saturday, January 31st
AMTESOL was founded in 1982, and membership is open to everyone interested in and/or involved in the teaching and administration programs in English as a second or foreign language. In Mississippi we have members from various intensive English programs and public school systems in places such as Hattiesburg, Starkville, and Oxford. In Alabama our members include ESL professionals from all over the state such as Mobile, Montgomery, Tuscaloosa, Huntsville, Birmingham, Gadsden, and numerous places in-between.

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

**AMTESOL’s Mission:**

- To collect and disseminate useful information about teaching English as a second language.
- To provide opportunities for interaction among ESL professionals.
- To identify and address TESOL problems of local, regional, and national concern.
- To stimulate professional development within the TESOL institutions of the area.
- To promote and actively support programs in local communities that will improve the teaching of English as a second language at all levels of education.
- To advocate the recognition of the specialized nature of the TESOL profession on the local, state, and national levels.
Welcome to the 2015 AMTESOL conference! Our theme this year, “Developing a Culture of Language Learning” invites us to think about our students, our classrooms, and our own professional development. We are so happy to have an opportunity to learn and network at the wonderful Bryant Conference Center in Tuscaloosa, Alabama. We welcome new and returning AMTESOL participants, and hope this weekend gives you new perspectives, engaging activities, and useful ideas to continue developing a culture of language learning.

Our conference co-chairs Amy Taylor and Drew Sanford, along with many of their colleagues and volunteers, have planned two days packed full of many excellent speakers and useful workshops. Our pre-conference workshops on Friday morning will offer participants opportunities to learn more about grammar, academic language, and pronunciation. We look forward to the outstanding keynote speaker Friday night, Dr. Keith Folse. A wonderful dinner awaits us after the keynote, so stay around to meet new friends and reconnect with colleagues. The breakout sessions happening Friday afternoon and Saturday morning have been carefully selected and guarantee to provide you with the necessary tools to continue creating a culture of language learning.

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

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

Sincerely,
Dinorah Sapp
President
AMTESOL BOARD MEMBERS

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2015 AMTESOL Conference Schedule
Bryant Conference Center

Friday, January 30th
Pre-Conference Workshop Registration Opens at 8:00 a.m.
General Registration Open from 10:00 a.m. to 5:30 p.m.
Exhibitors Open from 12:00 to 5:30 p.m.

9:00 a.m. to noon – Concurrent Pre-conference Workshops
Noon to 1:00 p.m. – Lunch for Pre-conference Workshop Attendees
1:00 to 1:50 p.m. – Concurrent Sessions
2:00 to 2:50 p.m. – Concurrent Sessions
3:00 to 3:50 p.m. – Concurrent Sessions
4:00 to 4:50 p.m. – Concurrent Sessions
4:00 to 4:50 p.m. – AMTESOL Executive Board Meeting
5:00 to 6:00 p.m. – Reception at the Bryant Museum
6:00 to 7:00 p.m. – Dr. Keith Folse, Keynote Speaker
7:00 to 8:30 p.m. – Buffet Dinner
8:30 to 10:00 p.m. – “Name that Tune”

Saturday, January 31st
General Registration Open from 7:30 a.m. to noon
Exhibitors Open from 7:30 to noon

7:30 to 9:00 a.m. – Morning snacks, coffee/tea, and exhibits
8:00 to 8:50 a.m. – AMTESOL Business Meeting
9:00 to 9:50 a.m. – Concurrent Sessions
10:00 to 10:50 a.m. – Concurrent Sessions
11:00 to 11:50 a.m. – Concurrent Sessions
12:00 to 12:50 p.m. – Concurrent Sessions
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<thead>
<tr>
<th>Time</th>
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<tr>
<td><strong>Friday 1:00</strong></td>
<td>Promoting Positive Communication between Home and School: Multicultural Environments—Dallas (K-12) 20-minute presentation Rast Conference Room B</td>
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<td>Communicating Effectively with Culturally and Linguistically Diverse (CLD) Families—Blanco and Hall (K-12/Administration) 20-minute presentation Rast Conference Room B</td>
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<td>Creating Culture of Reading: Adolescent Literature and its Influences on Student Writing and Speaking—Diallova (Higher Ed/K-12/IEP) Central Bank Room</td>
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<td>Enriching the Language Classroom through Social Media—Chilmonik and Smith (Research/Higuer Ed/K-12/IEP/Adult Ed/Bilingual Ed/Teacher Ed) 20-minute presentation Mason Room</td>
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<td>Utilizing Social Media to Teach Contemporary English Structures in the ESL Classroom—Ellis and Lackey (IEP) 20-minute presentation Rast Conference Room A</td>
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**Friday 2:00**

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<tr>
<td>The Influence of Interventions on Reading Comprehension in L2/FL—Velezheva (Higher Ed/Adult Ed/IEP/Research/Bilingual Ed/Teacher Ed) 20-minute presentation Rast Conference Room B</td>
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<tr>
<td>Developing a Peer-Mentoring Culture: Graduate Students and Community English—Prado, Gilliland, and Moore (Higher Ed/Adult Ed/Teacher Ed) 20-minute presentation Rast Conference Room B</td>
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<td>Cultural Differences, Writing, and Assessment—Oue Rubric Fits All?—Brenneman and Drazga (IEP) Central Bank Room</td>
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<td>We All Teach ESL Here!—Juan, Harrison, and Nix (K-12) Mobile Room</td>
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<td>The Play is the Thing—Hayes-Ranachandran and LaFontaine (K-12/Higher Ed/Adult Ed/Bilingual Ed) 20-minute presentation Mason Room</td>
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<td>Creating a Culture of Immersion in Advanced-Level Speaking Activities—Chilmonik and Pei (K-12/Higher Ed/Adult Ed/IEP/Bilingual Ed/Teacher Ed) 20-minute presentation Mason Room</td>
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<tr>
<td>The Language of Peace: What It Means for Teaching ESL—Oxford (K-12/Higher Ed/Adult Ed/IEP/Research/Administration/Bilingual Ed/Teacher Ed) Rast Conference Room A</td>
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## Interest Sections (K-12, Higher Education, Technology, Adult Education, IEP, Administrators, Exhibitor, Publisher)

