



Cover art by Kimberly Ornelas

Indiana Teachers of English to Speakers of Other Languages

*We Are in This Together:
Collaborative Practices
Toward Engaged Learning*

◆ *December 1, 2018*

Marriott East | Indianapolis, IN





India

China

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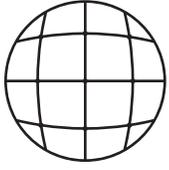
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Idioma!

Welcome to INTESOL 2018



Wifi Network: intesol18 | Password: language11

As you participate today, remember to...

1

Stretch your thinking and learning. Choose a variety of sessions based on your interests and needs. Also, be open-minded and experience something new.

2

Step out of your comfort zone! Talk to new people, ask questions of the speakers, give feedback, and collaborate. Make plans to attend the Annual Business Meeting to learn more about the association.

3

Network and meet new colleagues. Indiana has a tremendous amount of knowledge and support for our field.

4

Find ways to get involved beyond the conference.

5

Follow, like, tag and tweet us on social media!

6

Relax and have fun!

*Thank you for being an advocate for language Learners.
We hope you leave today with a wealth of knowledge, new ideas, and
perspectives that help drive your work further.*

Thank you for coming!



La langue!

INTESOL

Mission Statement



INTESOL's mission is to strengthen the effective teaching and learning of English as a Second Language in the State of Indiana while respecting individuals' language and cultural backgrounds.

To this end, INTESOL, as a statewide professional association, supports and seeks to inspire those involved in English language teaching, teacher education, administration and management, curriculum and materials design, and research; provides leadership and direction through the dissemination and exchange of information and resources; encourages access to and standards for English language instruction, professional preparation, and employment; and supports the initiatives of its international parent organization TESOL, Inc.

2018 Keynotes

Dr. Estela Ene



Dr. Estela Ene is Associate Professor, Director of the EAP Program, and Director of the TESOL MA Program at IUPUI. Dr. Ene conducts classroom-oriented and corpus-based research in L2 writing and CALL in ESL and EFL contexts. She is

active in intercultural teacher training/development and internationalization. Her work has appeared in the *Journal of Second Language Writing*, *System*, *Assessing Writing*, the *CALICO Journal*, *ELTJ*, *AJELT*, and *ITL-International Journal of Applied Linguistics*, among others.

10:00-10:45 Freedom Hall

“E-feedback and Collaboration in Online Environments”

Online environments have long been seen as ideal sites for collaborative language learning. Electronic feedback (e-feedback) has gained attention of late due to the rapid growth of computer-mediated communication in language classes. Recent research that examines e-feedback as a collaborative process between teachers and students or peers illustrates the value and dynamics of collaborating online. The talk will engage in a critical overview of e-feedback research from a variety of contexts using different e-feedback modalities (text chat, Word comments, screencast, email, etc.). The speaker will reflect on how teaching and learning in online environments is changing the ways in which we understand and implement effective collaboration.

Dr. Andrea Honigsfeld



Dr. Andrea Honigsfeld is Associate Dean and Director of the Doctoral Program in Educational Leadership for Diverse Learning Communities at Molloy College, Rockville Centre, NY. Before entering the field of teacher education,

she was an English as a Foreign Language teacher in Hungary (grades 5-8 and adult), an English as a Second Language teacher in New York City (grades K-3 and adult), and taught Hungarian at New York University. A Fulbright Scholar and sought-after national presenter, Andrea is the coauthor or coeditor of 18 books on education and numerous chapters and research articles related to the needs of ELLs.

