



Sunshine State TESOL of Florida

ANNUAL VIRTUAL CONFERENCE 2023

October 20-21, 2023

Friday~ 7:00 pm -9:00 pm EST

Saturday~ 8:00 am- 4:30 pm EST

PROGRAM HIGHLIGHTS

Keynote Speaker:

Friday, October, 20th

7:00 pm - 8:00 pm EST

Dr. Ramin Yazdanpanah

Advocacy Panel:

Saturday, October 21st

11:30 am - 1:30 pm EST

Rosa Castro Feinberg, Ph.D.

Jeff Hutcheson

Kate Menken, Ed.D.

Ryan W. Pontier, Ph.D.

Julie Sugarman, Ph.D.



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OF PRACTICE**



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Saturday Live Help Desk

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AMANY HABIB, EXHIBITOR LIAISON



ALLY ZHOU, PROGRAM CHAIR



EDWIDGE BRYANT, TREASURER



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YOU!



THANK YOU!

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FRIDAY AT A GLANCE AGENDA

7:00 PM - 8:00 PM EST

KEYNOTE SPEAKER:
DR. RAMIN YAZANPANA



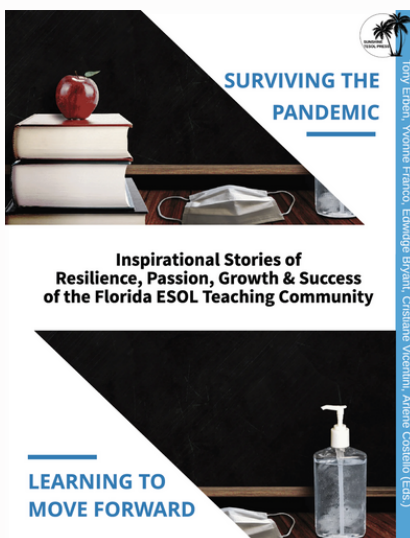
Dr. Ramin Yazdanpanah has over twenty years of experience as an English language teacher and over a decade of experience as a teacher educator. He is the director of Full Circle Language Learning and Teaching and works as a consultant and technical specialist with the U.S. Department of State English Language Programs. Dr. Yazdanpanah also works as an ESOL technical expert and teacher trainer with the Learning Systems Institute at Florida State University, the TESOL International Association, and the Florida Department of Education Adult ESOL programs. In addition to his academic work, he facilitates intercultural edutainment through music performances and workshops with his band, the Maharajah Flamenco Trio. A true global nomad, he currently lives and works in both the United States and Turkey. He will present the keynote address on Friday evening and facilitate two sessions during the Saturday program.

8:00 PM - 8:30 PM EST

AWARDS CEREMONY

8:30 PM - 9:00 PM EST

BOOK LAUNCH: SURVIVING THE PANDEMIC



Member price: \$25.00

Special pricing for conference attendees through Oct. 21: \$15.00

<https://sunshinestatetesol.wildapricot.org/Sys/Store/Products/259272>



Saturday Morning At a Glance

8:00 AM– 8:45 AM EST

- **K-12:** MLLS/MLS/ELS/ELLs– A BRIEF OVERVIEW AND DISCUSSION OF LABELS IN THE FIELD
- **K-12/DL:** MULTILINGUAL LEARNERS IN THE EARLY YEARS
- **K-12/EAP:** A DIGITAL SCIENCE COLLOCATION LIST FOR MIDDLE SCHOOL
- **EFL:** TELECOLLABORATION: A 21ST CENTURY TEACHING APPROACH?
- **EFL/EAP:** EFFECT OF EFFORT FEEDBACK ON BEHAVIORAL ENGAGEMENT AND PERFORMANCE ON READING TASKS
- **EAP/ADULT ED:** TRENDS AND CHALLENGES IN ONLINE FORMATIVE ASSESSMENT WITHIN EAP CONTEXTS
- **TEACHER ED:** MEETING TEACHERS WHERE THEY ARE THROUGH ONLINE SUSTAINED PROFESSIONAL DEVELOPMENT
- **TEACHER ED:** UNDERSTANDING AND IMPROVING ONLINE DISCUSSION FORUMS IN THE TEACHER EDUCATION PROGRAM
- **TECHNOLOGY:** ENHANCING LANGUAGE LEARNING: USING AI'S CHATGPT AS A VIRTUAL ASSISTANT WITH ELLS
- **INTERCULTURAL COMPETENCE:** CELEBRATING COMMUNITIES: RESPECT FOR DIALECTS
- **EXHIBITOR PRESENTATIONS:** READING CONFERENCES IN THE HIGH SCHOOL EL CLASSROOM WITH AIR LANGUAGE

9:00 AM– 9:45 AM EST

- **K-12:** STRENGTHENING COMMUNITIES OF PRACTICE THROUGH COMMUNITY ASSET MAPPING IN THE CHATGPT ERA
- **K-12/DL:** WIDA: NEW (& FREE) PRODUCTS AND RESOURCES TO INFORM INSTRUCTION
- **K-12/EAP:** THE TRANSLANGUAGING SCHOOL AND CLASSROOM: ENGAGING EMERGENT BILINGUAL STUDENTS IN NEW WAYS
- **EFL:** LOOSENING THE GRIP: A LESSON IDEA ON POST-PROCESS WRITING EXERCISE ANCHORED ON SERVICE-LEARNING ACTIVITIES
- **EFL/EAP:** THE EFFECTIVENESS OF USING TRANSLANGUAGING TO IMPROVE LEARNERS' INVESTMENT IN EFL CLASSROOMS
- **EAP/ADULT ED:** OPPORTUNITIES AND CHALLENGES IN ORAL INTERACTIONS: ACADEMIC DISCOURSE SOCIALIZATION OF L2 INTERNATIONAL STUDENTS
- **TEACHER ED:** ENHANCING EAP STUDENTS' ACADEMIC MOTIVATION AND PERFORMANCE BY CHANGING ATTITUDES TOWARD ANXIETY
- **TEACHER ED:** THE PICRAT MATRIX: USING TECHNOLOGY TO TEACH DIFFERENTLY IN ELL CLASSROOMS
- **TECHNOLOGY:** VIDEO PROJECTS IN L2 PEDAGOGY: PRACTICAL ASSESSMENT STRATEGIES FOR EFL/ESL PRACTITIONERS
- **INTERCULTURAL COMPETENCE:** IDIOMS AS CONVERSATION STARTERS: TEACHING IDIOMATIC EXPRESSIONS FOR GLOBAL COMMUNICATION
- **ADVOCACY AND PROFESSIONAL DEVELOPMENT:** GET YOURSELF PUBLISHED IN THE SSTESOL JOURNAL OR SSTESOL PRESS!
- **EXHIBITOR PRESENTATIONS:** HERE TO GET YOU THERE WITH ACE
- **EXHIBITOR PRESENTATIONS:** NEW AND AUTHENTIC ONLINE ESOL INSTRUCTION FOR MS/HS AND ADULT LEARNERS

10:00 AM– 10:45 AM EST

- **K-12/DL:** VIRTUE FOR MULTILINGUAL LEARNERS: A REFLECTION OF ONE HIGH SCHOOL TEACHER'S PRACTICE
- **K-12/EAP:** ENGAGING ENGLISH LEARNERS WITH ENVIRONMENTAL EDUCATION
- **EFL:** MOTIVATING ADULT ELLS' REAL-LIFE ENGLISH PRACTICE: ACTIVITIES FOR ADULT ESOL TEACHERS
- **EFL/EAP:** INTERCULTURAL SENSITIVITY OF ENGLISH AS A FOREIGN LANGUAGE STUDENTS IN INDONESIA
- **EAP/ADULT ED:** DESIGNING A MULTIMODEL WORKSHOP FOR ACCENT AWARENESS IN AN ADULT ESL CLASS (90 MINS)
- **TEACHER ED:** MEETING THE NEEDS OF MULTILINGUAL GRADUATE STUDENTS THROUGH A TARGETED WRITING CENTER
- **TEACHER ED:** EXPERIENCE AND TRAINING MAY NOT BE ENOUGH: TEACHERS' BELIEFS TOWARDS LEARNERS' HERITAGE LANGUAGES
- **TECHNOLOGY:** CREATING CLASSROOM COMMUNITIES IN VIRTUAL SPACES
- **INTERCULTURAL COMPETENCE:** BEYOND A TRADITIONAL CLASSROOM SETTING: INTERCULTURAL INTERACTION ON METAVERSE EXPLAINED
- **ADVOCACY AND PROFESSIONAL DEVELOPMENT:** APPLYING MINDFULNESS FOR PROFESSIONAL GROWTH AND WELLBEING AT SSTESOL 2023 (90 MINS)
- **EXHIBITOR PRESENTATIONS:** THE WORLD IS YOUR CLASSROOM: TEACH WITH ENGLISH LANGUAGE PROGRAMS
- **EXHIBITOR PRESENTATIONS:** TEACH SMARTER WITH ELLII

10:45 AM– 11:30 AM EST

- **K-12:** 7- STEP VOCABULARY STRATEGY TO BRIDGE ENGLISH LANGUAGE ACQUISITION AND CONTENT LITERACY
- **K-12/DL:** HARNESSING THE POWER OF STORYTELLING FOR YOUNG IMMIGRANT CHILDREN'S LANGUAGE LEARNING
- **K-12/EAP:** FORMING RESEARCH PRACTICE PARTNERSHIPS TO SUPPORT QUALITY EDUCATION FOR MULTILINGUAL LEARNERS
- **EFL:** EFL TEACHING IN SAUDI ARABIA: CHALLENGES AND PERSPECTIVES EXPLORED
- **EAP/ADULT ED:** DESIGNING A MULTIMODEL WORKSHOP FOR ACCENT AWARENESS IN AN ADULT ESL CLASS (CONT...)
- **TEACHER ED:** EXPLORING PRE-SERVICE TEACHERS' TRANSFORMATIVE LEARNING EXPERIENCES IN ESL ENDORSEMENT COURSES
- **TEACHER ED:** STRENGTHENING COMMUNITIES OF PRACTICE VIA DIGITAL STORYTELLING IN SITU
- **TECHNOLOGY:** UTILIZING ARTIFICIAL INTELLIGENCE TOOL (CHATGPT) FOSTERING PERSONALIZED LEARNING: A PHENOMENOLOGICAL STUDY
- **TEACHING IN A TIME OF WAR:** WARTIME UKRAINIAN UNIVERSITY ESL STUDENTS– CHALLENGES, RESILIENCE, AND HOPE
- **ADVOCACY AND PROFESSIONAL DEVELOPMENT:** APPLYING MINDFULNESS FOR PROFESSIONAL GROWTH AND WELLBEING AT SSTESOL 2023 (CONT...)
- **EXHIBITOR PRESENTATIONS:** TEACHING GRAMMAR COMMUNICATIVELY WITH GRAMMAR AND BEYOND ESSENTIALS
- **EXHIBITOR PRESENTATIONS:** ADVANCE YOUR CAREER WITH TESOL INTERNATIONAL ASSOCIATION

2023 SSTESOL Advocacy Panel

*Saturday, Oct. 21st
11:30 a.m. - 1:30 p.m. EST*



ROSA CASTRO FEINBERG, PH.D.