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<tr>
<th>Time</th>
<th>Session Title</th>
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<tr>
<td>Fri 3:00</td>
<td>The Exit Ticket: Assessment Tools for the End of Class—Millis and Stalcup (K-12/Higher Ed/Adult Ed/IEP/Bilingual Ed)</td>
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<td>Fri 3:00</td>
<td>Putting Your Best Foot Forward: Empowering ELLs with Interview Skills—Mitchell (Higher Ed/Adult Ed/IEP)</td>
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<td>Fri 3:00</td>
<td>Modifying Instructional Language: Enhancing Learning for All—Word (K-12/Higher Ed/Administration/Teacher Ed)</td>
<td>Teaching Reading and Writing to ELLs Using Culturally Relevant Texts—Rodriguez (K-12)</td>
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<td>Fri 3:00</td>
<td>Cultural Awareness Reading Project: Natural Literature Museum—Farabee (K-12/ Administration/Teacher Ed)</td>
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<td>Fri 4:00</td>
<td>Creating a Student-Centered, Task-Based Adult ESL Curriculum—Burden (Higher Ed/Adult Ed/IEP)</td>
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<td>Fri 4:00</td>
<td>Supporting the Bilingual Student—Montiel and Rosales (K-12/Bilingual Ed/Teacher Ed)</td>
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<td>Fri 4:00</td>
<td>Developing Academic Language for Immigrants with Informal or No Previous Schooling—Whitaker (K-12/IEP/Administration)</td>
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<td>Sat 9:00</td>
<td>The Naturalization Test: Focus on Components and Teaching Objectives—Vanderhoff and Vliet (Adult Ed/ Administration/Citizenship Ed)</td>
<td>Lackey Room</td>
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<td>Enhancing Teacher Preparation through Clinical Experiences: Developing a Learning Culture—Spezzini, Prado, and Seay (Teacher Ed)</td>
<td>Implementing a Community ESL Program—Batson (Higher Ed/Adult Ed/IEP/Administration)</td>
<td>Focus on Writing: The Importance of Asking Questions—Pruitt (K-12)</td>
<td>Experiences Implementing a Community ESL Program—Batson (Higher Ed/Adult Ed/IEP/Administration)</td>
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Workshop A:
The Least You Should Know about ESL Grammar
with Dr. Keith Folse
Rast Conference Room A

All ESL teachers -- from the middle school science teacher to the college composition teacher -- need to know about ESL grammar issues well, but their purposes in knowing are different. As always, it comes down to learner needs. What grammar do learners need to accomplish a certain kind of task? In this workshop, we will identify key ESL grammar points and examine which grammar points are most relevant for different types of material and students. What grammar is needed to read a science unit? Write a paragraph persuading readers of how a given cause produced a certain result? Or explain the differences between Malaysia and Thailand in an oral report in class?

Keith Folse is Professor of TESOL at the University of Central Florida, where he teaches in the MA TESOL, PhD TESOL, and Undergraduate TEFL programs. He has many years of teaching experience, including positions in both Alabama and Mississippi. In fact, his ESL teaching career began with an MA in TESOL at the University of Southern Mississippi, where he then taught in their Intensive English Program. His second job was in the intensive program at Spring Hill College in Mobile. He was a founding member of AMTESOL.

His ESL experience includes programs in Oregon and Florida in the US, while his EFL experiences were in Saudi Arabia, Malaysia, Kuwait, and Japan.

Although his main research interests are in best teaching practices for vocabulary, writing, grammar, reading, and speaking, Dr. Folse is extremely interested in materials development. He is the author of more than 55 books on various aspects of English language teaching and learning. His most recent student books include the fourth and fifth editions of the widely used composition books Great Writing (National Geographic Cengage Learning).

In addition to being an experienced language teacher, Dr. Folse has a great deal of experience as a language student. He studied French and Spanish in high school and later at the university. He also studied Arabic in Saudi Arabia, Malay (and German) in Malaysia, and lastly Japanese in Japan in an intensive Japanese language program. Perhaps his most interesting teaching job was the teaching of Spanish in Japanese in Japan. (Let that combination soak in for a moment...) In addition to being a language student trying to learn by interacting with natives in the host country, he has studied in a second language setting (an intensive Japanese course in Japan) and a foreign language setting (French and Spanish in the U.S.).

His main research area is second language vocabulary acquisition. He has published articles in TESOL Quarterly, CATESOL Journal, TESL Reporter, Modern English Teacher, and
Perspectives/TESOL Arabia, as well as several chapters in edited volumes. He is currently working on publications regarding the connection between grammar and vocabulary in second language learning and therefore teaching.

Dr. Folse is a frequent conference presenter worldwide and is very happy to be invited to speak at AMTESOL for the first time. He is also grateful to National Geographic Cengage Learning for sponsoring his talks here at the AMTESOL 2015 Conference.
Workshop B:
Green Thumb Practices:
Cultivating a Community of Academic Language Learners
with Cynthia Hunt

Rast Conference Room B

Participants will investigate classroom practices that cultivate curiosity and understanding of content through embedded academic language instruction. Through active engagement participants will experience instructional activities in all four language domains and practice designing aligned instruction for academic language development and content understanding. Opportunities will be provided to brainstorm, design, and collaborate with peers.

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

This introduction to phonology will help teachers understand the physical and emotional aspects of pronunciation. We will explore how the brain perceives the sounds of a language as well as how those sounds are produced by the speaker. We will also discuss the social aspects inherent in the perception and production of the sounds of a language. After gaining a preliminary understanding of phonology, attendees will learn to implement techniques for helping language learners overcome the pronunciation difficulties that can lead to embarrassing situations. Through such guided practice, language learners of all ages are able to increase their confidence and self-assuredness when speaking English.

Susan Spezzini is Associate Professor of English Language Learner Education in the School of Education at the University of Alabama at Birmingham. She teaches courses in phonology for the ESL master's program and in culturally/linguistically responsive instruction for the EdS program in teacher leadership. She also directs national professional development grants to train teachers in the effective instruction of emergent bilinguals. Her research focuses on how content teachers learn to work effectively with their emergent bilingual students and also how they help their colleagues through collaborative mentoring and one-on-one professional development.