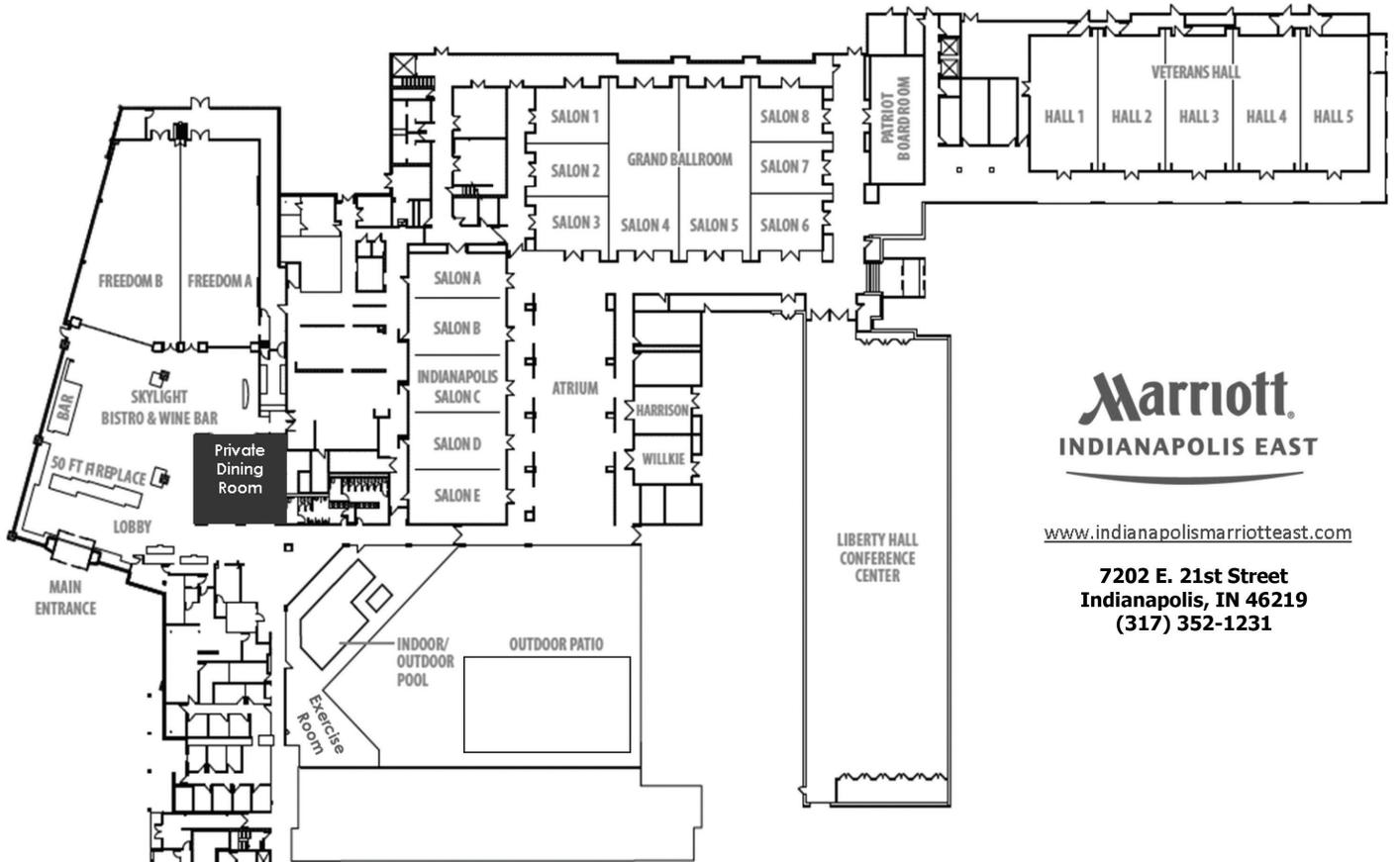
12:45-1:45 - Liberty Hall

“Portraits of Collaboration”

Teacher collaboration, an effective school-wide practice, can be developed to respond to the needs of diverse English Language Learners (ELLs) and help all students meet instructional standards and academic goals. This keynote address will explore the types of collaboration among teachers and members of the larger community that yield effective instruction to meet ELLs’ academic and language development needs. It will offer participants authentic portraits of teacher as well as school-family collaboration from across the United States that have been highly effective. A collection of strategies that will help encourage cross-disciplinary professional conversations and ongoing teacher collaboration will be explored. Examples will be provided from a variety of instructional levels, including elementary, secondary and adult education contexts.

Agenda at-a-Glance

| Time | Event | Location |
|-----------------------|--|---|
| 8:00-9:00 am | Registration/Check in Continental Breakfast Publisher Displays | Atrium |
| 9:00-9:45 am | Concurrent Sessions 1 | Salon, Veterans Hall |
| 10:00-10:45 am | Concurrent Sessions 2 | Salon, Veterans Hall |
| | Adult Education/IEP Keynote by Dr. Estela Ene <i>"E-feedback and Collaboration in Online Environments"</i> | Freedom Hall |
| 11:00-11:45 am | Concurrent Sessions 3 | Salon, Veterans Hall |
| 12:00-12:45 pm | Lunch Business Meeting | Liberty Hall |
| 12:45-1:45 pm | Keynote by Dr. Andrea Honigsfeld <i>"Portraits of Collaboration"</i> | Liberty Hall |
| 2:00-2:45 pm | Concurrent Sessions 4 | Salon, Veterans Hall |
| | Breakout with Dr. Andrea Honigsfeld <i>"Co-planning for differentiated instruction"</i> | Freedom Hall |
| 3:00-3:45 pm | Concurrent Sessions 5 | Salon, Veterans Hall, Freedom Hall |
| 3:45-4:15 pm | Closing Remarks Raffle | Veterans Hall 1 |



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Session Types

DG

Discussion Group (45 minutes)

An opportunity to discuss a hot topic in TESOL in a structured roundtable format. The discussion leader(s) should have a strong knowledge of the designated topic and should include the audience in the discussion.

PP

Panel Presentation (45 minutes)

Two or more individuals speak, leaving at least 10-15 minutes for audience questions and responses. In one format, each speaker may present 15 to 20 minutes. In another format, each speaker may make brief opening remarks (for example, 5 minutes) before the panel enters into a moderated discussion.

PS-

Poster Session (45 minutes)

A visually explanatory exhibit that allows for short, informal discussion between the presenter(s) and attendees, as attendees circulate within the poster session area. Poster sessions serve as an important and interactive forum for sharing professional ideas and for receiving feedback.

POP

Practice-Oriented Presentation (45 minutes)

A session that shows, as well as tells, a technique for teaching or testing. The presenter should spend no more than 10 minutes explaining the underlying theory.

ROP

Research-Oriented Presentation (45 minutes)

An oral summary with occasional reference to notes or a text that discusses the presenters' topic and work in relation to theory and/or practice.

RT

Roundtable Discussion (45 minutes)

Peer-to-peer facilitated discussions with a small group of attendees. The facilitator should have a strong knowledge of the topic and be able to engage everyone in the discussion.

W

Workshop (45 minutes)

A carefully structured, hands-on professional development activity. The presenter(s) and participants tackle a problem or develop specific teaching or research techniques.



Interest Section

Adult Community



ACP | Adult Community Programs

Adult/Community Programs brings together professionals who represent the knowledge, precepts, and skills of two distinct but compatible areas: adult or community programs and English as a second language.

RC | Refugee Concerns

Refugee Concerns addresses the language, cultural, social, and legal needs (and their interconnections) of refugees at all ages and stages of life.

K-12



K-12

Presentations geared toward K-12 educators including strategies and best practices for implementation in the classroom.

SS | Secondary Schools

Secondary Schools represents professionals in the area of secondary education whose task is to ensure that secondary-level TESOL students develop the linguistic, cultural, and cognitive skills necessary for success in an English-speaking context.

A | Advocacy Sessions

Advocacy sessions discuss issues related to advocating for English Learners, TESOL, etc.

Technology



T | Technology

Technology focuses on how educators use technology to teach English Learners or share research.

University/Higher Ed



U | University/Higher Education

University/Higher Education advances effective instruction, promotes professional standards and practices, influences and supports policies of TESOL and other associations, determines needs, and considers all other matters relevant to ESL in colleges and universities.