ASSOCIATE PROFESSOR (RETIRED), FLORIDA INTERNATIONAL UNIVERSITY



JEFF HUTCHESON

DIRECTOR ADVOCACY & PUBLIC POLICY,
TESOL INTERNATIONAL ASSOCIATION



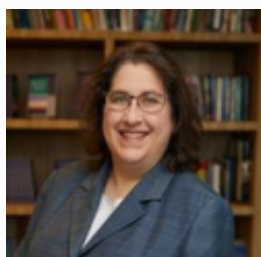
KATE MENKEN, ED.D.

PROFESSOR OF LINGUISTICS AND RESEARCH FELLOW, THE RESEARCH INSTITUTE
FOR THE STUDY OF LANGUAGE IN URBAN SOCIETY,
CITY UNIVERSITY OF NEW YORK



RYAN W. PONTIER, PH.D.

ASSISTANT PROFESSOR OF BILINGUAL EDUCATION AND TESOL,
FLORIDA INTERNATIONAL UNIVERSITY



JULIE SUGARMAN, PH.D.

ASSOCIATE DIRECTOR FOR K-12 EDUCATION RESEARCH,
MIGRATION POLICY INSTITUTE

Facilitated By Jennifer Killam,
Ph.D. Candidate, Composition and Applied Linguistics



Saturday Afternoon At a Glance

11:30 AM- 1:30 PM EST LUNCH AND ADVOCACY PANEL

3:45 PM- 4:15 PM EST SSTESOL BUSINESS MEETING

1:30 PM- 2:15 PM EST

- **K-12/EAP:** ENGAGE ENGLISH LEARNERS IN THE POETRY WRITING PROCESS BY UTILIZING POETRY FRAMES
- **K-12/ DL:** A RECIPE FOR SUCCESS: STRATEGIES FOR BUILDING STRONG COMMUNITY PRACTICES
- **K-12/ EAP:** THE IMPACT OF JAXTHRIVE: A STUDENT- LED K-12 REFUGEE STUDENTS SUPPORT GROUP
- **EFL:** HOW WRITTEN CORRECTIVE FEEDBACK AFFECTS STUDENT ENGAGEMENT AND L2 WRITING
- **EFL/EAP:** THE IMPORTANCE OF 'I': DEVELOPING STANCE AND IDENTITY IN ARGUMENTATIVE ESSAYS
- **EAP/ ADULT ED:** WHAT IS YOUR RATIO OF TEACHER TALK VS STUDENT TALK?
- **TEACHER ED:** IDENTIFYING DIVERSE LISTENING STYLES TO MAXIMIZE LEARNING AND UNDERSTANDING (90 MIN)
- **TEACHER ED:** EXPLORING LANGUAGE IDEOLOGIES AND RACIOLINGUISTIC PERSPECTIVES OF TURKISH PRE-SERVICE EFL TEACHERS
- **TECHNOLOGY:** INTEGRATED CHAT AIS WITH ESL: WAYS IT CAN HELP IN EDUCATION
- **INTERCULTURAL COMPETENCE:** CHALLENGES OF THE COMMUNITIES OF TEACHING PRACTICE FOR THE PROMOTION OF AUTONOMY IN THE TEACHING OF ENGLISH IN COLOMBIAN HIGHER EDUCATION
- **ADVOCACY AND PD:** BEST TAKEAWAYS- USING ESP TO BRIDGE THE NURSING GAP
- **EXHIBITOR PRESENTATION:** BUILDING ORAL FLUENCY WITH YOUR ENTERING AND EMERGING MULTILINGUAL LEARNERS
- **EXHIBITOR PRESENTATION:** ACCELERATE LEARNING: EXPLORING VIRTUAL WORLDS WITH IMMERSE

2:15 PM – 3:00 PM EST

- **K-12:** BILINGUAL EDUCATION PROGRAM BUILDING STRONG RELATIONSHIPS BETWEEN DIFFERENT ETHNIC GROUPS
- **K-12/ DL:** LA ORIENTACION ME AYUDO: HOME-SCHOOL PARTNERSHIPS TO BUILD LITERACY ACTIVITIES AT HOME FOR ELL PARENTS
- **K-12/ EAP:** HOW TO INCORPORATE BEDI (BELONGING, EQUITY, DIVERSITY, AND INCLUSION) IN ESOL CLASSES (90 MINS)
- **EFL:** ASSESSING ESL LEARNERS' AUTONOMY IN ONLINE CLASSES DURING PANDEMIC AT UNIVERSITY LEVEL: A SURVEY
- **EFL/EAP:** CREATING A WELCOMING CAMPUS COMMUNITY FOR SHORT-TERM STUDENTS: STRATEGIES TO FOSTER INCLUSIVITY
- **EAP/ ADULT ED:** TELECOLLABORATION AND SOCIAL ENTREPRENEURSHIP IN ENGLISH FOR BUSINESS
- **TEACHER ED:** IDENTIFYING DIVERSE LISTENING STYLES TO MAXIMIZE LEARNING AND UNDERSTANDING (CONTINUED)
- **TEACHER ED:** BLENDING FORMATIVE AND SUMMATIVE PRINCIPLES IN A PROFESSIONAL PRACTICE MTESOL ASSESSMENT TASK
- **TECHNOLOGY:** A DUOETHNOGRAPHY ON PRACTICE AND RESEARCH USING TECHNOLOGY IN LANGUAGE LEARNING
- **ADVOCACY AND PROFESSIONAL DEVELOPMENT:** LGBTQ MEETS ELS: MAKING CLASSROOMS INCLUSIVE
- **EXHIBITOR PRESENTATION:** BE GLAD! RESEARCH-BASED PRACTICES TO SUPPORT MULTI-LINGUAL LEARNERS (90 MINS)
- **EXHIBITOR PRESENTATION:** SPEAKING CHOICES & CHALLENGES: A LOOK INTO SOCIAL INTERACTIONS THAT SHAPE LANGUAGE LEARNING EXPERIENCES

3:00 PM – 3:45 PM EST

- **K-12/ EAP:** HOW TO INCORPORATE BEDI (BELONGING, EQUITY, DIVERSITY, AND INCLUSION) IN ESOL CLASSES (CONTI)
- **EFL:** INDEPENDENCE THROUGH NOTETAKING: SCAFFOLDING STRATEGIES TO DEVELOP STUDENT AGENCY
- **EFL/EAP:** WHICH IS MORE EFFECTIVE IN L2 VOCABULARY LEARNING: L1 OR L2 INPUT?
- **TECHNOLOGY:** USING DIGITAL VIDEOS IN ENGLISH SECOND LANGUAGE (L2) LEARNING
- **ADVOCACY AND PROFESSIONAL DEVELOPMENT:** MOVING TOWARDS AI IN LANGUAGE LEARNING (90 MINS)
- **EXHIBITOR PRESENTATION:** BE GLAD! RESEARCH-BASED PRACTICES TO SUPPORT MULTI-LINGUAL LEARNERS (CONT...)

K-12

8:00 AM - 8:45 AM MLLS/MLS/ELS/ELLS - A BRIEF OVERVIEW AND DISCUSSION OF LABELS IN THE FIELD
PRESENTER: AMANY HABIB

This presentation offers a brief historical overview of the labels, answers to the questions: Do the labels differ in their meaning? Is our understanding of each dependent on our own 'interpretations'? Do some terms/labels represent the students more accurately than others? Do any of the terms promote advocacy for learners? Which labels are most current? Explanations of the most current labels with a discussion of such labels and acronyms along with their implications for learners and the field will be offered.

9:00 AM - 9:45 AM STRENGTHENING COMMUNITIES OF PRACTICE THROUGH COMMUNITY ASSET MAPPING IN THE CHATGPT ERA
PRESENTER: JASMIN COWIN

As education moves into the age of generative Artificial Intelligence, it is important to consider the role of culturally responsive pedagogies and community asset mapping for enhancing student learning and achievement and proof of work. This practice-oriented session will discuss and showcase practical frameworks on ways community asset mapping can be used as an example of culturally responsive pedagogy to leverage community resources and honor student identities and lived experiences. Additionally, we will delve into the re-framing and exploration of issues related to the use of generative AI in 21st-century language teaching and the concept of student proof of work.

10:45 AM - 11:30 AM 7- STEP VOCABULARY STRATEGY TO BRIDGE ENGLISH LANGUAGE ACQUISITION AND CONTENT LITERACY
PRESENTER: YEUKAI CHIROODZA- IMEH

The 7 step strategy is a tool educators in Massachusetts use to meet the needs of bilingual students in terms of linguistics, culture, and literacy development. In this session, participants will learn how to tier vocabulary for instruction and implement the 7 step strategy for pre-teaching vocabulary and integrate it into ongoing instructional practice.

1:30 PM - 2:15 PM ENGAGE ENGLISH LEARNERS IN THE POETRY WRITING PROCESS BY UTILIZING POETRY FRAMES
PRESENTER: LILLIAN RAMIREZ

English learners can not only write poetry, they can shine! Five Pinellas County middle schools participated in a poetry project in which students in ESOL Elective Courses wrote a poem utilizing one of two poetry frames and were then published into a poetry book. Some students created bilingual versions of their poems. In the demonstration part of this session, you will view the poetry templates and examples, the finished product, and learn about the process. Then, you will have the opportunity to create a frame and example yourself that you could use with your students.

2:15 PM - 3:00 PM BILINGUAL EDUCATION PROGRAM BUILDING STRONG RELATIONSHIPS BETWEEN DIFFERENT ETHNIC GROUPS
PRESENTER: BURHAN OZIFIDAN

The purpose of this study is to investigate how a bilingual education program would conserve the cultural heritage, linguistic knowledge, religious, and ethnic identity of minority peoples. This study utilized an explanatory sequential mixed method, conducted in two phases. For quantitative data collection, there were 280 participants. For qualitative data collection, 12 participants were interviewed. Both quantitative and qualitative data reflected that a bilingual education program could promote peace among the members of society, increase the educational success of students, and contribute to social justice including equal educational rights.

K-12 / DL

8:00 AM - 8:45 AM

MULTILINGUAL LEARNERS IN THE EARLY YEARS PRESENTER: ANDREA MERCADO

As the field of teaching multilingual learners continues to expand, more attention is being given to young learners. We will focus on how young children (birth to 8) acquire language with focus on considerations for educators and families to nurture the development of multiple languages for these young language learners.

9:00 AM - 9:45 AM

WIDA: NEW (& FREE) PRODUCTS AND RESOURCES TO INFORM INSTRUCTION PRESENTER: TERRI L. MOSSGROVE

WIDA Released the WIDA English Language Development Standards Framework, 2020 Edition, two and a half years ago. Now what? This session will provide an overview of what is available to educators at no cost to support instruction of multilingual learners in K-12 settings. This session will include a tour of the updated WIDA website to provide participants access to a variety of resources including: current Focus Bulletins on timely topics, WIDA research, WIDA Prime (to check for alignment of curriculum to ELD standards), Spanish Language Standards, release dates for revised assessments, self-paced offerings in the Secure Portal, and more.

10:00 AM - 10:45 AM

VIRTUE FOR MULTILINGUAL LEARNERS: A REFLECTION OF ONE HIGH SCHOOL TEACHER'S PRACTICE PRESENTER: JARED MCKEE

Students have stronger communication abilities when they can identify and recognize their own listening styles. In this interactive workshop, participants gain unique information about listening styles, identify and address their own listening style, and complete an adaptable activity to use in the classroom to maximize student communication abilities.