Mary Earley currently serves as a Grant Manager in the School of Education at the University of Alabama at Birmingham. She is also an adjunct instructor in the ESL master's program. She received her Education Specialist and Master of Arts in Education degrees from the University of Alabama at Birmingham and her Bachelor of Arts degree from the University of Montevallo. Prior to embarking on a career in higher education, Mary enjoyed a rewarding 27-year career in public education where she taught English, Spanish, and ESL. Her professional interests include developing viable strategies to close the academic gap for emergent bilingual students with limited or no formal schooling prior to their arrival in the United States and equipping teacher leaders to facilitate effective instruction for all students.
Giving Them Something to Talk About: Encouraging Reluctant Speaker Participation
LACKEY ROOM

Do your students feel awkward participating in small-group discussions? Come learn practical strategies to engage reluctant speakers. Participants will experience a fun, foolproof plan for successfully implementing discussion topics, such as disagreeing politely, adding to the topic, and giving opinions.

**Presenters:** Jennifer Beck received her Masters of ESL from UAB and is the Graduate Coordinator of English Language Learner’s Institute at Samford University. Sandi Prater received her Masters of ESL from UAB and is the Director of the English Language Learner Institute at Samford.

Promoting Positive Communication between Home and School: Multicultural Environments
RAST CONFERENCE ROOM B  1:00 – 1:20

An interactive presentation concentrating on strengthening the school and classroom culture by developing a system for improving parental involvement for student achievement by understanding the family culture. Participants will acquire strategies that if implemented will impact the culture of learning.

**Presenter:** Dr. Angela Dallas is an author, educator, with a focus to serve others; and award winner for home/school/community partnerships by NNPS.

Communicating Effectively with Culturally and Linguistically Diverse (CLD) Families
RAST CONFERENCE ROOM B  1:25 – 1:45

School-home communication is an integral part of “Developing a Culture of Language Learning.” This presentation will offer ideas and solutions for effective communication between schools and Culturally and Linguistically Diverse (CLD) Families. For ESOL Teachers, EL Coordinators, and K-12 Administrators.

**Presenters:** Nancy Blanco teaches ESL for Lee County Schools in Alabama and holds a MAEd in ESL from UAB. Katy Hall teaches ESL for Auburn City Schools and is pursuing her MAEd in ESOL from AU.
Creating Culture of Reading: Adolescent Literature and Its Influences on Student Writing and Speaking

CENTRAL BANK ROOM

This practitioner research explored the effects of using Adolescent Literature on L2 students’ writing and speaking skills. Using Adolescent Literature in an intensive English class increased students’ fluency, reading comprehension, and encouraged them to share information. The reading culture took an interactive/integrated approach.

Presenter: Shokhsanam Djalilova is currently pursuing a doctoral degree. Her research areas are writing development, written corrective feedback and its effects on student progress, and read to write connections.

Mississippi’s K-12 Teacher and Administrator Evaluation Systems: Your Questions Answered

MOBILE ROOM

This session provides information and updates about how the Mississippi Teacher and Principal Evaluation Systems impact Mississippi’s K-12 ESL educators and educators-in-training, as well as explains the purpose of the Alabama/Mississippi State Community of Practice (AMSCoP) organization.

Presenters: Dr. Tarance Hart directs the Mississippi Teacher Center in the Mississippi Department of Education’s Office of Educator Quality. Alexis Nordin, research associate in Mississippi State University’s Research and Curriculum Unit, specializes in the Mississippi Principal Evaluation System (MPES). Lois Kappler, project manager in Mississippi State University’s Research and Curriculum Unit, specializes in the Mississippi Teacher Evaluation System (MTES).

Enriching the Language Classroom through Social Media

MASON ROOM 1:00 – 1:20

Based on a thorough literature review of current methods for integrating social media into the language classroom, the presenters hope to offer practical techniques for enhancing the language learning experience through innovative communication tools.

Presenters: Kim Chilmonik is a graduate TESOL student at the University of Alabama and has taught English for several years in East Asia. Amy Smith is a graduate TESOL student at the University of Alabama and has taught English in Russia, China, and Afghanistan.
Utilizing Social Media to Teach Contemporary English Structures in the ESL Classroom
MASON ROOM 1:25 – 1:45

The presenters will briefly first discuss the crucial role of social media in the usage and development of modern English and demonstrate various techniques for incorporating different social media outlets in ESL classroom to teach contemporary English usages.

**Presenters:** Leslie Ellis is a first-year graduate student at the University of Alabama in the TESOL department. Lauren Lackey is a first year graduate student at the University of Alabama in the TESOL department.

Bloomin’ Words: Developing Language Learning in K-12
RAST CONFERENCE ROOM A 1:00 – 1:20

Mainstream classroom and ELL teachers must strongly comprehend how language forms and functions relate to their academic standards and objectives. The presenter will briefly provide information on related topics to provide context and then demonstrate a potential solution for teachers.

**Presenter:** Dr. Susan Rutledge teaches a Supporting ELLs course for all K-12 school personnel at California University of Pennsylvania.

ACT and ELLs: A Roadblock or a Thoroughfare
RAST CONFERENCE ROOM A 1:25 – 1:45

This will describe the advantages and disadvantages of using the ACT as a substitute for state tests. A comparison of WIDA scores, MAP scores, and ACT scores will be used to develop a course of action to prepare students.

**Presenter:** Thomas Herrington has taught ELLs in Oxford for 10 years. He constantly strives to teach, inspire, and advocate.

Know More Games!
LACKEY ROOM

Games and other practice activities can make lessons effective and fun for adult learners. In this interactive workshop, participants will play some tried and true games that get students actively practicing language.

**Presenters:** Bryan Lowry taught English in Japan. He likes to see others grow, and learn. He works at UAB’s English Language Institute. Anna Skees teaches at UAB’s English Language Institute. She learned to teach through games while at summer camps in Russia.
The Influence of Interventions on Reading Comprehension in L2/FL
RAST CONFERENCE ROOM B  2:00 – 2:20

This study examines the interventions that influence L2/FL reading comprehension development and may be beneficial for teachers in adapting their pedagogical practices to enhance the development of reading comprehension skills.

**Presenter:** Anna Velezheva is a second-year MA student at the University of Mississippi majoring in TESL with a subfield in German.

Developing a Peer Mentoring Culture: Graduate Students and Community English
RAST CONFERENCE ROOM B  2:25 – 2:45

In this presentation, the mentors and their professor will address the ways in which these activities have influenced their teaching practices, as well as their understanding of ESL methodology, and how these shifts in their understanding will impact curriculum development for the Community English Classes.

**Presenters:** Josie Prado is an assistant professor in the English Learner Education program at the University of Alabama at Birmingham. Meghan Gilliland is a MA/ESL graduate student at the University of Alabama at Birmingham. Niajah Moore is an MA/ESL graduate student at the University of Alabama at Birmingham.