AL | Applied Linguistics

Applied Linguistics explores language learning and communication through the application of theory to real-world contexts.

IEP | Intensive English

Intensive English Programs addresses issues related to curriculum design and implementation, assessment, teaching standards, and research relevant to teaching English primarily to nonnative international students attending intensive and semi-intensive programs related to regular academic study.

TE | Teacher Education

Teacher Education discusses issues relevant to ESL/EFL teacher education, promotes professional development of ESL/EFL teachers, and formulates policy that will improve conditions of employment and learning for teachers and students.

Vendor



V | Vendor

Vendor sessions are designed for presenters who wish to demonstrate, promote, or sell a product of interest to INTESOL attendees.

8:00-9:00**9:00-9:45****10:00-10:45**

| Room Assignment | Atrium: Registration/Check in Continental Breakfast Publisher Display | Concurrent Sessions 1 | Concurrent Sessions 2 | |
|------------------------|---|---|--|---|
| Freedom Hall | | | | Adult Education/IEP Keynote E-feedback and Collaboration in Online Environments with Dr. Estela Ene |
| Salon 3 | | | Roundtable Discussions | Roundtable Discussions |
| Salon 4 | | | W Results-Driven EL Program Evaluation | POP Supporting ELs in the Regular Classroom |
| Salon 5 | | | W Tearing Down Walls, Building Community | PP EL Research: Lessons from the Field |
| Salon 6 | | | W Audio Journals for Pronunciation | POP "You Might Wanna...": Teaching Criticism |
| Salon A | | | ROP Accelerating Oral Speech | ROP Teamwork: Beyond Local Collaboration |
| Salon B | | | POP Study Human Rights in an IEP Class | ROP Mayan School Students Benefit Thru EFL |
| Salon C | | | POP Teaching Reporting Verbs | ROP EL or Bilingual Models? Impact Over Time |
| Salon D | | | V Exceptional Growth Achieved through MindPlay's Virtual Reading Coach | ROP You Should Speak Only English at Home |
| Salon E | | | Open Space for Networking and Conversation | Open Space for Networking and Conversation |
| Veterans Hall 1 | | | W Creating Rubrics for the TESOL classroom | W Literacy development for New-comers and ELs Who Struggle |
| Veterans Hall 3 | | | POP Student Generated ESL Grammar Workbooks | POP Adjective Clause Activities that Engage |
| Veterans Hall 4 | | | W Content Area Assessment for ELs | POP Success in the Speaking Domain |
| Veterans Hall 5 | | PP Hot Topics- Intensive English Programs | W Curriculum Framework for Equity | |

11:00-11:45

12:00-12:45

12:45-1:45

Concurrent Sessions 3

ROP
Translanguaging in Actions

PP
Global Perspectives on
Collaboration

POP
Tasks and Ideas for Teaching
Stress

DG
Corrective Feedback: Who is Right?

W
Navigating Text Complexity in L2

POP
Using “Black Mirror” in ELL classes

PP
Learning English, Rebuilding Lives

PP
Global Context for Local EFL
Learners

Poster Sessions

PP
INTESOL White paper:
Essential priorities

POP
Singing in the Brain: Songs
in TESOL

POP
Patterns of Power

DG
Building Speaking Fluency

Liberty Hall:
Lunch
Business Meeting

Liberty Hall:

Keynote by Dr. Andrea Honigsfeld
“Portraits of Collaboration”

continued on next page

2:00-2:45**3:00-3:45****3:45-4:15**

| Room Assignment | Concurrent Sessions 4 | Concurrent Sessions 5 | |
|------------------------|---|---|--|
| Freedom Hall | POP Co-planning for differentiated instruction with Dr. Andrea Honigsfeld | POP Deliver a 'Smart' Lesson Design MOOC | Veterans Hall 1: Closing Remarks Raffle |
| Salon 3 | ROP Family-based Literacy Practices | POP Tips, Techniques, and Timesavers | |
| Salon 4 | DG Critical Perspectives on SEL Curriculae | PP Tools for Teaching ELs with High Ability | |
| Salon 5 | PP Teacher Leadership for English Learners | PP Critical EL Professional Development | |
| Salon 6 | POP Games as pre-packaged tasks? | PP IEP Collaborative Academic Coaching | |
| Salon A | W Oracy to Writing through Conversations | POP Teaching Folklore to Advanced Students | |
| Salon B | ROP Talking About Students | ROP How to Improve Vocabulary in Listening | |
| Salon C | ROP TESOL Internships in the Writing Center | ROP Redesigning L2 Literacy Curriculum | |
| Salon D | ROP Sensitivity to Intercultural Competence | ROP Posthumanism for the Curious Teacher | |
| Salon E | Posters on display! | Posters on display! | |
| Veterans Hall 1 | W Bringing Field Trips Back to the Classroom | W Engaging Families of English Learners | |
| Veterans Hall 3 | PP Collaboration for rural ESL education | POP Listening, Literacy, and Linguistics | |
| Veterans Hall 4 | W Review Strategies for Any Class | POP Newcomers to an American High School | |
| Veterans Hall 5 | DG Best Practices for Assessing L2 Writing | POP Letter Writing in a Community Program | |



Lingua!

2018 Sessions



Guide

Title
Room / Session Type
Presenter
Co-presenter 1
Co-presenter 2
Co-presenter 3
Co-presenter 4
Description
Interest Section

**“Learning a new language
is becoming a member of
the club – the community of
speakers of that language.”**

-Frank Smith





Keel!