10:45 AM - 11:30 AM

HARNESSING THE POWER OF STORYTELLING FOR YOUNG IMMIGRANT CHILDREN'S LANGUAGE LEARNING PRESENTERS: JIAMIN XU & ANGELA SALMON

This research examined the impact of storytelling on language teaching and learning among young immigrant children. Sixteen kindergarten and first-grade students, primarily immigrant children from central America and with English as a second language, participated in the study over ten sessions. With dialogic reading, author's chair, and draw and tell technique, these children were empowered as authors and readers telling and sharing personal stories in an interactive and safe space. Through analyzing video recordings and children's artworks, researchers found that these young learners acquired English naturally through interactions with their peers and adults, fostering speaking confidence, and enriching imagination.

1:30 PM - 2:15 PM

A RECIPE FOR SUCCESS: STRATEGIES FOR BUILDING STRONG COMMUNITY PRACTICES PRESENTERS: CHERYL SHAMON & GEORGINA RIVERA-SINGLETERY

Collaborative processes are imperative for establishing a community of practice that starts in the classroom. Given the proper tools and support, teachers can become the agents of change while in their classrooms. In this session, we will demonstrate how to use technology and other strategies to help teachers lead and implement small changes that build partnerships and alliances with stakeholders. Attendees will take away research-based technology tools, collaboration strategies and recipes for building an inclusive environment that can be implemented immediately in their classrooms.

2:15 PM - 3:00 PM

LA ORIENTACION ME AYUDA: HOME-SCHOOL PARTNERSHIPS TO BUILD LITERACY ACTIVITIES AT HOME FOR ELL PARENTS PRESENTERS: GEORGINA RIVERA-SINGLETERY & RENEE SEDLACK

Literacy development is crucial for ELL students at the elementary level as it establishes a foundation for all other learning. Often, ELL parents believe they are not able to help their children because they lack English skills. Action research has demonstrated that ELL parents are willing and able to support their students when they receive appropriate orientation and guidance in literacy and reading activities in their first language. This presentation will provide a step-by-step approach to building a Spanish-language literacy program for ELL parents and preliminary results of an existing program that demonstrates feasibility will be shared

K-12 / EAP

8:00 AM - 8:45 AM A DIGITAL SCIENCE COLLOCATION LIST FOR MIDDLE SCHOOL

PRESENTER: REBECA ARNDT

Collocational competence is essential for all learners, particularly for second language (L2) learners. With the purpose of addressing collocational competence, this corpus-driven study assembled a 474 collocation list from a digital science corpus assembled from several thousand middle school science resources. Using a corpus of more than 2.7 million tokens and more than 400 node words, the collocation list was extracted by combining a frequency-based approach with an expert-judged approach. The Digital Science Collocations List (DSCL) provides middle school learners (L1 and L2) and teachers with an unprecedented resource covering Life Science, Physical Science, and Earth and Space Science.

9:00 AM - 9:45 AM THE TRANSLANGUAGING SCHOOL AND CLASSROOM: ENGAGING EMERGENT BILINGUAL STUDENTS IN NEW WAYS

PRESENTER: MINA HERNANDEZ GARCIA

Translanguaging supports emergent bilingual students to continue to draw on the languages they bring to the classroom to share what they know as they participate in subject-matter learning, even as they learn English. Over the last five years, I have worked with middle school teachers in two school districts to support students to use Spanish and Arabic (“translanguaging”) as they engage in social studies inquiry using a bilingual inquiry curriculum to investigate social, civic, and historical issues. This presentation will offer examples of practices and share resources that support translanguaging in social studies classrooms, with implications for other subject areas.

10:00 AM - 10:45 AM ENGAGING ENGLISH LEARNERS WITH ENVIRONMENTAL EDUCATION

PRESENTER: ABBY WATKINS

Discover hands-on activities (simulations, role-playing, and collaborative group exercises) that use environmental stewardship as an organizing theme to build language skills, as well as content knowledge in social studies and science. Receive lesson plans that motivate and engage students in real-world issues.

10:45 AM - 11:30 AM FORMING RESEARCH PRACTICE PARTNERSHIPS TO SUPPORT QUALITY EDUCATION FOR MULTILINGUAL LEARNERS

PRESENTER: MOLLY HAMM-RODRIGUEZ

This presentation focuses on the opportunities and challenges of forming research practice partnerships (RPPs)—a mutually beneficial relationship between two or more partner organizations. Participants will learn the tenets of effective RPPs and consider possibilities for developing RPPs to strengthen quality education for multilingual learners in their own K-12 school or district contexts. Participants will engage with research on RPPs (who, what, when, where, why, how); see examples of successful RPPs focused on multilingual learners; and apply information learned during the session to either strengthen current RPPs or initiate a new RPP.

1:30 PM - 2:15 PM THE IMPACT OF JAXTHRIVE: A STUDENT-LED K-12 REFUGEE STUDENTS SUPPORT GROUP

PRESENTERS: ALICE A. JO, CARTER MAGNANO, SARAH PARK, & KAI MCCLOUD

In this session, we will share the structure of JaxTHRIVE and the impact we are making on the K-12 refugee community where we tutor, share life skills, mentor, and build friendships to help K-12 refugee students advance in classrooms and flourish in the community.

2:15 PM - 3:45 PM HOW TO INCORPORATE BEDI (BELONGING, EQUITY, DIVERSITY AND INCLUSION) IN ESOL CLASSES (90 MINS)

PRESENTER: PAWEŁ ANDREJCZUK

This session helps teachers to learn about BEDI (belonging, equity, diversity, and inclusion) inside and outside classrooms. When students feel they belong and to a community, the learning impediments are removed, and they are motivated to learn. The purpose of the workshop is to present techniques, exercises and activities to help teachers and students collaborate in creating a sense of belonging and inclusion in classrooms. Participants take part in activities in which they learn about diversity and equity and how to engage students in an interactive learning environment.

8:00 AM - 8:45 AM TELECOLLABORATION: A 21ST CENTURY TEACHING APPROACH?
PRESENTER: PAWEŁ ANDREJCZUK

My meta-analysis summarizes the findings of 38 journal articles on English as a lingua franca telecollaborative projects. I analyze the potential advantages and disadvantages of such exchanges in the foreign language learning context, aiming to help a number of interested parties, such as students, teachers, and researchers.

9:00 AM - 9:45 AM LOOSENING THE GRIP: A LESSON IDEA ON POST-PROCESS WRITING EXERCISE ANCHORED ON SERVICE-LEARNING ACTIVITIES
PRESENTER: CRIS DELATADO BARABAS

The presentation reimagines high school students' writing engagements when conducting service-learning. Drawing on practice-oriented principles of post-process L2 writing, I propose to re-orient writing by posing questions that would encourage learners to recognize power dynamics between them and the community members. I will start by providing the contextual background of the learners. Session attendees will then gain ideas on how learners can perform reflexivity through questions that would allow them to understand their positionality and those of the ethnic community they serve.

10:00 AM - 10:45 AM MOTIVATING ADULT ELLS' REAL-LIFE ENGLISH PRACTICE: ACTIVITIES FOR ADULT ESOL TEACHERS
PRESENTER: SVETLANA MYLNIKOVA

Adult ESOL learners may hesitate to apply language skills outside the language program due to various manifestations of Foreign Language Anxiety (FLA). This practice-based session presents and offers activities that adult ESOL educators can provide to motivate learners' applications of the English language and cross-cultural communication skills outside the classroom. This application-oriented Zoom presentation is intended to benefit adult ESOL educators who aspire to create meaningful language practice opportunities for their students in real life.

10:45 AM - 11:30 AM EFL TEACHING IN SAUDI ARABIA: CHALLENGES AND PERSPECTIVES EXPLORED
PRESENTER: MONA ALMOGEERAH & FLORIN MIHAI

The presentation focuses on the importance of English language education in Saudi Arabia and the concerns surrounding the state of EFL teaching. Despite allocating significant resources towards the teaching of English, many Saudi students graduate from high school with limited English proficiency. This study uses a case study methodology to examine the perspectives of EFL teachers on English language instruction in primary and secondary schools in Saudi Arabia. Through semi-structured interviews, the interviewed teachers provide a comprehensive image of English classrooms and curriculum, as well as the challenges associated with teaching English as a foreign language in this context.

1:30 PM - 2:15 PM HOW WRITTEN CORRECTIVE FEEDBACK AFFECTS STUDENT ENGAGEMENT AND L2 WRITING
PRESENTER: MISEONG KIM

This study assessed the impact of written corrective feedback (WCF) and metacognitive instruction (MI) on students' engagement with WCF and L2 writing. Participants included 54 Korean secondary school students divided into a treatment group receiving WCF with MI and a comparison group receiving WCF alone. The results demonstrated that the combination of WCF and MI positively influenced behavioral engagement with WCF over time. Additionally, significant overall improvement in students' functional adequacy (FA) scores in L2 writing was observed. The study highlights the importance of integrating MI and WCF to enhance student engagement.

2:15 PM - 3:00 PM ASSESSING ESL LEARNERS' AUTONOMY IN ONLINE CLASSES DURING PANDEMIC AT UNIVERSITY LEVEL: A SURVEY
PRESENTER: MUHAMMAD SAFDAR BHATTI

Since the outbreak of COVID-19, it has been observed all over the world that this pandemic has completely disrupted the education system. Learners' autonomy in learning English as a second language has been a favorite topic for a long time, and in recent years many new aspects and strategies have been used. Important aspects comprise the choice of topic for class discussion, online presentations, online feedback, flexibility, discipline, self-assessment, self-evaluation, self-regulation, self-awareness, self-direction, self-reliance, self-monitoring, motivation, online tasks, and online quizzes. These aspects can help the learners to accomplish their educational tasks to become autonomous learners.

3:00 PM - 3:45 PM DEVELOPING TASK-BASED INSTRUCTIONAL MATERIALS FOR COMPARING FONF AND FONFS
PRESENTERS: ZHICHENG HAN, JUNGWON YOO, & MEGAN DIBARTOLOMEO

This presentation discusses task-based instructional materials for instructional effects studies and corresponding experimental procedures, including pre-test and post-test material. We present a task-based lesson on finding a babysitter, as well as our experience conducting ISLA research with these materials. We outline the issue of "structure-trapping" tasks when developing instructional materials for research on communicative and focus-on-form instruction in the literature. We present our attempt to address this issue through material design and experimental procedures that balance the need to employ authentic classroom practices, remain faithful to the theoretical framework, and maintain comparability between conditions.

8:00 AM - 8:45 AM EFFECT OF EFFORT FEEDBACK ON BEHAVIORAL ENGAGEMENT AND PERFORMANCE ON READING TASKS

PRESENTER: JOSEPH S. YAMAZAKI

This study focused on a not-uncommon situation of encountering highly advanced, nearly unperformable reading tasks in language classrooms. 238 Japanese learners of English were recruited for an experimental study to examine a) the behavioral engagement and performance (i.e., reactions) on such tasks, b) the extent to which attributions and self-efficacy predict the reactions, and c) whether maladaptive reactions can be altered through a common teaching practice: effort feedback. Results suggest that participants spent little time on such tasks and that effort feedback had a non-significant but positive impact on task performance.

9:00 AM - 9:45 AM THE EFFECTIVENESS OF USING TRANSLANGUAGING TO IMPROVE LEARNERS' INVESTMENT IN EFL CLASSROOMS

PRESENTERS: GENGQI XIAO, XIAOXI CHEN, & JINGXUAN GU

The study contributes to previous research on the effectiveness of using translanguaging in EFL classrooms by examining it from an investment perspective. Through reviewing recent literature about the effectiveness of using translanguaging, we have found that 1) the use of translanguaging can construct emergent bilinguals' self-confidence in the classroom, increase their participation in class activities, thus promoting their investment in English language learning; and 2) it spreads different language ideologies, leading to learners' investment in different types of English.