Cultural Differences, Writing, and Assessment: One Rubric Fits All?
CENTRAL BANK ROOM

The presenters will illustrate how a background culture, taken as a variable, influences the product of one’s writing and the result of assessment. They will pinpoint aspects crucial to assessing writing, and conclude by making recommendations for training of raters.

**Presenters:** Lia Brenneman is a Senior Lecturer at UF ELI. Dr. Grazyna Drzazga is a Visiting Scholar at the UF Department of Linguistics and an instructor at the UF ELI.

We All Teach ESL Here!
MOBILE ROOM

A panel of educators including ESL coaches, instructional coaches, and classroom teachers will explain how our district implements a content-based ESL program using mainstream teachers and coaches for support rather than having ESL teachers.

**Presenters:** Maria Juan received her MAE/ESL from UAB and is an ESL Coach at Tuscaloosa City Schools. Katie Harrison received her MAE/ESL from UAB and is an Elementary ESL Specialist at Tuscaloosa City Schools. Elizabeth Nix received her MAE/ESL from Lipscomb University and is an ESL Coach at Tuscaloosa City Schools.
The Play is the Thing  
MASON ROOM  2:00 – 2:20

This presentation focuses on using performance to assist students at any level in the acquisition of speaking skills. The activities focus on a variety of speaking skills and conclude with students creating an original scene for performance in class.

*Presenters:* Ms. Kerrin Hayes-Ramachandran’s background is in elementary education and is a full-time lecturer for UAH’s ILC. Ms. Yalitza LaFontaine’s background is in secondary education and is a full-time lecturer at UAH who lives in Huntsville with her three children.

Creating a Culture of Immersion in Advanced-Level Speaking Activities  
MASON ROOM  2:25 – 2:50

Through a survey of ESL/EFL professionals on personal techniques used to reduce L1 usage during class and a following experiment studying the efficiency of those techniques, the presenters hope to offer practical strategies to encourage student L2 use during class.

*Presenter:* Kim Chilmonik is a graduate TESOL student at the University of Alabama and has taught English for several years in East Asia. Victoria Pei is a graduate TESOL student at the University of Alabama and has taught English in China and the U.S.

The Language of Peace: What It Means for Teaching ESL  
RAST CONFERENCE ROOM A

The presenter explains the multidimensional framework of peace, defines the language of peace, and offers principles for promoting peace in ESL classrooms. Attendees receive an array of valuable, field-tested activities for fostering the language of peace in their ESL teaching.

*Presenter:* Rebecca Oxford, Ph.D., has authored numerous books and journal articles on promoting peace and on language learning styles and strategies.

3:00 to 3:50 – Concurrent Sessions

Spelling in the IEP Classroom  
LACKEY ROOM

This session explores how to help students improve their spelling skills. Co-presenters will share their experiences developing and teaching spelling electives, as well as how to incorporate spelling rules as mini-lessons in other content areas.

*Presenters:* Jenny Duckworth is an instructor at the University of Alabama’s English Language Institute. She has developed IEP courses in spelling and incorporates spelling in
other IEP courses. Brittany Cobb teaches ESL at Mercer University and enjoys developing engaging lessons and getting to know students. Her favorite skill to teach is spelling.

**The Exit Ticket: Assessment Tools for the End of Class**

RAST CONFERENCE ROOM B

An exit ticket is a brief activity for the end of class that quickly and effectively assesses student learning. This presentation aims to demonstrate the benefits of and a variety of resources for incorporating exit tickets into your classroom.

**Presenter:** Alanna Millis is an MA student in the TESOL program at UA with a BA Elementary Education from Southwestern Assemblies of God University. Amber Stalcup is an MA-TESOL student at the University of Alabama, with a BA in English from the University of New Orleans.

**The Dehumanization of Teachers**

CENTRAL BANK ROOM

Presenters will differentiate how our education background focuses particularly on the what and the how of what we do every day in the ESL classroom, but how important it is to answer the why.

**Presenters:** Monte D Erwin has a Master of Arts in Education/ESL and teaches at the University of Alabama at Birmingham and Samford University. Oscar R Garcia has a Masters of Arts in Education/ESL and teaches at the University of Alabama at Birmingham.

**Putting Your Best Foot Forward: Empowering ELLs with Interview Skills**

MOBILE ROOM

This presentation explores strategies used to prepare ELLs for the daunting task of job, graduate school and post grad interviews. It will focus primarily on how to help ELLs achieve their language goals and exude confidence in their specific skills.

**Presenter:** Emily Mitchell, originally from Mississippi, graduated from the University of Alabama and received her Masters of Arts Education at UAB.

**Modifying Instructional Language: Enhancing Learning for All**

MASON ROOM

We will discuss techniques for modifying the language of instruction and assessment with samples from social studies, language arts, science, and math. The techniques demonstrated create a culture of language learning for all students encountering the language(s) of the academy.

**Presenter:** Dr. Word, Director of the UAH Intensive Language and Culture Program, prepares P-12 educators to work with English Language Learners.
Teaching Reading and Writing to ELs Using Culturally Relevant Texts
RAST CONFERENCE ROOM A  3:00 – 3:20

In this interactive presentation, participants will learn the importance of using culturally relevant texts when teaching ELs. The presenter will demonstrate how to use these texts to meet Common Core and WIDA Standards for reading and writing.

Presenter: Amanda Rodriguez has taught ESL for 10 years and is a National Board Certified Teacher.

Cultural Awareness Reading Project: Natural Literature Museum
RAST CONFERENCE ROOM A  3:25 – 3:45

A Natural Literature Museum is a perfect way for teachers of all levels to incorporate multicultural books. Students act as curators for the Natural Literature Museum. They collaboratively create a display highlighting significant cultural elements of the book.

Presenter: Marcia Farabee is a Nationally Board Certified Social Studies and English teacher (grades 11-12) at Hokes Bluff High School. She has a B.S. from JSU and an M.A. from UA.

Grammar – I’m Loving It!
LACKEY ROOM

It's challenging to keep grammar classes interactive and fun. In this session, you will learn over 15 practical applications to get your students practicing grammar concepts/rules while interacting with each other. They might even forget they are in grammar class.

