2015 Tri-TESOL Conference
Transcending Boundaries and Interweaving Perspectives

PROGRAM GUIDE
SCHEDULE • MAP • INFORMATION
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 - 5:00</td>
<td>Registration</td>
<td>Building 8</td>
</tr>
<tr>
<td>1:00 - 1:45</td>
<td>Concurrent Sessions A</td>
<td></td>
</tr>
<tr>
<td>1:00 - 2:30</td>
<td>Concurrent Sessions B</td>
<td></td>
</tr>
<tr>
<td>2:00 - 2:45</td>
<td>Concurrent Sessions C</td>
<td></td>
</tr>
<tr>
<td>3:00 - 3:45</td>
<td>Concurrent Sessions D</td>
<td></td>
</tr>
<tr>
<td>3:45 - 4:45</td>
<td>Reception/hors d’oeuvres and Exhibit Area Open</td>
<td>Building 8</td>
</tr>
<tr>
<td>5:00 - 6:00</td>
<td><strong>Keynote</strong>: Dr. Scott Roy Douglas <em>(Sponsored by Oxford University Press)</em></td>
<td>Building 8</td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:15 a.m. - 12:00 p.m.</td>
<td>Registration</td>
<td>Building 8</td>
</tr>
<tr>
<td>All day</td>
<td>Publishers’ Exhibits and coffee</td>
<td>Building 8</td>
</tr>
<tr>
<td>7:30 - 8:15</td>
<td>Coffee and light breakfast snacks in Publishers’ Exhibit Area</td>
<td>Building 8</td>
</tr>
<tr>
<td>8:00 - 8:45</td>
<td>Concurrent Sessions E</td>
<td></td>
</tr>
<tr>
<td>8:00 - 9:30</td>
<td>Concurrent Sessions F</td>
<td></td>
</tr>
<tr>
<td>9:00 - 10:00</td>
<td><strong>Keynote</strong>: Dr. Elaine Tarone <em>(Sponsored by Tri - TESOL)</em></td>
<td>Building 8</td>
</tr>
<tr>
<td>9:00 - 9:45</td>
<td>Concurrent Sessions G</td>
<td></td>
</tr>
<tr>
<td>10:00 - 10:30</td>
<td>Coffee and light snacks in Publishers’ Exhibit Area</td>
<td>Building 8</td>
</tr>
<tr>
<td>10:30 - 11:15</td>
<td>Concurrent Sessions H</td>
<td></td>
</tr>
<tr>
<td>10:30 - 12:00</td>
<td>Concurrent Sessions I</td>
<td></td>
</tr>
<tr>
<td>10:30 - 12:00</td>
<td>Poster Sessions</td>
<td>Building 8</td>
</tr>
<tr>
<td>11:30 - 12:15</td>
<td>Concurrent Sessions J</td>
<td></td>
</tr>
<tr>
<td>12:00 - 1:30</td>
<td>Lunch</td>
<td>Building 8</td>
</tr>
<tr>
<td>1:30 - 2:15</td>
<td>Concurrent Sessions K</td>
<td></td>
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<tr>
<td>2:30 - 3:30</td>
<td><strong>Keynote</strong>: Dr. Carol Numrich <em>(Sponsored by Pearson ELT)</em></td>
<td>Building 8</td>
</tr>
<tr>
<td>2:30 - 3:15</td>
<td>Concurrent Sessions L</td>
<td></td>
</tr>
<tr>
<td>3:30 - 3:45</td>
<td>Afternoon Snack in Publishers’ Exhibit Area</td>
<td>Building 8</td>
</tr>
<tr>
<td>3:45 - 4:30</td>
<td>Concurrent Sessions M</td>
<td></td>
</tr>
<tr>
<td>4:45 - 5:15</td>
<td>Publishers’ Raffle and hors d’oeuvres</td>
<td>Building 8</td>
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<tr>
<td>5:15 p.m.</td>
<td>Conference Adjourns</td>
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</tbody>
</table>
Welcome to our 2015 Tri-TESOL Conference and thank you for joining us for this wonderful event. This conference is a result of the collective efforts of three regional TESOL affiliates: WAESOL, BC TEAL and ORTESOL. This is the third Tri-TESOL Conference (1996, 2011, and 2015). We hope to continue these larger gatherings of the three associations on a regular basis. We are certain that this conference will have a positive impact on our members and the work that all of us do.

We are excited about this year’s conference. We have three very remarkable keynote speakers who are sure to inspire and inform us with new insights and research. There is an extensive array of presentations to help ESOL professionals of all types. As you plan your day, be sure to take advantage of all the different types of sessions: demonstrations, interactive workshops, publishers’ sessions, poster sessions, panel discussions, research presentations, and more. New this year we have an Open Space hosted by the three affiliate groups. Meet authors during the publishers’ coffee breaks on Saturday and hors d’oeuvre receptions on Friday and Saturday afternoons, as well as check out the amazing array of new and tried-and-true textbooks the publishers have brought for you to peruse. Don’t miss out on the end of the day publishers’ raffle on Saturday. Turn in your name badge for the end of the day drawing for a chance to win one of the many giveaways.