10:00 AM - 10:45 PM INTERCULTURAL SENSITIVITY OF ENGLISH AS A FOREIGN LANGUAGE STUDENTS IN INDONESIA

PRESENTERS: ANDRI MAULANA & SMITRI SINGH

Intercultural sensitivity has been regarded as a crucial ability necessary for living in multicultural countries and settings. Intercultural sensitivity significantly impacts students of English as a foreign language in terms of communication. This research tries to explore the intercultural sensitivity of Indonesian English learners and find out the obstacles they face in learning English in the classroom. The results and findings can be used as a reference in developing teaching material and strategies for improving students' intercultural sensitivity and intercultural communicative competence.

10:45 AM - 11:30 AM PROMOTING VISUAL LITERACY IN EFL CLASSROOMS

PRESENTER: BAISSANA TALBA

Visual literacy is an important skill for students to have in order to interpret embedded messages on signs, images and videos. This presentation aims to elaborate on the nature of visual literacy and its integration in EFL classrooms so as to develop students' receptive and productive skills as well as sub-skills.

1:30 PM - 2:15 PM THE IMPORTANCE OF 'I': DEVELOPING STANCE AND IDENTITY IN ARGUMENTATIVE ESSAYS

PRESENTER: SARAH RAHMAN

This presentation synthesizes research and suggests classroom applications on how to help ESL and EFL undergraduate students develop stance and writer identity in argumentative essays. Although argumentative essays are a common academic writing genre, there is no pedagogical framework recommended for teaching novice student writers how to express their identity or occupy a position, also known as stance-taking, in their writing. This presentation sheds light on this gap by providing an overview of previous research, before recommending a process-genre approach to teaching writer identity and stance development, with a focus on linguistic features such as personal pronouns and stance markers.

2:15 PM - 3:00 PM CREATING A WELCOMING CAMPUS COMMUNITY FOR SHORT-TERM STUDENTS: STRATEGIES TO FOSTER INCLUSIVITY

PRESENTER: ANA KIM & WAKAKO PENNINGTON

How can we create a welcoming campus community for short-term study abroad students? Establishing an inclusive campus community where students feel equally embraced is mutually beneficial for both domestic and international students (Fransworth, 2018). However, it is overwhelmingly challenging to do so for students who have only three to four weeks to immerse themselves. This presentation focuses on how to create a community that welcomes short term students from East Asian countries. Three practical strategies and ideas to design engaging and involving programs.

3:00 PM - 3:45 PM INDEPENDENCE THROUGH NOTETAKING: SCAFFOLDING STRATEGIES TO DEVELOP STUDENT AGENCY

PRESENTER: CHRISTINE KASSOVER

Notetaking is an often-overlooked area of instruction in the ESL classroom. In this session, instructors will be empowered through research and techniques to model and engage students in effective notetaking strategies and exercises centered on the development of student agency. Instructors will learn how dedicated classroom time and a scaffolded approach to notetaking can facilitate students' development of effective study habits in their L2 language for academic purposes as well as in their professional careers. Participants will leave the session with a variety of ready-to-use tools and additional strategies.

EAP / ADULT ED

8:00 AM - 8:45 AM TRENDS AND CHALLENGES IN ONLINE FORMATIVE ASSESSMENT WITHIN EAP CONTEXTS **PRESENTERS: IMELDA BANGUN & INANC KARAGOZ**

This presentation aims to discuss specific ways online formative assessment could and should be used when engaging students in critical discussion of the reading content, checking their reading comprehension and vocabulary acquisition, facilitating the peer assessment process for writing, and providing teacher feedback. It is concluded with a critical discussion of the most pertinent challenges researchers and practitioners are likely to encounter including, but not limited to, monitoring and managing peer interactions and ensuring progress-oriented peer feedback, and creating formative assessments that go beyond prompting learners to select an instructor-written choice statement in multiple-choice quizzes towards involving critical thinking.

9:00 AM - 9:45 AM OPPORTUNITIES AND CHALLENGES IN ORAL INTERACTIONS: ACADEMIC DISCOURSE **SOCIALIZATION OF L2 INTERNATIONAL STUDENTS** **PRESENTER: POOJA BHATIA NARANG**

This presentation explores L2 international doctoral students' perceptions of the oral interactions contributing to their academic discourse socialization (ADS) as well as the barriers impeding their ADS. The findings highlight that classroom and institutional sources of oral interactions, such as group work, presentations, conferences and attending defenses as well as out-of-class interactions with other international peers were perceived as useful for participants' ADS. On the other hand, deficit perspectives, NNES marginalization and cultural gaps were perceived as some of the barriers to participants' ADS. Implications for educators are discussed.

10:00 AM - 11:30 AM DESIGNING A MULTIMODAL WORKSHOP FOR ACCENT AWARENESS IN AN ADULT ESL CLASS (90 MINS) **PRESENTERS: TANIA FERRONATO, MARIA JOSE TORRES CENTURION**

In this session, the presenters will share materials and strategies to design a workshop that consists of multimodal teaching activities designed to raise awareness on accent bias and stereotypes among ESL adult learners. The activities aim to encourage self-reflection and discussion among students. Tips on how to create a virtual escape room to effectively include gamification in the classroom will be offered.

1:30 PM - 2:15 PM WHAT IS YOUR RATIO OF TEACHER TALK VS STUDENT TALK? **PRESENTERS: GRACE ANN DIGIACOMO & ROSEMEIRE JOHNSTONE**

What is your real ratio when it comes to teacher-talk (TT) vs student-talk (ST)? A methodical approach to self-assessment of teacher talk is the first step to a more engaging and well-attended on-campus and online classes. By reviewing select research and expert advice, answering survey questions, and following simple steps, participants will be able to assess their current ratio of teacher talk vs student talk as well as reflect on techniques for reducing teacher talk to create a more engaging atmosphere in online and on-campus classes.

2:15 PM - 3:00 PM TELECOLLABORATION AND SOCIAL ENTREPRENEURSHIP IN ENGLISH FOR BUSINESS **PRESENTER: IMELDA BANGUN & ADEL ALFAIFI**

This presentation aims to provide an overview of telecollaboration and project-based learning (PBL) approaches within and e-learning environment. Furthermore, this session provides best practices when implementing PBL via telecollaboration to promote social entrepreneurship in a Business English course in EAP contexts. Through the implementation of social entrepreneurship projects in an English for Business curriculum among the EAP learners using technology-mediated PBL approaches, these learners are encouraged to collaborate and cooperate with each other; incrementally improve their final project, presentation and performance skills; improve metacognitive skills; be agents of change; improve language academic proficiency skills; and increase intercultural communication (ICT).

3:00 PM - 3:45 PM WHICH IS MORE EFFECTIVE IN L2 VOCABULARY LEARNING: L1 OR L2 INPUT? **PRESENTER: EMAN BARRI**

The importance of vocabulary knowledge in L2 acquisition cannot be underestimated. Research has found that language threshold is essential and is the best predictor of reading success, and lexical problems can hinder successful comprehension (Laufer, 2003). However, how vocabulary is best learned has been an area of discussion. Research has argued that words that are practiced through productive activities are more likely to be remembered compared to when the words are encountered in a text (Laufer, 2003). This presentation aims to explore the strategic use of the learner's L1 in vocabulary teaching activities to enhance second language vocabulary acquisition.

TEACHER EDUCATION

8:00 AM - 8:45 AM UNDERSTANDING AND IMPROVING ONLINE DISCUSSION FORUMS IN THE TEACHER EDUCATION PROGRAM

PRESENTERS: IRAM KHAN & JOYCE NUTTA

Teacher education programs prepare aspiring and in-service teachers to work in diverse classroom settings. Teacher candidates taking online courses often feel demotivated due to a lack of frequent interaction with instructor and peers (Chen et al., 2008; Robinson, 2011; Jennie, 2020). Students usually work independently in online courses with little to no group work. Researchers from previous studies (Chen et al., 2010; Sarder, 2014; Jennie, 2020) believe interactive discussion forums can improve student engagement and subject comprehension. The main purpose of this teacher action research is to improve teacher candidates' interactions in the online courses of the teacher education program.

9:00 AM - 9:45 AM THE PICRAT MATRIX: USING TECHNOLOGY TO TEACH DIFFERENTLY IN ELL CLASSROOMS

PRESENTER: LERGIA OLIVO

The 21st century English language learning classroom presents unique challenges, navigating a balance between language instruction and familiarization with technology-based communication tools, particularly when many students have goals to attend U.S. universities. The PICRAT model (Kimmons et al., 2020) is a technology integration matrix that helps teachers decide how to best implement technology into their classrooms, considering both students' interaction with the technology, and how the teachers' technology usage modifies current classroom practices. This session will explain the model, provide tools for teachers, and give participants an opportunity to apply the matrix with their own assignments.

10:00 AM - 10:45 PM EXPERIENCE AND TRAINING MAY NOT BE ENOUGH: TEACHERS' BELIEFS TOWARDS LEARNERS' HERITAGE LANGUAGES

PRESENTER: IVIAN DESTRO BORUCHOWSKI

I will present results from a mixed-method study of K-2nd grade mainstream teachers in a particular setting: a district with one of the largest concentrations of minority language learners in the U.S., where most learners and teachers in the school system are multilingual, and all teachers must have an ESOL endorsement. Through an explanatory sequential design with two phases (quantitative followed by a qualitative approach), the study discusses teachers' beliefs regarding learners' HL and their effect inside classrooms. Noteworthy, all teachers participating in the qualitative phase were bilingual Spanish speakers. The conclusion discusses indications for teacher training and how, despite experience and training, teachers enacted an autonomous view of literacy in textbooks.

10:45 AM - 11:30 AM STRENGTHENING COMMUNITIES OF PRACTICE VIA DIGITAL STORYTELLING IN SITU

PRESENTER: JOHN I. LIONTAS

From stories worth telling to stories worth sharing, digital storytelling (DS) addresses the core of human communication across time and space. In language education, digital storytelling advances benefits too great to ignore when strengthening Communities of Practice (CoP). To frame digital storytelling within a CoP framework, I first contextualize its multifarious uses in ESL education. I then address the most pertinent outcomes of DS projects involving the macro skills of listening, speaking, reading, and writing. Join me as we explore the most pertinent pedagogic implications for classroom practice and learn how to successfully implement DS projects in your own CoP.

1:30 PM - 2:15 PM EXPLORING LANGUAGE IDEOLOGIES AND RACIOLINGUISTICS PERSPECTIVES OF TURKISH PRE-SERVICE EFL TEACHERS

PRESENTER: ONUR OZKAYNAK

This mixed-methods study explored Turkish pre-service EFL teachers' attitudes towards various English varieties, considering language ideologies and raciolinguistics perspectives. It involved a quantitative survey and qualitative interviews. A random sample of 59 pre-service teachers completed the survey, and seven participants took part in interviews. Quantitative data were analyzed using MANOVA. Qualitative data were analyzed through grounded theory. Results revealed preferences for native speakers, commercialization of nativeness, emphasis on teaching credentials, and aspirations to emulate native speakers. The study highlighted limited effects of sociolinguistic coursework on attitudes towards English varieties, providing insights into language ideologies and raciolinguistics perspectives among pre-service teachers.