Presenter: Susan Blazer received her Master’s of ESL from UAB and now teaches at the English Language Learner Institute at Samford University. Katherine Jarnigan has a Master’s of ESL degree from UAB and is the Technology Coordinator at Samford’s English Language Learner Institute.

Creating a Student-Centered, Task-Based Adult ESL Curriculum
RAST CONFERENCE ROOM B

This tips demonstration gives strategies for continually evaluating needs, identifying/manipulating authentic materials, and creating assessable “i+1” tasks. With the plethora of non-scaffolding “resources” available, it’s imperative we pinpoint motivations for adult ESL and provide relevant lessons for survival/productivity in society.

Presenter: Amy Burden is an instructor in the International Student Link Program and Intensive English Program at Mississippi College.
ESL for Day Laborers: Building the Boat as We Sail

CENTRAL BANK ROOM

A request to provide ESL services for non-English speaking day laborers resulted in the development of a curriculum for meeting the needs of this unique group of learners. Attendees will learn to craft relevant lessons using available materials.

**Presenters:** Carol Beisher is a volunteer ESOL tutor working under the auspices of The Literacy Council of Central Alabama. Linda DeRocher is Director of Training and ESOL Services for The Literacy Council, a non-profit serving adults in central Alabama.

Supporting the Bilingual Student

MOBILE ROOM

Discuss the benefits of maintaining native language and becoming bilingual. Provide a variety of resources that can support student’s native language. Participants are encouraged to look at and discuss pros/cons of resources.

**Presenters:** Stephanie Montiel (MAE in ESL) has been teaching English Language Learners for the past 8 years at Gulf Shores Elementary School. Patricia Rosales (MAE in ESL and Bilingual Education) has been teaching ESL and Spanish Heritage Language in Baldwin County Public Schools for 5 years.

Developing Academic Language for Immigrants with Informal or No Previous Schooling

MAISON ROOM

With an influx of immigrant students arriving in Alabama with informal or no previous schooling, an academic language program, thinking “outside of the box” must be developed in school systems across Alabama. Join me in learning how to develop academic language through changes in the “regular curriculum” delivery method.

**Presenter:** Sevim Whitaker is the Pelham City Schools EL Coordinator, past ALSDE EL Regional Coach, past ESL teacher for Hoover City Schools, Ed.S., Ma ESL, NBCT ENL, K-6 Elementary Education.

Practical Activities for a Great Writing Class

PUBLISHER PRESENTATION

RAST CONFERENCE ROOM A

Solid activities focusing on grammar, vocabulary, and sentence development can help us avoid the usual “students-write-teacher-corrects-all-night” syndrome. In this session, we will demonstrate several practical activities that help students write better English paragraphs. Handouts and textbook materials will be provided.

**Presenter:** Dr. Keith Folse (TESOL professor, University of Central Florida) has written over 50 ESL textbooks on many areas, including composition.
AMTESOL Executive Board Meeting
MORGAN BOARD ROOM

5:00 to 5:50 – Reception
Bryant Museum

There will be a reception held at the Bryant Museum sponsored by the Tuscaloosa Sports and Tourism Commission. This is an opportunity to meet and reconnect with other AMTESOL members.

6:00 to 7:00 – 2014 Keynote Speaker
Hotel Capstone

(See description below)

7:00 to 8:30 – Dinner
Hotel Capstone

After Dinner – “Name that Tune"
Hotel Capstone
In learning a new language, many factors matter, including the age of the learner, the goal of the learner, the amount of time available until the language must be mastered, and even the language learning aptitude of the learner. However, several factors remain constant for most learners: there are thousands of words to be learned, learning from context takes time (and many of our students do not have the luxury of time on their side), and translations are useful in learning vocabulary initially. In this plenary, I will review the 8 myths about learning vocabulary that I introduced a decade ago in Vocabulary Myths (University of Michigan Press, 2004) and talk about which myths are and are not relevant to our learners in 2015. I will conclude with a look at how our textbooks and teaching techniques have changed as a result of the increasing amount of important vocabulary research.

Keith Folse is Professor of TESOL at the University of Central Florida, where he teaches in the MA TESOL, PhD TESOL, and Undergraduate TEFL programs. He has many years of teaching experience, including positions in both Alabama and Mississippi. In fact, his ESL teaching career began with an MA in TESOL at the University of Southern Mississippi, where he then taught in their Intensive English Program. His second job was in the intensive program at Spring Hill College in Mobile. He was a founding member of AMTESOL.

His ESL experience includes programs in Oregon and Florida in the US, while his EFL experiences were in Saudi Arabia, Malaysia, Kuwait, and Japan.

Although his main research interests are in best teaching practices for vocabulary, writing, grammar, reading, and speaking, Dr. Folse is extremely interested in materials development. He is the author of more than 55 books on various aspects of English language teaching and learning. His most recent student books include the fourth and fifth editions of the widely used composition books Great Writing (National Geographic Cengage Learning).

In addition to being an experienced language teacher, Dr. Folse has a great deal of experience as a language student. He studied French and Spanish in high school and later at the university. He also studied Arabic in Saudi Arabia, Malay (and German) in Malaysia, and lastly Japanese in Japan in an intensive Japanese language program. Perhaps his most interesting teaching job was the teaching of Spanish in Japanese in
Japan. (Let that combination soak in for a moment...) In addition to being a language student trying to learn by interacting with natives in the host country, he has studied in a second language setting (an intensive Japanese course in Japan) and a foreign language setting (French and Spanish in the U.S.).

His main research area is second language vocabulary acquisition. He has published articles in TESOL Quarterly, CATESOL Journal, TESL Reporter, Modern English Teacher, and Perspectives/TESOL Arabia, as well as several chapters in edited volumes. He is currently working on publications regarding the connection between grammar and vocabulary in second language learning and therefore teaching.

Dr. Folse is a frequent conference presenter worldwide and is very happy to be invited to speak at AMTESOL for the first time. He is also grateful to National Geographic Cengage Learning for sponsoring his talks here at the AMTESOL 2015 Conference.
**Civil Rights Tour of the University of Alabama**

MEET IN THE BRYANT CONFERENCE CENTER RECEPTION AREA

We will visit the site of George Wallace’s 1963 “Stand in the Schoolhouse Door”. We will also learn about the fate of the very first African-American student to attend The University of Alabama in 1956.

**Presenter:** Since moving to Alabama from Michigan, one of Jay Robbins’ hobbies has been learning about the Civil Rights Movement.