Concurrent Sessions One

9:00 - 9:45
Salon, Veterans Hall



ACP | Adult Community Programs

K-12

T | Technology

U | University/Higher Education

A | Advocacy Sessions

AL | Applied Linguistics

IEP | Intensive English

RC | Refugee Concerns

SS | Secondary Schools

TE | Teacher Education

V | Vendor

Roundtable Discussions

Tips to Enhance Class Discussion

Salon 3 | Table A | RT

Diarra Safia, Earlham College

Many of us have experienced a class in which nobody wants to contribute to the class discussion. In this session, I will share several tips that have proven to enhance class discussions.

u

How Academic Language Impacts Reading

Salon 3 | Table B | RT

Chen Li, Purdue University

This study aims to investigate how academic language influences the reading comprehension of Chinese English Language Learners at college. We focused on examining their academic reading experiences and analyzing how academic language creates issues and difficulties for them in making meaning out of the text during the reading process.

u

Collaborations in Multilingual Research

Salon 3 | Table C | RT

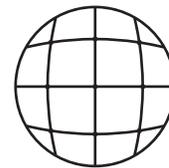
Beth Lewis Samuelson, Indiana University

Sary Silvhiany, Indiana University

Hajar Al Sultan, Indiana University

While researching multilingually has become more common in our highly mobile and interconnected world, researchers find it challenging to deal with questions arising during the research process. Come and talk about your experiences in doing multilingual research, particularly collaborative process of negotiating policies, adapting methodologies, and constructing validity.

u



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Concurrent Sessions

Results-Driven EL Program Evaluation

Salon 4 | W

Valerie Beard, Indiana Department of Education

This session will explore the Indiana Department of Education's EL Program Evaluation Toolkit and prepare school and district leaders to begin a comprehensive evaluation of their local programs with a team of stakeholders, rooting their work in quantitative and qualitative data analysis.

K-12

Tearing Down Walls, Building Community

Salon 5 | W

Devin Flanigan Blankenship, Harmony School
Holly Hathaway Thompson, The Excel Center

A strong sense of community is vital to success in the classroom. Students must feel secure enough to be honest, vulnerable, and to make mistakes with peers and instructors. At any time, the bonds of community can be strengthened through shared experiences like games, role-play activities, meals, and trips.

ACP, IEP, K-12, U

Audio Journals for Pronunciation

Salon 6 | W

Lisa Joy Oglesbee, University of Notre Dame

Audio journals provide both self-monitoring strategies for students who are trying to improve their L2 pronunciation and a convenient way for teachers to give targeted feedback. This workshop will show you how to implement them in your pronunciation/speaking class.

U, IEP

Accelerating Oral Speech

Salon A | ROP

Martha Nyikos, Indiana University

A challenge in DLI classrooms is finding time to give adequate time for children to use language productively for interpersonal communication. Moving beyond choral repetition, song and movement, this study found that by raising expectations on length of utterance and encouraging children to go solo, children gained agency and mastery.

K-12

Studying Human Rights in an IEP Class

Salon B | POP

Tim Meadows, University of Nebraska-Lincoln

Teaching a unit about human rights can be successfully integrated into the curriculum of a mixed-level track course within an intensive-English program. The subject can be discussed in an objective way in which students learn to understand, analyze, and evaluate the concepts as they pertain to events around the world.

A, IEP, U

Teaching Reporting Verbs

Salon C | POP

Leslie Gabriele, Indiana University

A characteristic of college-level writing is its use of sources which requires citing source texts, commonly using reporting verbs. The difficulty is that there are many different verbs with slightly different meanings. The presenter will share materials to build skills that will help students choose appropriate reporting verbs.

IEP

Exceptional Growth Achieved through MindPlay's Virtual Reading Coach

Salon D | V

Laura Close, Close Education

Dr. Schauna (Findlay) Relue, Close Education

Join us to learn how combining the research and science of providing explicit direct instruction combined with the capacity of advanced synthetic intelligence available through technology is achieving results faster and more efficiently than ever before. Learn how Mindplay's Virtual Reading Coach helps English Learners achieve language acquisition and reading comprehension by providing instruction in all areas of the linguistic processes as well as providing a planned connection between phonemic awareness, phonics, fluency, and vocabulary development.

IEP

Open Space for Networking and Conversation

Salon E

We welcome you to use this space for networking and conversation with INTESOL colleagues.

Creating Rubrics for the TESOL classroom

Veterans Hall 1 | W

Mary Lou Vercellotti, Ball State University

This workshop is for language teachers, of any level of experience, who want to create rubrics for classroom assessments. Participants will create a rubric for a specific (self-identified) language learning performance. Participants may bring learning objectives for a specific course or specific assignment to personalize this workshop.

TE

Student Generated ESL Grammar Workbooks

Veterans Hall 3 | POP

Feng (Susan) Luo, Ball State University

This presentation introduces how a group of advanced ESL students engaged in grammar learning by designing their own grammar workbooks and then used the texts for practice with the instructor's assistance. The group's active learning experience helped to clear-up grammar rule confusions and assisted in their academic writing applications.

IEP, TE

Content Area Assessment for ELs

Veterans Hall 4 | W

Cathy Bhathena, Butler University

Graduate Students, Butler University

Content area assessments often do not assess what ELs know and are able to do. This workshop will provide an overview of culturally and linguistically responsive assessment for ELs. Then, participants will choose from several stations where they can explore how teachers have implemented research-informed content area assessments for ELs.

K-12

Hot Topics- Intensive English Programs

Veterans Hall 5 | PP

Jordan Gusich, IUPUI

Emilija Zlatkovska, University of Southern Indiana

Deborah McMillan, Ball State University

Mary Theresa Seig, Ball State University

Thom Upton, IUPUI

This session will present an opportunity for current and future program administrators to talk and network together about the issues that concern us including: professional development, instructional leadership, accreditation and best practices, advocating for your program, student progress, communication, and recruitment.