2:15 PM - 3:00 PM BLENDING FORMATIVE AND SUMMATIVE PRINCIPLES IN A PROFESSIONAL PRACTICE MTESOL ASSESSMENT TASK

PRESENTERS: ANNA FILIPI, YINGZI WU, XIAOWEI GOA

In this session we discuss an assessed alternative teaching placement experience for international MTESOL students that combined formative and summative assessment principles. Working in groups, students were mentored to design a 5-week learning program for an EAL learner to improve an aspect of their English language. Students 1) conducted a needs analysis to identify an area for attention, 2) developed a learning plan, 3) implemented the plan, and 4) evaluated and adjusted the plan. Each step was done in response to regular (formative) feedback. Summative components included a final written report, an oral presentation of outcomes and an individual reflection.

TEACHER EDUCATION

8:00 AM - 8:45 AM **MEETING TEACHERS WHERE THEY ARE THROUGH ONLINE SUSTAINED PROFESSIONAL DEVELOPMENT**
PRESENTER: RAMIN YAZDANPANA
FEATURED SPEAKER



Learning through the presenters' experiences designing and teaching an online professional development (PD) course for adult ESL teachers, attendees learn how to provide PD that is sustained and accessible. Presenters discuss how the course motivates a reflective teaching practice, stimulates exchange, and develops professionalism through a community of teaching practice.

9:00 AM - 9:45 AM **ENHANCING EAP STUDENTS' ACADEMIC MOTIVATION AND PERFORMANCE BY CHANGING ATTITUDES TOWARD ANXIETY**
PRESENTER: CHRISTINE KASSOVER & VIKTORIA KOROGODSKY

Can the feeling of anxiety be beneficial for EAP students? Are there such phenomena as good stress and positive anxiety? Educators are responsible for helping students identify positive and negative anxiety and changing their mindsets to enhance academic motivation and performance, explaining the difference between anxiety caused by threat and anxiety caused by a challenge, and turning the fixed mindset into a growth mindset. Participants will learn more about the power of positive anxiety and strategies to harness the benefits in the L2 classroom setting.

10:00 AM - 10:45 PM **MEETING THE NEEDS OF MULTILINGUAL GRADUATE STUDENTS THROUGH A TARGETED WRITING CENTER**
PRESENTER: SEAN FARRELL

Studies have shown that traditional writing centers, which often avoid offering directive feedback on issues related to grammar and source use, may not adequately meet the needs of multilingual writers, in particular graduate students, for whom academic writing is high-stakes. This session summarizes what has been learned from a recently-established writing center that directly targets multilingual graduate students, offering suggestions for aiding a sometimes-neglected population. The presenter will introduce the writing center, discuss common issues, introduce strategies for engaging with these issues, and offer advice on adopting these strategies in other contexts.

10:45 AM - 11:30 AM **EXPLORING PRE-SERVICE TEACHERS' TRANSFORMATIVE LEARNING EXPERIENCES IN ESL ENDORSEMENT COURSES**
PRESENTER: ALI YAYLALI

This session reports on the findings of a mixed-methods transformative learning research with pre-service elementary teachers in ESL endorsement linguistics courses designed for teacher certification. Identified via an initial course survey, pre-service teachers' initial perspectives on linguistic diversity, bilingualism, and linguistic justice shifted through learning activities that promoted reflection and dialogue. Both monolingual and bilingual learner populations reported experiencing similar paths during their reflective journeys that started with dissonance in the class. Participants will learn about a transformative learning framework that is used for establishing critical learning outcomes and assessing learning in teacher education programs.

1:30 PM - 3:00 PM **IDENTIFYING DIVERSE LISTENING STYLES TO MAXIMIZE LEARNING AND UNDERSTANDING**
PRESENTERS: MELISSA BOURG & KEVIN TAPEE

Educators can better recognize the needs of their students when they understand listening styles and know how to make connections using listening styles to strengthen students' learning potential. Let's explore a different approach to listening in this interactive workshop! Participants will gain information about listening styles, identify and address their own listening style, as well as the different listening styles of their students, and implement that knowledge in the classroom to maximize student learning abilities.

TECHNOLOGY

8:00 AM - 8:45 AM ENHANCING LANGUAGE LEARNING: USING AI'S CHATGPT AS A VIRTUAL ASSISTANT WITH ELLS PRESENTER: TONY ERBEN

This presentation highlights the use of AI, particularly chatGPT, as a virtual teaching assistant to support ELLs in K-12 schools. The session will outline innovative strategies using chatGPT, and provide teachers with a framework to use such AI equitably in the classroom. Attendees will gain insights into chatGPT's potential, discussing best practices, ethics, and future directions for integration.

9:00 AM - 9:45 AM VIDEO PROJECTS IN L2 PEDAGOGY: PRACTICAL ASSESSMENT STRATEGIES FOR EFL/ESL PRACTITIONERS PRESENTER: FRANCESCA MARINO

Among the wide range of DMC (Digital Multimodal Composing) tasks, video projects have gained momentum in various L2 learning settings (Masats et al., 2009). While implementing video projects, educators may face various challenges, one of which is effectively assessing these projects. This presentation aims to provide EFL/ESL practitioners with practical guidance on assessment models for video projects by specifically focusing on process-based versus product-based approaches and exploring the advantages and limitations of both models. Additionally, this presentation offers tips on how to craft effective rubrics (i.e., determining grading categories and important factors to consider).

10:00 AM - 10:45 PM -CREATING CLASSROOM COMMUNITIES IN VIRTUAL SPACES PRESENTERS: ANASTASIA KHAWAJA, MARY HILLIS, JANE HOELKER, & MONICA BAKER

This presentation explores the role of online interaction in a post-pandemic world, highlighting benefits of virtual formats for both access and engagement among teachers and students. Drawing on concepts of Justice, Equity, Diversity, and Inclusion (JEDI), the presenters discuss best practices and their application in various contexts.

10:45 AM - 11:30 AM UTILIZING ARTIFICIAL INTELLIGENCE TOOL (CHATGPT) FOSTERING PERSONALIZED LEARNING: A PHENOMENOLOGICAL STUDY PRESENTER: LAILA NOOR

The study investigates the experience of EFL learners in integrating the AI-based tool ChatGPT for English language learning. The findings showed that EFL learners had a positive attitude toward using the AI-based tool ChatGPT for enhancing English language skills and personalized learning. In addition, they navigated the challenges through mitigation strategies and workarounds. The study will contribute to integrating the AI-based tool, ChatGPT for English language learning. Future studies could examine integrating the AI tool ChatGPT in formal education settings and consider the ethical aspects of the tool to ensure safe and effective use.

1:30 PM - 2:15 PM INTEGRATING CHAT AIS WITH ESL: WAYS IT CAN HELP IN EDUCATION PRESENTERS: TERRENCE CAVANAUGH & MOHAMED SITHEEQUE PEER MOHAMED

Recent advancements in artificial intelligence (AI) have introduced new possibilities for enhancing language learning. This session explains what Chat AI tools actually are, some of their limitations, and how they can be applied as effective educational tools for ESL students. Presenters will demonstrate ways that teachers and students can use the tool to improve student writing, practice new vocabulary, write through prompts, explain concepts, develop plans, create activity sheets, and more. This kind of tool can provide just in time instruction and instant feedback to students to improve their language skills in a personalized, exciting, low pressure and interactive way.

2:15 - 3:00 PM A DUOETHNOGRAPHY ON PRACTICE AND RESEARCH USING TECHNOLOGY IN LANGUAGE LEARNING PRESENTERS: UMI SAIDAH & YOHA CARRERA

Join us in discussing the use of duoethnography to exercise our agency in language teaching and research using technology. Reflecting on our practice and research using social annotation tool, augmented reality (AR), and virtual reality (VR), we agreed that doing collaborative research of duoethnography helps us practice our interpersonal interaction that provides us with multiple voices, thereby, allowing intrapersonal interaction that gives meaning to our research and practice. Important takeaways from this research will be discussed.

3:00 - 3:45 PM USING DIGITAL VIDEOS IN ENGLISH SECOND LANGUAGE (L2) LEARNING PRESENTER: JING ZHANG

New technology has been applied into English second language (L2) teaching and learning frequently. This research paper investigated the use of digital videos in improving English L2 learning by exploring 60 commenting videos of "Chinese Superstars Talking in English Interviews" recorded by English teacher AndrewCap, and written comments under each video on a Chinese social platform Xiaohongshu. Findings showed AndrewCap's comments focused on superstars' English fluency, meaning negotiation, and following of linguistic rules. When using technology, English L2 teaching becomes less meaningless, and its sociality and culturalism are fully expressed and constructed to improve learning.

INTERCULTURAL COMPETENCE/ TEACHING IN A TIME OF WAR/ LEARNER AUTONOMY

8:00 AM - 8:45 AM CELEBRATING COMMUNITIES: RESPECT FOR DIALECTS PRESENTER: JENNIFER DESPAIN

Survey results from international students attending a North American university informed the development of interactive conversation-based lessons designed to increase awareness of and respect for English language dialects namely, Southeast Indian English, African American Vernacular English and Southern English. The student learning experience, collaborative exercises, written lesson plans and accompanying slide decks will be offered.

9:00 AM - 9:45 AM IDIOMS AS CONVERSATION STARTERS: TEACHING IDIOMATIC EXPRESSIONS FOR GLOBAL COMMUNICATION PRESENTER: VANESSA VIRGIEL

This session explores the link between idioms and cultural contextualization, underscoring the role of idioms in enriching both learners' lexicons and their intercultural understanding. We will then explore an array of idioms as conversation starters that facilitate in-class discussion and active learning. These discussions lead to meaningful dialogue, spark curiosity, and promote empathy among all class participants (both teachers and learners) about different cultural perspectives. Then, we will consider ways to adapt idiomatic language to different learning environments, enabling educators to design their own idiom-based activities that are tailorable to their learners' proficiency levels and interests.

10:00 AM - 10:45 AM BEYOND TRADITIONAL CLASSROOM SETTING: INTERCULTURAL INTERACTION ON METAVERSE EXPLAINED PRESENTER: UMI SAIDAH

Using metaverse for intercultural interactions in an EFL setting? Why not. This research-based presentation will highlight what metaverse is, why use metaverse, and how to use metaverse purposefully via avatar-context-avatar interactions. Takeaways from the research will be shared.

10:45 AM - 11:30 AM WARTIME UKRAINIAN UNIVERSITY ESL STUDENTS - CHALLENGES, RESILIENCE, AND HOPE PRESENTER: MITCHELL R. BRADFORD

A study at Kyiv National University inquired into how the ongoing war had impacted students' studies. It found that over two thirds of participants relocated due to the war. Students discussed bombings, air sirens, etc. and blackouts as sources of challenges: less motivation, difficulty participating, and mental health issues. However, some students reported being more motivated due to feeling like a privilege and duty to learn while others fight for their future. As for suggestions, students reported wishing instructors would be more adaptable in ways such as providing recorded lessons, flexible deadlines, and making synchronous sessions more engaging.

1:30 PM - 2:15 PM CHALLENGES OF THE COMMUNITIES OF TEACHING PRACTICE FOR THE PROMOTION OF AUTONOMY IN THE TEACHING OF ENGLISH IN COLOMBIAN HIGHER EDUCATION PRESENTERS: LALI BARRERA & JUAN DAVID CASTAÑO ROLDÁN

Communities of practice in an English as a foreign language program allow finding measures to encourage autonomy in the teaching and learning of English; however, their implementation in higher education in Colombia represents challenges in different dimensions: organizational, administrative, and formative. In this presentation, the challenges of the communities of practice of a Colombian regional public university will be presented during the years 2020 and the beginning of 2022. These challenges were identified in the content analysis of the semi-structured interviews with teachers participating in communities and the interaction of a community in their communication channels.