**Training New Teachers to Create a Learner-Friendly Classroom Environment**

MASON ROOM

International students in ELIs are affected by the classroom environment which should promote their language acquisition. This presentation discusses how this environment can be viewed as a culture with aspects teachers can shape to support their students’ educational goals.

**Presenter:** Dr. Linda Yost teaches in Jacksonville State University’s ELI, where she has developed TESOL courses for undergraduates and English professors from China.

**The Naturalization Test: Focus on Components and Teaching Objectives**

LACKEY ROOM

This session focuses on the components and teaching objectives of the naturalization test, addressing themes, vocabulary, and sentence structure. The presenter deconstructs the process and provides the participants with insight into the skills and knowledge needed.

**Presenters:** Donna Vanderhoff is an Education Program Specialist at the Office of Citizenship. She develops classroom materials and trains citizenship teachers of adult learners. Edly Vliet is a Community Relations Officer with U.S. Citizenship and Immigration Services. She represents Alabama, Georgia, North Carolina, and South Carolina.
Cultivating Student Success beyond Proficiency: The Research Answers
MOBILE ROOM

We present an open panel discussion with current research on student success based upon characteristics like effort and reflection. Additionally, we address questions in measuring and incorporating such “noncognitive” and “metacognitive” skills in the classroom and curriculum.

Presenters: Scott Swisher and Mitch Porter are instructors at The University of Alabama ELI. Catanya Stager is an adjunct Instructor at The University of Alabama ELI.

Baldwin County Schools' ESL Newcomer Center: From Dreams to Reality
THAMES ROOM

Information regarding efforts in one school district to develop an ESL Newcomer Center for high school EL students. The presenters have worked for 10 years to establish a center that includes newcomer classes, a Heritage Language Program, and sheltered content classes.

Presenters: Dr. Kathy Nichol is a Special Services Supervisor for Baldwin County Public Schools. Amy Stutts is an ESL Resource Teacher in the EL Newcomer Program at Baldwin County Public Schools. Patricia Rosales is an ESL Resource Teacher in the Spanish Heritage Language Program at Baldwin County Public Schools. Alissa Murphy is an ESL Resource Teacher for 9-12 English Sheltered Content Classes at Baldwin County Public Schools. Debbie Frey is an ESL Resource Teacher for 9-12 Social Studies Sheltered Content Classes at Baldwin County Public Schools.

Classroom Strategies to Build Academic Language
LOGAN ROOM

One of the most resourceful ways to build academic language in the classroom is the use of Interactive Peer-to-Peer Oral Techniques (IPOT's). We will demonstrate how to use these IPOT's for interaction, practice and application, lesson delivery, and review and assessment.

Presenters: Kwastina Jackson has been teaching math for five years and is currently working on an Ed.S in Teacher Leadership at University of Alabama in Birmingham. Mary Paris has been teaching special education for twenty six years and is currently working on an Ed.S in collaborative Reading at the University of Alabama in Birmingham. Rachel Tawbush has been teaching general sciences for eight years and is currently working on an Ed.S in Teacher Leadership at the University of Alabama in Birmingham.
Moving Words from the Page to the Active Vocabulary
NICHOLS ROOM

The presenters demonstrate research-based methods for teaching vocabulary actively rather than passively. The presenters share a variety of activities for introducing new words, practicing and enhancing learning, and testing acquisition of new vocabulary.

**Presenters:** Demetria Li is a full-time ESL Instructor in the English Language Institute at the University of Alabama. Lauren Lovvorn is a full-time Instructor in the English Language Institute at the University of Alabama.

Proactive Strategies for Preventing Adult Student Distress
CENTRAL BANK ROOM

English language programs in universities commonly provide wide-ranging student support, so proactive crisis management is useful for all involved, while improving student retention overall. Potential topics for intervention will be discussed, as well as mechanisms for providing training.

**Presenters:** Melissa Hawkins is an IEP Manager at the UAB English Language Institute, where she has worked for 13 years. Amy Snow is an IEP Manager at the UAB English Language Institute, having previously worked at the Gadsden State ALI.

10:00 to 10:50 – Concurrent Sessions

A Clash of Cultures: Integrating Culture into the ESL Classroom
MASON ROOM

The presenters will explain the benefits of incorporating American culture in the ESL classroom and demonstrate how to incorporate it into different subject areas, specifically structure, speaking and listening, and reading and writing classes.

**Presenters:** Kendall King has been teaching at The University of Alabama ELI since 2008. She has also taught in China. Daniel McCurry is originally from Washington. He has taught in Washington and Djibouti, Africa. He currently works at The University of Alabama ELI. Kelly McPherson has taught for eight years at The University of Alabama ELI. He also has experience teaching overseas.
The Naturalization Process: Focus on Eligibility and the Naturalization Interview
LACKEY ROOM

This session provides an overview of the naturalization process, including general immigration laws and policies, as well as what applicants for naturalization can expect when they arrive at the USCIS Field Office.

Presenters: Edly Vliet is a Community Relations Officer with U.S. Citizenship and Immigration Services. She represents Alabama, Georgia, North Carolina, and South Carolina. Donna Vanderhoff is an Education Program Specialist at the Office of Citizenship. She develops classroom materials and trains citizenship teachers of adult learners.

Teaching Difficult Lexico-Grammatical Issues Engagingly and Effectively: Research-Informed Practices
MOBILE ROOM

The presenter will demonstrate, with specific examples, how to use instructional practices inspired by cognitive-/corpus-/systemic functional linguistic research to more engagingly and more effectively teach challenging lexico-grammatical issues, such as articles, count vs. non-count nouns, collocations, prepositions, and synonyms.

Presenter: Dilin Liu is Professor and Coordinator of Applied Linguistics/TESOL in the English Department at the University of Alabama.

Using Content Standards to Drive ESL Instruction in a K-12 Setting
THAMES ROOM

Two experienced multi-grade level teachers will guide you through an interactive demonstration of how content driven/student centered teaching strategies positively affect EL students. Both ESL teachers and general ed. teachers will reflect on their own teaching practices to consider how to best meet the needs of EL students in today’s classroom.

Presenters: Julie Caine is a secondary ESL & History teacher in Shelby County. Kiffany Gee-Rueda is an ESL teacher for kindergarten and first grades in Shelby County.