IEP, U



Concurrent Sessions Two

10:00 - 10:45

Salon, Freedom Hall, Veterans Hall



ACP | Adult Community Programs

K-12

T | Technology

U | University/Higher Education

A | Advocacy Sessions

AL | Applied Linguistics

IEP | Intensive English

RC | Refugee Concerns

SS | Secondary Schools

TE | Teacher Education

V | Vendor

Adult Education/ IEP Keynote

E-feedback and Collaboration in Online Environments

Freedom Hall

Dr. Estela Ene, IUPUI

Online environments have long been seen as ideal sites for collaborative language learning. Electronic feedback (e-feedback) has gained attention of late due to the rapid growth of computer-mediated communication in language classes. Recent research that examines e-feedback as a collaborative process between teachers and students or peers illustrates the value and dynamics of collaborating online. The talk will engage in a critical overview of e-feedback research from a variety of contexts using different e-feedback modalities (text chat, Word comments, screencast, email, etc.). The speaker will reflect on how teaching and learning in online environments is changing the ways in which we understand and implement effective collaboration.

T, U, IEP, ACP

“Be a creator not an imitator, competitor, or pretender. Real success happens when you create, collaborate, and dominate.”

-Farshad Asl

Roundtable Discussions

Culture: It’s All About Relationships

Salon 3 | Table A | RT

Linda Wampler, MSD of Warren Township

Julie Mitchell, MSD of Warren Township

Culture - at its best - is the continual project of family and community building. Sharing our stories, best practices and our own successes will inspire us to continue to be thoughtful elementary education instructors.

K-12

ESL to Absolute and False Beginners

Salon 3 | Table B | RT

Susan Marazita, The Language Company

Focus on identifying and teaching English among two types of beginning students: Absolute Beginners and False Beginners.

ACP, TE

Teaching Citation Beyond Paraphrasing

Salon 3 | Table C | RT

Debra Friedman, Indiana University

Drawing on her experience as a researcher and writing instructor, the presenter will lead a discussion on issues and challenges related to teaching academic citation. Participants will share their views and experiences and develop ideas for new approaches that can move students beyond the mechanics of paraphrasing and citation format.

HE

Concurrent Sessions

Supporting ELs in the Regular Classroom

Salon 4 | POP

Anne Garcia, Purdue University

Sarah Powley, Tippecanoe School Corporation

One of the presenters shadowed and interviewed beginning EL students. From her observations and the students' comments about their experiences, she developed a list of suggestions for content area classroom teachers to help ELs learn both English and content. The list will be shared and discussed by the presenters and the participants.

K-12, SS, TE

EL Research: Lessons from the Field

Salon 5 | PP

Wayne Wright, Purdue University

Annamarie King, Purdue University

Woongsik Choi, Purdue University

Alejandro Rodríguez de Jesús, Purdue University

The presenters describe a collaborative project Indiana's elementary ELs are in classrooms where literacy and language are conflated, reducing the urgency to attend to their language learning. Purdue University is exploring this literacy-language intersection. In this panel, researchers will share the challenges of filming, collecting, and analyzing data in elementary classrooms.

K-12, AL, TE



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“You Might Wanna...”: Teaching Criticism

Salon 6 | POP

Jenna Smith, Indiana University

Giving and receiving constructive criticism through peer review is commonplace in academic settings, yet non-native speakers may struggle to provide pragmatically appropriate, helpful feedback in class. During this practice session, we explore activities to promote noticing and use of constructive criticism strategies in the ESL classroom.

IEP, SS, U

Teamwork: Beyond Local Collaboration

Salon A | ROP

Kyongson Park, Purdue University

The purpose of this study is to design and deliver effective STEM integrated lessons for ELL students in 7th and 8th grades in a public school. This research suggests that the regular and systematic collaboration between content and ELL teachers be recommended for ELLs' academic as well as language development.

AL, K-12, U

Mayan School Students Benefit Thru EFL

Salon B | ROP

George Iber, University of Evansville

Miguel Lopez, Universidad Autónoma de Yucatán

This study is designed to investigate the relationship between learning English as a foreign language (EFL) and general academic performance at the middle school level in Mayan dominant schools of the Yucatan.

U

EL or Bilingual Models? Impact Over Time

Salon C | ROP

Trish Morita-Mullaney, Purdue University

Jennifer Renn, Purdue University

Dual language bilingual education (DLBE) programs, which uses English and a partner language to teach academic content are growing in Indiana. In this longitudinal study, we examine academic achievement of students in DLBE and ESL programs over four academic school years. Findings demonstrate higher achievement for ELs in DLBE models.

AL, K-12

You Should Speak Only English at Home

Salon D | ROP

Youngjoo Seo, Indiana University

Most recent research of bilingual education has focused a macro-level perspective on social structures in the era of globalization. This study investigates the ideologies of Korean parents who are raising Korean-English bilingual children and the struggles and discourse strategies for their non-native bilingual parenting.

K-12, TE

Open Space for Networking and Conversation

Salon E

We welcome you to use this space for networking and conversation with INTESOL colleagues.

Literacy Development for Newcomers and ELs Who Struggle

Veterans Hall 1 | W

Katie Brooks, Butler University

Brooke Kandel-Cisco, Butler University

Cathy Bhathena, Butler University

Traci Vermillion, MSD of Washington Township

Sharon McCarthy, MSD of Washington Township

ENL Licensure Students, Butler University

Often intervention programs ignore the research on EL literacy development. This workshop will provide a brief overview of EL students and their literacy development. Then, workshop participants will have the opportunity to visit interactive stations where they will delve into the details of writing instruction with newcomers and reading development, assessment, and instruction for struggling ELs.

K-12

Adjective Clause Activities that Engage

Veterans Hall 3 | POP

Kathleen Montgomery, Purdue University Northwest

This session explores effective and engaging activities for teaching adjective clauses. These activities step outside of the textbook box and help students understand the topic in an entertaining manner. The presenter focuses on sharing these activities while also noting effective sequencing while teaching this form.

SS, HE

**“You cannot fully understand
your own life without knowing
and thinking beyond your own
life, your own neighborhood,
and even your own nation.”**

-Johnetta Cole



Keel!

Concurrent Sessions Three

11:00 - 11:45
Salon, Veterans Hall

Please note that posters will be displayed from 11 am onward.
Stop by to meet the presenters during this session.