ADVOCACY & PROFESSIONAL DEVELOPMENT

9:00 AM - 9:45 AM

GET YOURSELF PUBLISHED IN THE SSTESOL JOURNAL OR SSTESOL PRESS!

PRESENTER: TONY ERBEN

Come and listen to the Editor of the SSTESOL Journal Board outline what it takes to get published in our SSTESOL Journal. The journal is published once/twice per year. We are seeking submissions for research, creative projects, book reviews and lesson ideas. It doesn't take much to become published! Learn how!

10:00 AM - 11:30 AM

APPLYING MINDFULNESS FOR PROFESSIONAL GROWTH AND WELLBEING AT SSTESOL 2024

PRESENTER: RAMIN YAZDANPANA

FEATURED SPEAKER

Through the sharing of mindfulness activities for professional development and intercultural communication contexts, participants learn research and rationale for using mindfulness towards cultivating a growth mindset, communication, and wellbeing. Participants are guided in mindfulness activities that can be immediately applied at the SSTESOL Virtual Conference and for application in teaching practice.



1:30 PM - 2:15 PM

BEST TAKEAWAYS – USING ESP TO BRIDGE THE NURSING GAP

PRESENTER: JENNIFER RIVES, WINFIELD TRIVETTE II, & MEGAN WASSERMAN

ESP plays a key role in bridging the “nursing gap.” The U.S. healthcare system must add at least 200,000 new nurses annually through 2031. Internationally educated nurses (IENs) are a viable option to fill this gap. Research by Avant Healthcare Professionals reveals the role of ESP in helping IENs pass English proficiency exams to immigrate to the U.S. and fill the nursing gap. It is in educators’ best interest to help IENs develop language skills to immigrate and practice safely. Best takeaways focus on language challenges IENs present and opportunities to overcome them for more nurses to immigrate and work.

2:15 PM - 3:00 PM

LGBTQ MEETS ESL: MAKING CLASSROOMS INCLUSIVE

PRESENTER: SARAH RAHMAN

Queer identifying students face unique challenges in classrooms. From facing discriminatory comments, feeling the need to censor their identities, to having their gender or sexual identities incorrectly assumed, learners often feel unwelcome. Drawing on previous research and case studies about the challenges LGBTQ+ youth face in classroom settings, along with instructors’ efforts on introducing discussions on queerness in the classroom, this presentation provides pedagogical suggestions for making language classrooms more inclusive.

3:00 - 4:30 PM

MOVING TOWARDS AI IN LANGUAGE LEARNING

PRESENTER: IMELDA BANGUN & IKE THALER

The integration of Artificial Intelligence (AI) into language learning has shown promising potential to revolutionize the way individuals develop language skills. AI-driven language learning platforms leverage advanced natural language processing, machine learning, and personalized algorithms to provide tailored learning experiences. These platforms enable adaptive content delivery, real-time feedback, and individualized learning paths, fostering improved engagement and efficacy. Join us in exploring the exciting possibilities that AI brings to language learning, as we embark on a journey toward enhanced language proficiency and intercultural communication.

Stay longer or join after the presentation for more information about Ike’s work with aiKit.ai



EXHIBITOR PRESENTATIONS ROOM I

9:00 AM - 9:45 AM **HERE TO GET YOU THERE WITH ACE**

PRESENTERS: ELIZABETH WHEELER AND MELISSA HILL

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10:00 AM - 10:45 PM **THE WORLD IS YOUR CLASSROOM: TEACH WITH
ENGLISH LANGUAGE PROGRAMS**

PRESENTERS: BEN TAYLOR & ANDREA ENIKO LYPKA



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10:45 AM - 11:30 AM **TEACHING GRAMMAR COMMUNICATIVELY WITH
GRAMMAR AND BEYOND ESSENTIALS**

PRESENTER: JAMES GOLDSTONE



CAMBRIDGE

Cambridge University Press publishes the most widely used grammar program in the world---*Grammar in Use* by Raymond Murphy. Most ESL and ESOL programs have moved away though from just grammar practice to a more communicative method of teaching grammar offering students many opportunities to use the grammar in meaningful ways and in a variety of contexts. Grammar and Beyond Essentials does just that---presents essential structures and vocabulary that students must learn because Cambridge has done the work for the instructor by researching the most common grammar structures and vocabulary needed to perform functions that students will need to succeed in both an academic setting and an outside of the classroom setting. Please join Jim and learn about Grammar and Beyond Essentials!

1:30 PM - 2:15 PM **BUILDING ORAL FLUENCY WITH YOUR ENTERING AND EMERGING MULTILINGUAL LEARNERS**
PRESENTER: JODY NOLF

This session will focus on simple strategies and scaffolds that all educators can use to build oral fluency with their entering and emerging speakers of English. ESL specialists from Vista Higher Learning will show participants how to instill confidence while increasing proficiency with newcomers and developing English speakers. Using research-based resources developed by the team at VHL, this session will help educators of all grade levels and subject areas ensure that their multilingual learners can become successful.



2:15 PM - 3:45 PM **BE GLAD! RESEARCH-BASED PRACTICES TO SUPPORT MULTILINGUAL LEARNERS**
PRESENTER: CHRISTINE D'AQUANNI



TEACHING AT THE CORE

Be GLAD® (Guided Language Acquisition Design) is a model of professional development in the areas of language acquisition and academic literacy. The model promotes language acquisition, academic achievement, and cross-cultural skills through a number of instructional strategies. Be GLAD was developed and field-tested for nine years through the U.S. Department of Education and is now based on over 30 years of field experience with integrated approaches for teaching language. This session previews selected Be GLAD techniques that are easily adopted into an instructional routine. Participants will walk away with key strategies that create a classroom environment that values the student, provides authentic opportunities for the use of academic language, maintains the highest standards for all students, and fosters voice and identity.

EXHIBITOR PRESENTATIONS ROOM 2



8:00 AM - 8:45 AM READING CONFERENCES IN THE HIGH SCHOOL CLASSROOM WITH AIR LANGUAGE PRESENTER: KYLE LARSON

The high school EL classroom is in trouble. With great diversity of ability of its ELs and the constant drip of new students, teachers have a very difficult time accommodating. Using a combination of leveled books and reading conferences, this presentation aims to use AIR Language, the supplemental high school language reading platform, to give teachers a new perspective on accommodation—one that aims to leverage student preference and teacher experience to set up a classroom from which every student walks away having learned and a tool by which to continue to grow.

9:00 AM - 9:45 AM NEW AND AUTHENTIC ONLINE ESOL INSTRUCTION FOR MS/HS AND ADULT LEARNERS PRESENTERS: SANDY BUTLER & JAMES BUTLER



The recently released updated NYC English 3.0 engages secondary and adult students in learning to read, write, listen, speak, and comprehend English utilizing unique features including line-by-line reading with instantaneous native language translation. Cutting-edge voice recognition software makes this program a must-have. NYC English is easy to use, and is accessible on any device, anywhere, any time. NYC English includes over 900 high-definition real-life scenario videos and is standards-aligned, with an intuitive Dashboard to track student progress.

10:00 AM - 10:45 PM TEACH SMARTER WITH ELLII PRESENTER: BEN BUCKWOLD



Translanguaging supports emergent bilingual students to continue to draw on the languages they bring to the classroom to share what they know as they participate in subject-matter learning, even as they learn English. Over the last five years, I have worked with middle school teachers in two school districts to support students to use Spanish and Arabic (“translanguaging”) as they engage in social studies inquiry using a bilingual inquiry curriculum to investigate social, civic, and historical issues. This presentation will offer examples of practices and share resources that support translanguaging in social studies classrooms, with implications for other subject areas.

10:45 AM - 11:30 AM ADVANCE YOUR CAREER WITH TESOL INTERNATIONAL ASSOCIATION



PRESENTERS: HEIDI FAUST, GWYNN MASON, DAVID ANDERSON, & JEFF HUTCHESON

TESOL International Association invites attendees to learn more about the benefits of membership, professional development opportunities, and advocacy efforts, with a special focus on the TESOL International Convention & English Language Expo, happening March 2024 in Tampa, Florida.

1:30 PM - 2:15 PM ACCELERATE LEARNING: EXPLORING VIRTUAL WORLDS WITH IMMERSE PRESENTER: CHRISTINA CAVAGE



Getting students engaged in authentic, natural conversations is a challenge in most programs. With benchmark measures, and academic tasks tightly scheduled, there is often little time for learners to practice in everyday speaking environments. This session explores using VR to build, foster and sustain learner engagement while building conversational skills. See how learners can engage in natural conversation and hear an overview of the research behind it.

2:15 PM - 3:00 PM COLLEGE PREP ESL PRESENTER: CASSANDRA MORMAN

In this presentation I will explain how to use Hofstede’s cultural dimensions in English language lessons to increase learners’ engagement and program completion, activate their motivation for higher level thinking, reduce miscommunication and misunderstandings, and support English language learners in identifying their English speaking identities with integrity.



VIRTUAL EXHIBITOR HALL DROP IN

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Meeting ID: 816 2074 5616

Passcode: SanJae



**THANK YOU FOR ATTENDING THE CONFERENCE!
PLEASE COMPLETE THIS SURVEY TO RECEIVE YOUR
CERTIFICATE OF PARTICIPATION:**

[HTTPS://FORMS.GLE/VYHPJQZ5BDEUXBIF9](https://forms.gle/VYHPJQZ5BDEUXBIF9)

PRESENTER BIOS

ADEL ALFAIFI

Adel Alfaifi has a Ph.D. in Technology in Education and Second Language Acquisition from the University of South Florida with 4 years of Arabic as a Foreign Language teaching experience.

MONA ALMOGEERAH

Graduate student at the University of Central Florida and English language instructor with an interest in teaching English as a foreign language in Saudi Arabian schools.

PAWEL ANDREJCZUK

PhD student in Applied Linguistics at the University of Valencia, Spain. Researcher, guest lecturer, and project member at five European universities.

DAVID ANDERSON

David Anderson joined TESOL International Association in 2023 after a successful tenure as the Director of Membership for the International Finance, Credit, and International Business Association. He holds a M.A.'s in Film Studies from the University of Southern California.

REBECA ARNDT

Rebeca Arndt received her Ph.D. in Education, TESOL track, from the University of Central Florida. She is a former schoolteacher currently working as a district administrator. Her research interests include corpus analysis, vocabulary, reading comprehension, and literacy.

MONICA BAKER

Monica Baker is an ENL teacher in New York. She is the former President of NYS TESOL and currently serves as incoming chair of the TESOL International Membership Professional Council.

IMELDA BANGUN

Imelda Bangun, Ph.D. has worked with ELs for twelve years. She is an ESOL Professor and International Affairs Coordinator at Keiser University and an adjunct faculty at Florida Southern College.

CRIS DELATADO BARABAS

Cris is a doctoral student at McGill University. His research interests are out-of-school literacies of immigrant youth, affect theory, and language teacher education.

ERZSEBET BARANY

Erzsébet Bárány teaches Ukrainian in tertiary education. She holds a PhD in Slav linguistics. Her main interest is Hungarian loan words in Ukrainian. Currently, she is studying the war impacts on tertiary students.

LALI BARRERA

Lali Barrera holds a Ph.D. degree from the University of Leipzig, Germany. She works as a professor of the M.A.'s Degree Program in Linguistics at the University of Antioquia.