Teaching Successful EL Students High School Science
LOGAN ROOM

Science can be difficult for the best of students. This presentation will demonstrate various techniques used in a biology and chemistry classrooms that have helped EL learners become successful students. Tips, tricks, foldables, reading and testing strategies will be discussed.

Presenter: Dr. Charles Holloway taught Chemistry for 10 years before becoming an instructional specialist. He currently works with teachers to present and model best practices for instruction.
Geocaching as a Cultural Language Expansion Adventure
NICHOLS ROOM  10:00 – 10:20

Geocaching expands students’ culture and language expansion through interaction, reading, listening, speaking and writing. Hands-on discovery develops all skills in a fun, interactive activity. Smart phone apps make this hide and seek exploration.

Presenter: Carlene Blackburn has taught English as a Second Language at The University of North Alabama since 1995. She is also a geocacher.

Stolen Goods
NICHOLS ROOM  10:25 – 10:45

The presenters will share an assignment and activities for a Supervised Teaching course for TA’s based on Scrivener’s (1994) stolen goods, and will conclude with three successful activities used in the IEP classroom available for theft.

Presenters: Lia Brenneman is a Senior Lecturer at the University of Florida ELI. Todd Allen is a 20-year veteran of the University of Florida ELI. He currently teaches and serves as Grammar Coordinator.

Hot Topics for University-Based Intensive English Programs
CENTRAL BANK ROOM

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

Presenters: Dr. Bill Wallace is the director of the University of Alabama English Language Institute and has served as president of UCIEP and AMTESOL and on the CEA Commission. Dr. Megan Forbes is the director of the University of Florida English Language Institute and has served on the boards of UCIEP and FIEC. Dr. Patrick Kennell is the director of the Center for Intensive English Studies at Florida State University and has served as president of UCIEP. Ann Morris is the director of the University of Southern Mississippi English Language Institute and has served on the board of UCIEP.
Creating a Culture of Enrichment Rather than Intervention for Primary Readers

MASSON ROOM

A brief research overview of RTI Tier II reading intervention for Hispanic EB learners in Kindergarten will be shared. Based on research implications, a language enrichment model will be presented with practical classroom strategies for suggested implementation for primary readers.

Presenter: Kelly Hill currently teaches at Auburn University. Her K-12 experience includes teaching 3rd grade, kindergarten, reading interventionist, and literacy coaching.

Working with a Multi-Level Classroom

LACKEY ROOM

In this panel, four Adult Education professionals discuss their experiences in the Adult Education classroom involving multi-level instruction. They discuss their approaches and strategies for making the classroom a productive and beneficial environment for their students.

Presenters: Lauren Lovvorn is an Instructor in the English Language Institute at the University of Alabama. Brittany Polat is an adjunct professor of ESL with experience teaching English in a variety of second Adult language settings. Stephanie Lyas currently serves as Volunteer Coordinator and ESOL Tutor for The Literacy Council of Central Alabama. Linda DeRocher is Director of Training and ESOL Services for The Literacy Council of Central Alabama.

Constructively Dealing with Non-Verifiable Plagiarism

MOBILE ROOM

Through the comparison of authentic and plagiarized student essay samples, this workshop will explore the relationship between language patterns and writer identity as well as develop possible methods for using language patterns to turn instances of plagiarism into “teachable moments.”

Presenters: Alexis Smith is a graduate teaching assistant and second-year Master's student in the University of Alabama’s Applied Linguistics/TESOL program. Joel Hendrick is a GTA in the MATESOL program at Alabama. He spent the five previous years teaching English in S. Korea.
The ESL Teacher as a Teacher Leader
THAMES ROOM

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 learn the characteristics to be a teacher leader.

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

Breaking Ice: Saudi Graduate Students’ Adaption to the Culture of American Academia
LOGAN ROOM 11:00 – 11:20

This study was conducted on three Saudi Students for one semester to see how they adapt culturally and educationally. The study used a sociocultural framework to look on different experiences. Findings are important to Teachers of Saudis in the US.

Presenter: Anas Almuhammadi is a lecturer at King Abdulaziz University in Saudi Arabia and a second year PhD student at Florida State University.

Perceptions of International Students about Conversation Partner Programs: Case Studies
LOGAN ROOM 11:25 – 11:45

Intensive English Programs assign international students to volunteering conversation partners to practice English and explore the American culture. This study explains how conflicts between demands of students and duties of their conversation partners threaten the effectiveness of conversation partner programs.

Presenter: Meshari Alshammari is a Ph.D. candidate in Foreign/Second Language Education at FSU, and a part-time teacher at the Center for Intensive English Studies, FSU.

ELLs as Ethnographers: Exploring Grammatical Concepts through Corpora
NICHOLS ROOM

This presentation focuses on acknowledging the identity of English language learners by encouraging a culture of language learning in the classroom. Instructors can encourage such a culture through empowering ELLs to become ethnographers of language through the use of corpora.

Presenter: Melinda Harrison is an adjunct instructor in the English Language Institute at the University of Alabama-Birmingham.
Enhancing Teacher Preparation through Clinical Experiences: Developing a Learning Culture
CENTRAL BANK ROOM

Additional clinical experiences were integrated across an MA program to enhance the preparation of ESL teachers for K-12 and adult settings. Presenters share insights to this process and preliminary outcomes. Attendees acquire ideas for adding clinical experiences to their programs.

**Presenters:** Susan Spezzini, PhD, is associate professor of English learner education at UAB, program coordinator of secondary education, and grant director. Josie Prado, PhD, is assistant professor of English learner education at UAB and grant manager for the Southeast ECHO program. Sue Seay, PhD, is assistant professor of English learner education at UAB and grant manager for the Etowah EDGE program.

12:00 to 12:50 – Concurrent Sessions

Humans of IEP: Promoting Language Learning Through Stories and Pictures
MASON ROOM

Inspired by the popular website “Humans of New York,” the instructor at an Intensive English Program created an activity using Google Sites and cameras. Students take pictures and interview the “humans” of their IEP. Suitable for any skill and level.

**Presenter:** Dinorah Sapp is a Lecturer in the Intensive English Program at the University of Mississippi and current AMTESOL president.

Developing a Culture of Learning by Merging Health Literacy Education and ESL Instruction
LACKEY ROOM

This presentation will describe Staying Healthy in Alabama, a course that blends health literacy and ESL instruction. The session will address lessons learned during implementation in six rural counties. Special emphasis will be placed on strategies and activities employed.