ACP | Adult Community Programs
K-12
T | Technology
U | University/Higher Education
A | Advocacy Sessions
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RC | Refugee Concerns
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V | Vendor

Poster Sessions

Engaging Faculty in Professional Growth

Salon E

Hannah Bush, Purdue University

Nadezda Pimenova, Purdue University

Intensive English language programs enable faculty from non-English speaking countries to work towards their professional goals. Attendees will learn about two models of professional development workshops designed to improve faculty participants' English language skills and expand their knowledge of designing English as a medium of instruction courses to support ELLs.

IEP, U

English Teaching in China: EGP to ESP

Salon E

Fang Gao, Purdue University

The shift from English for General Purpose to the implementation of English for Specific Purpose has become a trend in China's tertiary-level English teaching. This article elaborates the status quo of tertiary-level English education in China, the various branches of ESP, with several cases illustrating how ESP can be successfully implemented in tertiary level instruction.

U, IEP

IWC's Adult ELL Research Project

Salon E

Ginger Kosobucki, ELS Language Center

This poster presentation will highlight Lilly-funded research through the Immigrant Welcome Center which is currently being conducted to determine the key reasons why immigrants in Indianapolis don't take advantage of the 70+ ESL classes provided, either by signing up and dropping out, or never signing up, and to address those key reasons in order to provide greater access of language learning to all immigrants in Indianapolis.

ACP

ELs' Reading Practices

Salon E |

SungAe Kim, Purdue University

In this case study with an ethnographic approach, I investigate two Korean ELs' responses to a culturally responsive text using their funds of knowledge that Korean ELs apply in their reading process.

TE, U

Study Abroad: Issues and Expectations

Salon E

Rika Nanjo, Indiana State University

As globalization expands around the world, higher education institutions and K-12 institutions will have demand to welcome international students from anywhere in the world. In this session, three international students will discuss differences between their own countries and the United States or any other places they have been before.

A, K-12

The Impact of Simulation as a Means of Teacher Preparation

Salon E

Okyoung Lim, Marian University
Jennifer Regelski, Marian University

This study will discuss the use of virtual practicum for training pre-service teachers, especially those who will work with English Language Learners (ELLs) in an inclusive setting. The findings from a preliminary study suggest a larger, follow-up study to investigate if simulation can increase the perceptions of pre-service teachers' effectiveness by using teaching strategies to differentiate lessons for ELLs.

TE

Concurrent Sessions

Translanguaging in Action

Salon 3 | ROP

Virak Chan, Purdue University

This study examines translanguaging practices among subsequent Khmer-English bilingual students, whose English is still developing, in the context of a geography for tourism class at a Cambodian university. The study discusses translanguaging practices employed by students in navigating their school work and the possible implications for teaching emergent bilingual students.

AL, TE, U

Global Perspectives on Collaboration

Salon 4 | PP

Beth Lewis Samuelson, Indiana University

You Young Ahn, Indiana University

Su Jin Park, Indiana University

Sary Silvhiany, Indiana University

Chaoran Wang, Indiana University

The panelists discuss their research on English teaching and learning and offer global perspectives on collaboration: Korean immigrant mothers collaborating online, Chinese teachers offering e-learning to rural schoolchildren, Indonesian families adapting to life on US campuses, and communicative methods in Korean English teacher education.

#adult.ed #CALL #teacher.ed

TE, U, T

Tasks and Ideas for Teaching Stress

Salon 5 | POP

Ryan Lidster, Indiana University

In pronunciation, stress placement strongly affects intelligibility, but teaching it can be challenging. I explain four tasks to help students internalize why word stress is important, how it is realized in pronunciation, and how their intelligibility can improve through practice.

AL, IEP, U

Corrective Feedback: Who is Right?

Salon 6 | DG

Raphael Kodjoe, Ball State University

Linguistics is widely considered the mother of TESOL. However, the two disciplines clash on whether/how to say “your sentence is wrong.” Based on linguistic, ESL and psychological literature, and the author’s experiences as an L2-English learner and teacher, this paper analyzes and fine-tunes the contrasts in the subject of corrective feedback.

AL

Navigating Text Complexity in L2

Salon A | W

Liset Acosta, Global Preparatory Academy

The demands of the standards require language learners to navigate complex texts. This workshop will provide participants with the tools necessary to face this challenge through the use pedagogical scaffolding and text engineers.

K-12

Using “Black Mirror” in ELL classes

Salon B | POP

Safia Diarra, Earlham College

Implementing episodes from the series “Black Mirror” into my advanced ELL course strengthened a number of skills: listening comprehension, critical thinking, group discussion, writing and reading. In my presentation, I will discuss the specific activities and assignments I used in connection to the Black Mirror episodes.

U

Learning English, Rebuilding Lives

Salon C | PP

Bashar Al Hariri, University of Toledo
Fatmeh Alalawneh, University of Toledo

This presentation discusses the challenges adult Syrian refugees face in ESL classes in Toledo, Ohio. These classes are taught at US Together, a resettlement refugee agency, where Syrian refugees and US Together employees were interviewed to learn more about the difficulties and the problems they both face in ESL classes.

ACP, RC

Global Context for Local EFL Learners

Salon D | PP

Ebrahim Bamanger, Indiana University
Amani Gashan, Indiana University

This presentation reports on findings from an investigation into EFL undergraduate learners’ attitudes towards utilizing virtual games to help create a global context to practice English language. Findings reported an appreciation of utilizing Second Life game in EFL contexts as a motivational tool. Implications for effective implementation is discussed.

T

INTESOL White paper: Essential priorities

Veterans Hall 1 | PP

Donna Albrecht, Indiana University Southeast
Trish Morita-Mullaney, Purdue University
Susan Adams, Butler University
Michelle Green, IUPUI
Lynne Stallings, Ball State University

Over the last four years, INTESOL members have met with key stakeholders and their local constituencies and a final INTESOL white paper was ratified addressing 1) ELL knowledge; 2) pre-service education; 3) in-service teacher education and leadership; 4) educational administration; and 5) ELL student/teacher ratios. Policy and practice issues are addressed.