EMAN BARRI

Eman Barri is a doctoral student in the Education TESOL program at the University of Central Florida. Her main research interests are effective teaching methodologies in teaching vocabulary.

MUHAMMAD SAFDAR BHATTI

Dr. Muhammad Safdar Bhatti is an ELT expert with 29 years IELTS & TEFL teaching and training experience. He is a Linguist by profession, teacher trainer, researcher, and international keynote and plenary speaker. He has published 80 research papers in numerous international peer reviewed research journals, authored four books, and has supervised extensively.

IVIAN DESTRO BORUCHOWSKI

Ivian Destro Boruchowski, Ph.D., is an adjunct faculty at Nova Southeastern University, which research interests relate to biliteracy, literacy in multilingual settings and engages in critical discussion on areas of literacy, sociolinguistics, language policy and management, second language acquisition, as well as curriculum theory.

MELISSA BOURG

Melissa Bourg earned her M.Ed. in Elementary Education (concentration TESOL), from the University of North Florida. She is an instructor for MLC, JKS, and adjunct professor at UNF.

BEN BUCKWOLD

Over the past 20 years, Ben has held the position of CEO at Ellii and has helped build the company into one of the world's leading ELT content platforms.

James Butler

James is a certified professional development provider in integrating technology in the classroom. As C.E.O. at SanJae, James has distributed educational software and trained U.S. educators for 23 years.

SANDY BUTLER

Sandy has a M.A. in Education. She has worked in educational software distribution and teacher training with an emphasis on ESOL for 30 years, 24 of which as President of SanJae.

MITCHELL R. BRADFORD JR.

Mitchell R. Bradford JR. has taught virtually for Kyiv National University as well as in the US, Guatemala, and China. Hailing from Arkansas, he holds degrees in Spanish and TESOL.

YOHA CARRERA

Yoha is a PhD candidate in Technology in Education and Second Language Acquisition at USF.

CHRISTINE CAVAGE

Christina Cavage, holding an M.A. in TESOL, has held numerous leadership and faculty roles in her 32 years. She is currently the Curriculum and Assessment Manager at Immerse.

TERRENCE CAVANAUGH

Terrence Cavanaugh is an Educational technologist at UNF, a Fulbright Specialist, Science Teacher (6 certifications). His areas of work include educational technology, ELL technology, reading technology, science, and teacher education.

MARIE JOSE TORRES CENTURION

Maria is a PhD student at the LALS program at University of South Florida. Her research interests fall within the scope of social justice and include translanguaging, Latinx studies, and ESL.

XIAOXI CHEN

Xiaoxi Chen is a second-year TESOL M.A. student at the University of Pennsylvania Graduate School of Education.

YEUKAI CHIROODZA - IMEH

Yeukai is an Assistant Professor in Education interested in topics concerning Bilingual and Multicultural learning. Yeukai's research investigates teaching practices that bridge the areas of English Language Acquisition and Content Literacy.

JASMIN COWIN

Dr. Jasmin (Bey) Cowin is a Fulbright Scholar; Assistant Professor and TESOL/Bilingual Practicum Coordinator at Touro University, GSE; past chair of the New York State TESOL 2021 conference; co-conference chair for the Third VirtuaTELL Conference 2023, TESOL expert for Computers for Schools Burundi and the Future Horizons Foundation for Translation, Training, and Development in Sanaa, Yemen.

CHRISTINA D'AQUANNI

Christine D'Aquanni is the Multilingual Programs Director for Be GLAD®. She has 20 years of experience in multilingual education. She holds a M.A. in Education with a Specialization in Dual Language Development.

JENNIFER DESPAIN

Jennifer Despain teaches ESL courses at NCSU and has enjoyed volunteering, teaching and administering ESL programs in the local community as well. She loves kayaking in her free time.

MEGAN DIBARTOLOMEO

Megan DiBartolomeo is an Assistant Professor of Spanish and Pedagogy at Longwood University (Farmville, VA) and a member of the Instructed Second Language Acquisition Lab at Indiana University (Bloomington, IN).

GRACE ANN DIGIACOMO

Grace Ann DiGiacomo has an MA in Applied Linguistics from Columbia University, NY and is a Course Director at Full Sail University. Before Full Sail, she taught at state colleges in Florida and a refugee education program overseas.

TONY ERBEN

Tony Erben is a Professor of Education at the University of Tampa. Formerly, Chair of the Department of Education, he is currently the Director of ESOL Education. He has published in the area of second language education, technology use in teaching and learning environments. He is series editor for Teaching ELLs Across the Curriculum with Routledge Press as well as SSTESOL Press.

SEAN FARRELL

Sean Farrell is a doctoral candidate in the Linguistics and Applied Language Studies program at the University of South Florida. His primary research area is second language writing.

ROSA CASTRO FEINBERG

Dr. Rosa Castro Feinberg is a former secondary school teacher of ESOL, Spanish, and English Language Arts and a retired FIU faculty member. Through the University of Miami National Origin Desegregation Assistance Center, she directed training and technical assistance on the education of language minority students in a 14-state area. Her public service includes ten years as a member of the Miami-Dade School Board.

ANNA FILIPI

Anna Filipi is an Associate Professor in the MTESOL program at Monash University. She publishes widely on first and second language learning, teaching and assessment, and in conversation analysis.

MINA HERNANDEZ GARCIA

Mina Hernandez Garcia studies how middle school teachers in U.S. schools can support emergent bilingual students to participate in subject-matter learning and develop disciplinary literacy and language through translanguaging.

FLEUR (XIAOWEI) GAO

Fleur (Xiaowei) Gao is a Monash University TESOL graduate with 2 years of ESL teaching experience. She is dedicated to empowering students through diverse language education.

JAMES GOLDSTONE

Jim Goldstone has given hundreds of workshops and trainings both in the US and abroad for higher education and secondary school ESL programs. Jim represents Cambridge University Press in Florida.

JINGXUAN GU

Jingxuan Gu is a second-year TESOL master's student at the University of Pennsylvania Graduate School of Education.

AMANY HABIB

Amany Habib, PhD, teaches at the School of Education (UWF) and offers training for in-service teachers. Amany's research focuses on culturally and linguistically diverse learners and the flipped classroom model.

MOLLY HAMM-RODRÍGUEZ

Molly Hamm-Rodríguez is Assistant Professor at the University of South Florida. Her research focuses on bilingual education in U.S. school and community contexts and multilingualism in the Caribbean.

MELISSA HILL

Melissa Hill is an Alumna of American College of Education, completing both her M.Ed. and Ed.D. Melissa holds a teaching and administrative endorsement. Melissa currently manages the ACE Field Team.

MARY HILLIS

Mary Hillis is an English language instructor in Kyoto, Japan. She is chair of the Awards and Recognition Committee for the Japan Association for Language Teaching and has co-chaired two online conferences for the College and University Educators SIG. Her research interests are professional development and literature in language teaching.

JANE HOELKER

Jane Hoelker has been included in Marquis Who's Who 2023 biographical volume as an English Language Educator. She has taught English in universities in Asia, the Middle East, and Africa. She has served on the TESOL Board of Directors and as President of TESOL Arabia. As an English Language Specialist for the U.S. State Department, she conducted teacher training workshops.

JEFF HUTCHESON

Jeff Hutcheson leads efforts to raise awareness and voices for multilingual learners of English and TESOL professionals. Through this role, Jeff works closely with TESOL's members and affiliates to ensure its diverse voices are amplified and its interests served at all levels – locally, federally, and globally. Hutcheson holds a master's in TESOL and has completed doctoral coursework in policy and administration.

ALICE A. JO

Dr. Ahyea Jo is a Visiting Assistant Professor at the University of North Florida. Her research areas include teacher education and preparation for English learners, bilingual education, curriculum development for language programs, and second language development for multilingual learners.

ROSEMEIRE JOHNSTONE

Rosemeire Johnstone has an MA in TESOL and has been teaching at Full Sail University for 11 years. In addition to teaching, she has presented in different conferences including the TESOL international convention.

INANC KARAGÖZ

Inanç Karagöz has a Ph.D. in Technology in Education and Second Language Acquisition. She is a professor at Bartın University.

CHRISTINE KASSOVER

Christine Kassover teaches EAP courses at Palm Beach State College and FAU. She earned her MA from University of Miami. She is seeking a PhD in curriculum/instruction. She's certified by the Association of College and University Educators and College Reading and Learning Association. She serves as a regional director of SSTESOL.

IRAM KHAN

I am a TESOL Ph.D. student with a sub-specialization in Instructional Technology. I work as a Graduate Teaching Associate in the teacher preparation program at the University of Central Florida.

ANASTASIA KHAWAJA

Dr. Anastasia Khawaja (she/her) is an assistant professor of English living in Ramallah, Palestine. She is the past chair of the membership professional council for TESOL International and the conference chair for TEFL Kuwait. Her research focuses on breaking the binary understanding of the Palestine/Israel region through language representation and language use.

ANA KIM

Ana Kim is an instructor, program developer, and coordinator at the University of Delaware English Language Institute. Her interest is developing curricula for tailored programs focusing on cross cultural exchanges.

MISEONG KIM

I have several years of experience teaching English in secondary schools in Korea. I'm interested in whether teachers' feedback and metacognitive instruction affects students' motivation, engagement, and actual achievement.

VIKTORIA KOROGODSKY

Viktoria Korogodsky teaches EAP courses at Florida Atlantic University. She holds a M.A. in Linguistics from Ryazan State University, Russian Federation, and MS in Organizational Psychology from Lynn University, Florida.

DAN LAFOUNTAIN

Dan is a STEM and ESL teacher with 23+ years in education technology. He led curriculum and product development for LEGO Education products such as Mindstorms.

KYLE LARSON

After studying Spanish and English at Western Oregon and earning an M.A. in teaching from Northwest, Kyle started teaching ELLs in US high schools. He is the CEO of AIR Language.

ILONA LECHNER

Ilona Lechner is a German teacher and teacher trainer. She holds a PhD in cognitive linguistics. She is author of the volume *Morality and linguistics: The metaphorical conceptualization of the concept of morality in Hungarian and German* (2023).

JOHN I. LIONTAS

John I. Lontas is a multiple award-winning editor and published author is an Associate Professor of Foreign Languages/ESOL Education and faculty of the TESLA doctoral program at the University of South Florida.

CARTER MAGNANO

Carter Magnano is a junior at Ponte Vedra High School. He has been working with refugee students since he was in 5th grade. Carter is most interested in STEM and math.

GILLIAN MANNING

Gillian Manning completed her bachelors in Elementary Education at University of Delaware and continued her studies in the graduate program at Saint Leo University in Instructional Leadership. She has been teaching for 4 years as an elementary teacher in Palm Beach County. She looks forward to expanding her knowledge and research in Saint Leo University's doctorate program in the future.

ANDREA ENIKO LYPKA

Andrea Enikő Lypka, Ph.D. in Second Language Acquisition and Instructional Technology, is a lifelong ESL practitioner with over 15 years of teaching experience in Guinea-Bissau, Romania, China, and the US. Currently, she teaches cross cultural understanding and methods of teaching English to speakers of other languages. She also serves as the President of SSTESOL, Publications Chair of the Florida Educational Research Association, and an Alumni Ambassador for the English Language Programs.

ANDRI MAULANA

Andri Maulana is a Ph.D research scholar in Indian Institute of Technology Patna at the Department of Humanities and Social Science. His research area is in English Language Teaching.

