

8:00 - 9:00

Registration, Meet & Greet, Coffee & Pastries

LA Lobby

LA 115

LA 189

LA 193

9:15 - 10:00 Rebecca Sandy & Amal Barzanji

Arabic Speakers: Understanding the Cultural Transfer

Amal Barzanji will present on her experiences as an EFL teacher in Saudi Arabia, then as an ELL in the States, and finally as a student in the MATESOL program at UCF. She and her former teacher, Rebecca Sandy, will present on the latest research and implications concerning the cultural transfer of the Arabic speakers in our classrooms.

9:15 - 10:00 Andrea Lypka

Undocumented Adult Immigrant English as a Second Language Learners' Mixed Media Expressions

We will examine how three English language learners with limited literacy in their first language (co)construct their lived experiences in their mixed media. Findings reveal that participant-created projects enhance engagement in learning and can lead to better understanding of ideas that might not surface without the use of mixed media.

9:15 - 10:00 Lofton Alley

How I Do What I Do and Why I Do It

This workshop introduces new work in the pronunciation structure of English useful for pronunciation teachers. This work connects the phonetics of word stress with sentence focus and pragmatics/ semantics. The participants will then join a discussion of why we use these structures, rather than using simpler and easier to teach structures.

10:15 - 11:00 Caroline McNair

Build a Successful Foundation for ELL Reading

Learn powerful strategies that dramatically improve reading instruction for ELLs with a simple, streamlined approach using an effective method to help students decode words of any length rapidly and efficiently. This proven method provides a strong foundation for ELLs and unlocks the code of English leading to mastery of advanced reading skills.

10:15 - 11:00 Maik Buckingham

"Why Would That Be Okay?"

The presenter and participants will share and take away some strategies for dealing with student behavior issues including everything from plagiarism to wearing sunglasses during class. Participants will learn how to remain effective instructors despite such conflicts.

10:15 - 11:00 Sandra Russell

The Vocabulary Album: from Text to Cognition

The Vocabulary Album is an interactive activity used to promote language acquisition and vocabulary development. Research shows that a prerequisite for successful reading comprehension is adequate word knowledge. Participants will participate in a sequence of seven steps that will enhance vocabulary learning.

11:15 - 12:00 Iona Sarieva

Words on the Go: Comparing Web-based Vocabulary Building Resources

This presentation offers a comparative analysis of over 10 web-based resources for vocabulary practice and assessment suitable for ESL grades 4-12 and language school settings. The analysis will address features such as providing context for target words, possibilities for assessment as well as age appropriateness, cost, interface, usability, and accessibility across platforms.

11:15 - 12:00 Eric Hughes

Using Limitations to Improve Creativity and Effectiveness in Class Planning

In a world where our panoply of tools seems to open endless possibilities, should we take away our crutches and tools to help us unleash creativity? This workshop will experiment with that very idea, providing insight on how we can improve teaching effectiveness by self-imposing limitations.

11:15 - 12:00 Julie Dell-Jones

Local Art Museums as Sources for Content-Based Instruction: Lessons from the "Renoir to Chagall" exhibit

The presenter and session attendees will co-create lessons inspired by the current Tampa Art Museum exhibit, Renoir to Chagall: Paris and the Allure of Color. Visual Arts content promotes authentic practice of language through a social museum experience, creates a community connection with local institutions, and infuses accessible content into language education.

12:15 - 1:30

Plenary by Andrea DeCapua

LA 151

(Pick up lunch and take it inside.)

Reaching Students with Limited or Interrupted Formal Education Through Culturally Responsive Teaching

With the growth in the number of immigrants and refugees in U.S. schools, there has been a significant increase in students with limited or interrupted education (SLIFE). These students face great challenges, especially at the secondary level, where they have little time to learn English, build grade-level content knowledge, and develop requisite literacy skills. Moreover, their prior experiences have shaped their ways of thinking and learning in ways different from those expected and valued in U.S. classrooms. I present a culturally responsive instructional model specifically developed to address the needs of SLIFE. This model is a mutually adaptive approach to instruction that facilitates the transition of this subpopulation of ELs to mainstream educational settings by focusing on the essential elements necessary for academic success.

LA 115

LA 189

LA 193

1:45 - 2:30 Jane Harvey

Thinking like a teacher educator and modeling expertise

Just knowing how to speak a language doesn't mean you can teach it, right? Is the same true for teaching and teaching teaching? In this research-based presentation, we will discuss what it means to think like a teacher educator, how this is demonstrated in practice, and how this can be applied in working with teachers.

1:45 - 2:30 Deepa Malavalli

Using Drama to Accelerate English Language Learning

Current research reveals that drama activities accelerate our learning capacity and accelerates language acquisition. This workshop briefly discusses the theoretical background and offers practical teaching examples that are applicable to various ESL classes but also in other classes as well.

1:45 - 2:30 Susan Benson

Focus on Meaning and Form in Second-Language Vocabulary Learning

The current study aimed to contribute to the growing body of research comparing FonF and FonFs for vocabulary acquisition. The results intimate that the frequency of the words and the nature of the interaction are more critical predictors for initial L2 vocabulary acquisition than the nature of the task itself.