A, K-12, TE

Singing in the Brain: Songs in TESOL

Veterans Hall 3 | POP

Janusz Solarz, Indiana University

This session will introduce its participants to a number of strategies for using songs in the ESL classroom, with songs serving not merely as listening material but also, as will be evidenced in interactive exercises, as stepping stones to writing, vocabulary expansion, grammar practice, focused listening comprehension, reading, and discussion.

U, IEP, K-12

Patterns of Power

Veterans Hall 4 | POP

Verrena Anderson, Indianapolis Public Schools
Colleen Turner, Indianapolis Public Schools
Rita Long, Indianapolis Public Schools

Looking for a more meaningful way to teach grammar? Come try the interactive, invitational process of Patterns of Power. Help students discover conventions of grammar as special

effects that activate meaning and show them how to read a text. Use mentor sentences from literature to develop understanding of why and how conventions elevate writing.

K-12

Building Speaking Fluency

Veterans Hall 5 | DG

Linda Abe, Indiana University

Fluent speech is an essential component of communicative competence, but providing instruction in fluency presents a challenge in terms of delivering explicit fluency-focused training. In this dialogue, participants will discuss current practices, share fluency-building activities and hear from colleagues how the speaking fluency of their students is addressed.

U

**“It is amazing what
you can accomplish if
you do not care who
gets the credit.”**

-Harry S. Truman



“Technology is nothing. What's important is that you have a faith in people, that they're basically good and smart, and if you give them tools, they'll do wonderful things with them.”

-Steve Jobs





Concurrent Sessions Four

2:00 - 2:45

Salon, Freedom Hall, Veterans Hall

Please note that posters will be displayed in Salon E until the end of the day.



ACP | Adult Community Programs
K-12
T | Technology
U | University/Higher Education
A | Advocacy Sessions
AL | Applied Linguistics
IEP | Intensive English
RC | Refugee Concerns
SS | Secondary Schools
TE | Teacher Education
V | Vendor

Co-planning for Differentiated Instruction

Freedom Hall | POP

Dr. Andrea Honigsfeld, Molloy College

The purpose of this session is to explore coplanning and other collaborative practices (co-development of instructional materials) for general education teachers and ESOL specialists that support differentiated instruction. The goal of the workshop is twofold: (1) to help participating educators engage in critical conversations and action planning around collaborative practices and (2) to review, evaluate, and adapt several collaborative and coplanning tools that promote differentiated, integrated service delivery in K-12 instructional settings.

K-12

Family-based Literacy Practices

Salon 3 | ROP

Haiyan Li, Purdue University

Trish Morita-Mullaney, Purdue University

Jennifer Renn, Purdue University

Our study explores the family-based literacy practices of ten ELL families from the rural Midwest. The findings suggest that as family conceptions of literacy were extended beyond monolingual print-based literacy and home literacies are associated with complex multilingual and multimodal practices such as digital literacies.

K-12, U

Critical Perspectives on SEL Curriculae

Salon 4 | DG

Susan Adams, Butler University

Katie Brooks, Butler University

April Adams, Thomas Gregg Neighborhood School, IPS

In this discussion group session we will interrogate SEL to identify common issues and excavate areas of potential concern for K-12 ELLs. Come ready to share your experiences and think together about how best to support ELLs and our mainstream colleagues using SEL approaches and curriculae.

K-12, A, TE

Teacher Leadership for English Learners

Salon 5 | PP

Christine Hernandez, School City of Hammond

Cristina Sanchez, School City of Hammond

Greg Ruiz, School City of Hammond

In order to support the growing population of EL students, meet ESSA requirements, and shift the paradigm that educating EL students is the primary responsibility of EL teachers and paraprofessionals, School City of Hammond's Language development program staff created a unified vision that all teachers can be language teachers and built solid collaboration among all stakeholders involved in educating EL students. In this panel discussion, we will provide insight on how we broke down the "silo" mentality, provided tools and resources to general education teachers, and empowered our staff to be strong advocates and leaders for our students, staff, and community.

A, K-12,, TE

Games as pre-packaged tasks?

Salon 6 | POP

Paul Richards, Indiana University

This session will introduce popular card and board games and evaluate them in terms of the type of language they elicit. Features of games will be related to a Task Based Language Teaching (TBLT) framework to aid in determining whether other games would be appropriate for a specific student population.

AL, K-12, IEP, TE, U

From Oracy to Writing through Conversations

Salon A | W

Liset Acosta, Global Preparatory Academy

This workshop will equip participants with tools to promote constructive conversations in class in order to help English learners strengthen their academic oral and written discourse.

K-12

Talking About Students

Salon B | ROP

Catherine Bhathena, IUPUI

This research presentation will focus on how teachers and a coach talk about students during instructional coaching sessions, especially EL students. I will present preliminary analysis of how students' identities are constructed through coaching talk, what patterns can be, and the implications for future ENL coaching work.

TE

TESOL Internships in the Writing Center

Salon C | ROP

Salena Anderson, Valparaiso University

Rhiannon Alobeid, Valparaiso University

This session explores a semester-long collaboration between the Writing Center and TESOL Program at a small comprehensive university, focusing on the professionalization of two TESOL graduate students who completed Writing Center internships. This presentation highlights how consultants and interns may serve as sources of knowledge and authority in the Center.

U, TE

Sensitivity to Intercultural Competence

Salon D | ROP

Kyongson Park, Purdue University

This study investigates the relationship between academic, linguistic, and social integration among subgroups of international college students (L2 English speakers, $n=230$). These results suggest the need for awareness of sensitivity to intercultural competence in order to fully support the academic and social integration of international students.