FRANCESCA MARINO

Francesca Marino is a doctoral candidate in the Linguistics and Applied Language Studies program at the University of South Florida. Her research interests include Digital Multimodal Composing and Multimodal Discourse.

GWYNN MASON

Gwynn Mason began her more than 20-year association career with the American Association of Family & Consumer Sciences. For the past four years, Gwynn has been leading TESOL International Association's marketing efforts, where she can also draw on her experience of completing a TEFL Certificate program.

JARED MCKEE

Jared McKee is a doctoral student in Curriculum Instruction with a focus on ESOL/Bilingual Education at the University of Florida. His research interests include L2 literacy and reflective practice.

KAI MCCLOUD

Kai McCloud is a rising senior at Ponte Vedra High School. Kai serves on the leadership team of the JaxTHRIVE and he is actively involved in K-12 refugee students' education.

ANDREA MERCADO

Andrea has over 20 years experience working with multilingual learners in various contexts. including HS international students, elementary gifted education, bilingual preschool and middle school, migrant education and refugee/immigrant families with limited or no formal education. Her career extends from K-12 to adult culturally and linguistically diverse students in rural and urban settings.

MOHAMED SITHEEQUE PEER MOHAMED

Mohamed Sitheeque Peer Mohamed is a Ph.D. student of TESOL at St. Andrews. His areas of research include Data-Driven learning, Computer-assisted language learning. and English for General and Specific purposes.

FLORIN MIHAI

Florin Mihai is currently a professor of TESOL at the University of Central Florida. His research interests focus on pre- and in-service teacher education and content-area assessment for English learners.

CASSANDRA MORMAN

Cassandra Morman is the founder of College Preparatory and ESL Professional Tutoring Services where she facilitates online English clubs for adult English language learners. Cassandra believes that social interactions among ELLs not only produce meaningful cultural exchanges but also cultivate borderless communities that promote global unity and diplomacy. Cassandra holds an M.S. in Teaching English to Speakers of Other Languages from Nova Southeastern University and a TESOL Certificate from Anaheim University.

TERRI L. MOSSGROVE

Dr. Terri L. Mossgrove is a career educator and researcher who is focused on providing meaningful and equitable educational opportunities for diverse student populations with a focus on multilingual learners.

KATE MENKEN

Kate Menken is Professor of Linguistics and a Research Fellow at the Research Institute for the Study of Language in Urban Society at Queens College, City University of New York. She is Co-Editor in Chief of the journal Language Policy and Co-Chair of the Advocacy Committee of the New York State Association for Bilingual Education.

NILIMA HAKIM MOW

Nilima is a Linguistics Ph.D. student at George Mason University. She is working as a research assistant on an NSF-funded CAREER project. Her research interest primarily includes English language teaching.

SVETLANA MYLNIKOVA

Svetlana is a Ph.D. Candidate in TESOL at the University of New Mexico. She is an ESOL and HSE instructor at Pensacola State College and College of Southern Nevada.

POOJA BHATIA NARANG

Pooja Bhatia Narang holds a Ph.D. in Composition and Applied Linguistics from Indiana University of Pennsylvania. Her research and teaching interests include L2 literacy, ESL, language teacher identity and autoethnography.

JODY NOLF

I am a former public school educator with a secondary literacy/ESL background. Now, I am a Literacy Engagement Specialist with Vista Higher Learning. This allows me to continue to share my passion for literacy and advocate for multilingual learners.

LAILA NOOR

Laila Noor is a doctoral student of Education in TESOL and a Graduate Teaching Associate at the University of Central Florida, USA. Her specialization is in instructional technology.

LERGIA OLIVO

Lergia Olivo is an Assistant Teaching Professor of ESL at Florida International University's English Language Institute and a PhD candidate in Teaching and Learning.

BURHAN OZFIDAN

Burhan is currently an assistant professor in the Department of Teacher Preparation Programs at Florida Gulf Coast University. He has completed his Ph.D. in ESL at Texas A&M University-College Station. He has extensive teaching and research experiences, and an educational background in applying multiculturalism, bilingualism, and language learning for educational purposes. preparation, exploring their impact on education.

ONUR ÖZKAYNAK

Onur Ozkaynak is a doctoral student at OSU specializing in Multilingual Language Education. His research focuses on language ideologies and language teacher preparation, exploring their impact on education.

SARAH PARK

Sarah Park is a junior at Bolles School. She has been volunteering at JaxThrive since 6th grade helping refugee students with English and Math.

WAKAKO PENNINGTON

Wakako Pennington is an instructor and a program coordinator of the University of Delaware English Language Institute. Her interest is in program development and incorporating critical thinking in language curriculum.

STEPHANIE PICKMAN

Stephanie Pickman is a graduate student at Saint Leo University where she is completing her master's in Education with a concentration on students with special needs. She is currently teaching visual arts at Swimming Pen Elementary to Pre-K through 6th in Clay County, Florida. Stephanie's interest in the arts has inspired her to dedicate her studies to developing ways to enrich teaching strategies through art to provide students with special needs additional support for academic success.

RYAN PONTIER

Ryan W. Pontier is an assistant professor of bilingual education and TESOL at Florida International University. A former 2nd and 3rd grade dual language teacher in Florida and Texas, he serves as Past President of the Florida Association for Bilingual Education (FABE), past co-chair for the Research and Evaluation Special Interest Group within the National Association for Bilingual Education (NABE), Member of the Advocacy Working Group in AERA's Bilingual Education Research SIG, Chair of the Early Childhood Bilingual Education Council for the League of United Latin American Citizens (LULAC) Florida, and co-chair of the Government & Media Relations Committee for LULAC Florida.

SHOORY RAHIMI

Shoory Rahimi has been teaching TESOL classes for 20 years in the United States. She has a master's degree in teaching English to students of other languages.

SARAH RAHMAN

Sarah is currently pursuing an M.A. in Applied Linguistics at the University of South Florida. Her research interests include second language writing and the relationship between language and identity.

LILLIAN RAMIREZ

Lillian Ramirez has been an ESOL Staff Developer for Pinellas County Schools for three years. Previously, she taught 6th-12th grade English and English as a Second Language.

GEORGINA RIVERA-SINGLETARY

Dr. Georgina Rivera-Singletary is a graduate education Professor at Saint Leo University. She holds 2 M.A.s from Saint Leo, an education specialist degree and Ph.D. from USF. Dr. Rivera-Singletary has an extensive background in public school systems and held positions of teacher, school and district administration and worked as a school improvement project manager with ETS in Puerto Rico Department of Education.

JENNIFER RIVES

Jennifer is the English Program Manager at Avant Healthcare Professionals. She oversees a team of English Instructors/Specialists who provide ESL/ESP education to international nurses seeking to immigrate to the U.S.

JUAN DAVID CASTANO ROLDAN

Juan David Castaño Roldán holds a M.A.'s degree in Foreign Language Teaching from Universidad de Antioquia and works for Universidad Nacional de Colombia Sede Medellín and Universidad de Antioquia.

UMI SAIDAH

Umi SAIDAH is a Ph.D. candidate in Technology in Education and Second Language Acquisition at USF.

RENEE SEDLACK

Dr. Renee Sedlack earned a M.A.'s degree in Early Childhood Education and a Ph.D. in Educational Leadership and Policy Studies. She has worked 41 years in public schools as a teacher, assistant principal, principal, and human resources director. Currently, Dr. Sedlack is an Associate Professor of Educational Leadership at Saint Leo University.

ANGELA K. SALMON

Dr. Angela K. Salmon is a researcher and educational entrepreneur recognized for building learning communities of practice and empowering teachers to gain ownership and agency in their teaching to advance early childhood education. She is an Associate Professor at Florida International University and the founder of Visible Thinking South Florida.

CHERYL SHAMON

Dr. Cheryl Shamon is an Adjunct Professor at Saint Leo University. She was a former bilingual elementary teacher, consultant, and contributing author to ESOL textbooks. Her research interests are in curriculum and instruction, English as a Second Language, and best practices for teaching ELLs and diverse students.

JULIE SUGARMAN

Associate Director for K-12 Education Research, Migration Policy Institute
Julie Sugarman is a researcher and active contributor to policy and advocacy efforts in the field of K-12 English learner and immigrant education, with expertise in federal policy, school funding, and data and accountability. Previously, Dr. Sugarman researched dual language programs and conducted program evaluations at the Center for Applied Linguistics.

BEN TAYLOR

Ben Taylor is a Marketing and Outreach Coordinator for English Language Programs. He was an English Language Fellow in Kazakhstan from 2016-2018 and has experience teaching and teacher-training throughout Central Asia, South Korea, the Federated States of Micronesia, and the United States. His educational interests include the integration of educational technology and English for Specific Purposes contexts.

IKE THALER

Ike Thaler, founder of AiKit.ai, is committed to utilizing AI to drive global improvement. He's passionate about the impact of language and the transformative nature of positive thinking in education.

TRICIA THRASHER

Tricia Thrasher, Ph.D. in SLA and French, has conducted several award-winning VR research studies on language learning over the past few years. She is currently the Research Manager at Immerse.

WINFIELD TRIVETTE II

Winfield Trivette II is a CELTA-certified English instructor and TOEFL and IELTS preparer for over 13 years with his M. A. in International Affairs from Florida State University.

VANESSA VIRGIEL

Originally hailing from Oregon, Vanessa Virgiel (she/her) has lived and taught EFL in South Korea since 2015. She was a 2022-2023 Virtual Educator with the Office of English Language Programs.

MEGAN WASSERMAN

Megan is an English Instructor at Avant Healthcare Professionals. She has an M.A. in TESOL from the University of Central Florida.

ABBY WATKINS

Abby Watkins facilitates teacher workshops for Population Education. She previously taught English at Hong Kong Shue Yan University, and has taught ELL students in the U.S. and abroad.

ELIZABETH WHEELER

Elizabeth Wheeler is an Alumna of American College of Education, completing her M.Ed. in Educational Leadership. Elizabeth is the Florida Partner Engagement Administrator for the College.

YINGZI WU

Yingzi Wu is an English teacher at Longgang Education Bureau, Shenzhen, China. Research interests include critical thinking, international understanding education, and cross-curricula course design.

GENGQI XIAO

Gengqi Xiao is a second-year TESOL MA student at the University of Pennsylvania Graduate School of Education.

JIAMIN XU

I'm a doctoral student at Florida International University, specializing in early childhood education. I earned a master's degree in TESOL. My research focus is on language development among young children.

JOSEPH S. YAMAZAKI

Joseph is a doctoral student at Florida State University. He has taught English to elementary and secondary school students in Japan for more than three years.

ALI YAYLALI

Ali Yaylali is an assistant professor in the Teaching, Learning, and Educational Leadership program at Eastern Kentucky University. He teaches ESL endorsement and literacy courses. His research interests include L2 writing in science classrooms, transformative learning, and corpus-based approaches to discourse and language education.

RAMIN YAZDANPANA

Dr. Ramin Yazdanpanah is the founder of Full Circle Language Learning and Teaching. He is passionate about facilitating well-being and community around the topics of language, culture, and identity.

JUNGWON YOO

Jungwon Yoo is a Graduate Student in Second Language Studies at Indiana University, Bloomington (IU). She is also a member of the Instructed Second Language Acquisition Lab at IU.

JING ZHANG

Jing Zhang is a Ph. D student in the College of Education, the University of Florida. Her research interests are ESOL/bilingual education, teacher preparation, and multilingual education.