**Presenters:** Cesar R. Bazo has been teaching ESL and EFL for 30 years. Currently he is an ESL instructor at Auburn University. He is also teaching English for Health in Bullock County. Dr. Kathleen Tajeu, principal investigator English for Health, is Community Health Specialist, Alabama Cooperative Extension. She holds a CELTA certificate.
Implementing E-portfolios for Student-Directed Learning

MOBILE ROOM

Do you like the idea of using an electronic portfolio, but are intimidated by the process? Implementing e-portfolios to create student-directed learning is easier than you think. Participants will learn how to implement an e-portfolio through presenters’ first-hand experiences.

**Presenters:** Katherine Jarnigan has a Master’s of ESL degree from UAB and is the Technology Coordinator at Samford's English Language Learner Institute. Susan Blazer has a Master’s of ESL degree from UAB and is the Assistant Director at Samford's English Language Learner Institute.

Twenty Bits of Technology: Empowering ELLs and SELs

THAMES ROOM

Learn how to comprehensively and collaboratively create a culture of language learning in the regular content or ESL classroom using the many facets of technology. Take home technology tips for use in the elementary or secondary classroom.

**Presenters:** Joni Sue Bair, from pre-K to High School and currently the ESL teacher at Decatur High School. Joni Sue is a member of Delta Kappa Gamma Society International. Elizabeth House teaches students around the world and currently teaches ESL English 10, Basic English, and Newcomer Reading at Decatur High School. Lindsey McCaghren. Decatur High School Math teacher teaches Algebraic Connections, Geometry, Algebra I to Algebra II with Trig and Pre-Calculus. Lindsey is a member of Kappa Mu Epsilon. Haley Oyervidez teaches Algebraic Connections, Geometry, and Algebra 1A at Decatur High School to all students: LEP1s, LEP2s and Newcomers.

Online Interaction Chains: Going Beyond the ESP Classroom!

LOGAN ROOM 12:00 – 12:20

This research is intended to interpret social interaction of an English for Specific Purposes (ESP) group in a Blended Learning environment at a University level, in order to show how they constructed knowledge and meaning by using technical English.

**Presenter:** Carol Ochoa holds a B.Ed. in Languages and an M.A. in Languages Teaching from Universidad Pedagógica y Tecnológica de Colombia.

The Kids These Days: Community Support through Facebook

LOGAN ROOM 12:25 – 12:45

This study is an exploratory look at how members of a Middle Eastern student community in Alabama strengthens community ties through social media, and one way Facebook can support a student community as it navigates higher education.

**Presenter:** Beth Topping, an ESL Instructor at Auburn University, has recently developed an interest in cultural and rhetorical practices of her students.
Focus on Writing: The Importance of Asking Questions
NICHOLS ROOM

It is time to move beyond superficial writing! How can we impact student writing getting it to the level desired by State Standards? In this workshop, attendees will be guided through a simple developmental process of asking questions achieving remarkable results.

**Presenter: Keith Pruitt** is a nationally known speaker, Pruitt has authored twelve books including *Focus on Writing: Making Craft Fun* (2014). He is founder of Words of Wisdom Educational Consulting.

Experiences Implementing a Community ESL Program
CENTRAL BANK ROOM

Through the examination of The University of Mississippi Community ESL Program (CESL), this presentation will highlight the planning and implementation of a successful program that offers English language services to the local international community.

**Presenter: Kate Batson** is an MA student within the TESL Department at The University of Mississippi and Director, Community ESL Program.
Friday, January 30th Poster Sessions
Birmingham Room

Developing a Culture of Language Learning through Child Play
LaTonya Barnes, University of Alabama at Birmingham
Lois McFadyen Christensen, University of Alabama at Birmingham

9 SDAIE Strategies for K-12 Teachers
Nancy Blanco, Lee County Schools in Alabama

The Importance of Student Feedback in Classroom Evaluation
Brittany Brooks, Mississippi College
Hunter Hanson, Mississippi College
Kendrick Johnson, Mississippi College

Presentation as Proof: Conversations with Arabic Students
Beth Topping, Auburn University

Computer Science Principles is STEM Course for All Students
Jill Westerlund, Hoover High School in Hoover, Alabama
Jeff Gray, University of Alabama

Kids in Need of Defense: The Influx of Guatemalan Children
Maria Juan, Tuscaloosa City Schools
Katie Harrison, Tuscaloosa City Schools
Elizabeth Nix, Tuscaloosa City Schools

Nurturing Learner Persistence: Maintaining Steady Attendance in Community English Classes
Linda DeRocher, The Literacy Council, Central Alabama
Susan Spezzini, University of Alabama at Birmingham
Josie Prado, University of Alabama at Birmingham

Lessons Learned from Painting the World
Tracy Koslowski, University of Mississippi

A Student-Centered Approach to Teaching and Learning in ESL
Susan Seay, University of Alabama at Birmingham
Marcia Farabee, Etowah County Schools and Jacksonville State University
Interactive Linguistics: Learning from World Cultures at a Community Fair
Nighet Ahmed, Auburn University

Super Fun Activities for ELL Students using Technology
Stephanie Montiel, Gulf Shores Elementary School

Teaching English for Ministry/Theological Purposes
Monte D. Erwin, Samford University and University of Alabama at Birmingham
Darlene Key, Samford University

Students’ Perception on the Effects of Native English Teachers’ Team Teaching
Jongbok Lee, Mokwon University

Starting from Scratch: Lessons Learned from a New ESL Program
Katherine Carr, Marshall County School District
Stephanie Green, Marshall County School District

Community Service Learning Lab: Teaching English Through Authentic Experiences
Sandi Prater, Samford University
Jennifer Beck, Samford University

The Needs and Self-efficacy of ELLs at a University Setting
Hong Shi, Auburn University

Exploring Perceptions of a Culture of Language Learning
Dr. Jamie Harrison, Auburn University
Dr. Kelly Hill, Auburn University

Peacemaking through English: My Experience in North Korea
Jenny Duckworth, University of Alabama

Engaging Students: Self-Awareness through First Person Reflections
Catanya Stager, University of Alabama

Which Comes First – The Curriculum or Discipline?
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### Special Thank You

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

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What to do for your CEU

Alabama Teachers

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

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

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

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

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

Mississippi Teachers

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

**Directions from NMEC are as follows:**

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

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

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

North Mississippi Education Consortium

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