AL, U

Bringing Field Trips Back to the Classroom

Veterans Hall 1 | W

Brynn Nightenhelser Rojas, IUPUI

Carrie Brodник, IUPUI

In this workshop, the presenters will share field trip ideas from their own classroom experiences and demonstrate grammar, reading/writing, and listening/speaking activities that turn fun, cultural experiences into linguistic and academic learning opportunities. Attendees will then be asked to brainstorm and share ideas that are applicable in their own classrooms and communities.

IEP

Collaboration for Rural ESL Education

Veterans Hall 3 | PP

Scott Sterling, Indiana State University

Judy Bueckert, Southern Indiana Education Center

Jessica Bell, Indiana State University

Erin Trowbridge, Sullivan School Corporation

Debbie Gries, Southern Indiana Education Center

This panel discusses a collaborative project between Indiana State University and Southern



Keel!

Concurrent Sessions Five

3:00 - 3:45

Salon, Freedom Hall, Veterans Hall

Please note that posters will be displayed in Salon E until the end of the day.



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K-12

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Deliver a ‘Smart’ Lesson Design MOOC

Freedom Hall | POP

Kathy Ramos, Ball State University
Cheri Ellefson, Ball State University

As the number of students in post-secondary ESL programs decreases, how can we capitalize on opportunities to apply our expertise in other venues? Recently, we partnered with the State Department to deliver a professional development MOOC for Pakistani teachers. Reflecting on the experience, we hope to share successes and pitfalls.

TE

Tips, Techniques, and Timesavers

Salon 3 | POP

Traci Vermilion, MSD of Washington Township

There are more resources and teaching strategies available to teachers than ever before, but what really works? Through trials and triumphs I’ve tried them all. In this session I’ll share my top go to resources, including total participation techniques, easy differentiation steps, and ways to teach grade level content for all levels of ELLs.

K-12

Tools for Teaching ELs with High Ability

Salon 4 | PP

Donna Albrecht, Indiana University Southeast
Adam Pitt, Indiana Department of Education
Camilla Moody, MSD of Lawrence Township
Meg Strnat, Hamilton Southeastern Schools

Follow the progress of the High Ability English Learner Collaborative Approach. Receive suggestions for your own district based on this teaching and learning model including identification, pilot project results, a draft of the teaching and learning reflection/observation

instrument, and input on the curriculum process and classroom application.

K-12

Critical EL Professional Development

Salon 5 | PP

Trish Morita-Mullaney, Purdue University
Wayne Wright, Purdue University
Katie Brooks, Butler University

The Office of English Language Acquisition (OELA) has long committed to the work of licensing teachers in EL/bilingual education and working with EL families through National Professional Development (NPD) grants. Come learn how universities in Indiana are developing EL teacher leaders through teacher education and family and community engagement.

A, K-12, TE

IEP Collaborative Academic Coaching

Salon 6 | PP

Nidia Flis, Ball State University
Deborah McMillan, Ball State University
Shelley Spilman, Ball State University
Ben Bishop, Ball State University

This presentation chronicles the development of an academic coaching program which requires a high level of collaboration from IEP instructors, coaches, mentors, and administrators. The goal was to assist struggling students become more effective learners and improve retention. Our model indicates that collaboration is a critical component of academic support initiatives.

ACP, IEP, U

Teaching Folklore to Advanced Students

Salon A | POP

Ginger Kosobucki, ELS Language Center

This session describes how to integrate the James Whitcomb Riley Museum Home and his poetry into a Folklore Unit for advanced students. The glimpse into Hoosier life at the turn of the century helps fan the creative flame in the students, who then compose their own “Where I’m From” poems.

IEP

How to Improve Vocabulary in Listening

Salon B | ROP

Mimoza Rista-Dema, Indiana University
Sadi Phillips, Indiana University

This presentation provides strategies to improve vocabulary building. We show how to use authentic materials from corpus in conjunction with textbooks in order to increase student processing of spoken language in academic contexts. Using a pedagogical model of listening, we suggest activities that illustrate the model’s strategic and intertextual dimensions.

AL, TE, U

Redesigning L2 Literacy Curriculum

Salon C | ROP

Megan Hansen Connolly, Indiana University

This session describes the redevelopment of university-level English language literacy curriculum for matriculated undergraduate students. A needs analysis was conducted in which syllabi were solicited from general-education courses; based on these findings, curriculum for three levels of literacy support was redesigned to better prepare these students for future instruction.

U

Posthumanism for the Curious Teacher

Salon D | ROP

Jack Peterson, Taylor University

Prominent scholars in applied linguistics are asking questions that require us to move beyond humanist understandings of language and meaning-making. This session provides an introduction to how applied linguists are engaging in posthumanist ideas and what this could mean for approaching today’s most pressing issues in classroom-based language teaching.

AL

Engaging Families of English Learners

Veterans Hall 1 | W

Catherine Bhathena, Butler University
Katie Brooks, Butler University
Graduate ENL Licensure Students, Butler University

Traditionally, EL family involvement in school has focused on “fixing” parents. This workshop will provide an overview of a new paradigm that engages parents as partners who are crucial to building better schools. Then participants will choose from stations where they can explore various projects underway using this new paradigm.

A, K-12

Listening, Literacy, and Linguistics

Veterans Hall 3 | POP

Robin Halsey, Illinois State University

Do your adult ELLs need to improve their reading speed and comprehension so they can get a GED or pass a college admission test? This presentation will demonstrate practical activities and techniques that can stimulate students to read faster while comprehending more.

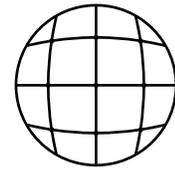
ACP, IEP, TE, U, AL



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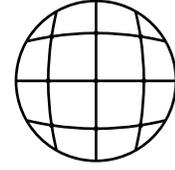


December 1, 2018



Brynn Nighthenhiser Rojas

Brynn Nighthenhiser Rojas, President of INTESOL





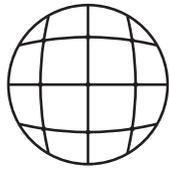
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