If you have questions or need help during the day, look for board members. All of them will be wearing blue ribbons on their name badges for identification.

After the conference, you will have a chance to provide feedback about the conference online. Look for an email about this in the upcoming week. Once again, thanks for coming today and please enjoy the conference.

Tri-TESOL Conference Committee and Planning Team
Kimberly Russell, 2015 WAESOL President, Conference Committee Chair
Bevin Taylor, WAESOL Past President, Conference Assistant Chair
Shawna Williams, 2015 BC TEAL President, Conference Assistant Chair
Eric Dodson, 2015 ORTESOL President, Conference Assistant Chair
Joe Dobson, BC TEAL Board Conference Proceedings
Dr. Martha Savage, WAESOL Board, Conference Proceedings
Dr. Joan Johnston Nelson, WAESOL Treasurer, Conference Treasurer
Ron Belisle, WAESOL member, Web and database master
Nathan Hall, BC TEAL member, Social media coordinator
Michelle Roth, WAESOL Board, Communications
Together, we can find the right solutions for your classroom.

Teaching with materials that reinforce the College and Career Readiness Standards provides students with the skills they need to be successful.

Our products, correlated to CCRS standards, support the skills adult learners need to pursue their educational, career, and life improvement goals.

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talya.clay@pearson.com

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Please visit our Exhibit Areas, located on the 1st and 2nd floors of the Student Union, Building 8

**Upstairs Exhibit Area:**
- English on a Roll
- English Talk Shop
- Intercambio Uniting Communities
- Office of Superintendent of Public Instruction
- Pacific Learning
- Singing Shaman Traders
- Trinity Western University
- U.S. Citizenship and Immigration Services
- U.S. Department of State English Language Programs
- ViVI Jewelry

**Downstairs Exhibit Area:**
- Cambridge University Press
- CaMLA
- City University of Seattle
- Compass Publishing
- English Central
- ESL Jigsaws
- Grass Roots Press
- National Geographic Learning/Cengage Learning
- Oxford University Press
- Pearson
- Pearson ELT
- PhonicsQ
- Pro Lingua Associates
- ProActive English
- Seattle Pacific University
- The Seattle Times, Newspapers In Education
Thinking about a new placement test?

Cambridge Michigan Language Assessments—CaMLA—is a nonprofit collaboration between Cambridge English Language Assessment and the University of Michigan. CaMLA offers a comprehensive and flexible set of American English products and services to help educational, governmental, and private sector institutions meet their language-assessment needs.

CaMLA English Placement Test
Confidently place your students into appropriate levels (CEFR A1–C1) and classes based on a CaMLA EPT score. This accurate test measures general language proficiency in listening, grammar, vocabulary, and reading. Available in paper- or computer-based formats.

Michigan Test of English Language Proficiency
The MTELP Series is a 3-level proficiency suite that evaluates beginning, intermediate, and advanced English language learners. The easy-to-administer test can be delivered in paper- or computer-based formats.

CaMLA Speaking Test
This 10-minute test provides meaningful results about spoken English language proficiency. A quick, reliable way to test a student’s ability to speak comprehensible English. Tests CEFR levels A2–C1.

CaMLA Writing Test
Assesses general writing ability at the high beginner through low advanced (CEFR A2–C1) levels. The 2-task design gives you meaningful results about your students’ written English proficiency.

Think about CaMLA
Practical assessment solutions for student placement and progress

Cambridge Michigan Language Assessments—CaMLA—is a nonprofit collaboration between Cambridge English Language Assessment and the University of Michigan. CaMLA offers a comprehensive and flexible set of American English products and services to help educational, governmental, and private sector institutions meet their language-assessment needs.

CambridgeMichigan.org

Cambridge English Language Assessment Part of the University of Cambridge

UNIVERSITY OF MICHIGAN
Dine with us!

Menu

Friday Evening Reception
Please join us prior to our Friday evening keynote for a selection of hot and cold appetizers and soft drinks. Gluten-free, dairy-free, vegan and vegetarian options will be available.

Saturday Lunch Menu
A selection of boxed lunches will be available. Choose from:

- Chicken Caesar Salad
- Vegan Salad Selection
- Greek Salad
- Caprese Sandwich
- Market Deli Sandwich
- Ranch Chicken Sandwich
- Santa Fe Turkey Sandwich

Saturday Closing Reception and Raffle
Join us in Building 8 to celebrate the close of the conference and participate in the Publishers’ Raffle.

A selection of hot and cold appetizers will be available, including gluten-free, dairy-free, vegan and vegetarian options.
Grass Roots Press specializes in novellas, biographies, and photostories for English as a Second Language students.

Are you looking for high-interest, low-vocabulary books? Look no further.

Come visit our booth at the Tri-TESOL conference.

1-888-303-3213  WWW.GRASSROOTSBOOKS.NET  INFO@GRASSROOTSBOOKS.NET
14-101 Altered Boundaries: Empowerment through Altered Stories
EVA COMBS / Vietnam National University
What if the Little Red Riding Hood had turned out to be the villain? In this workshop, you will practice altering stories in the form of comics for language production and critical thinking.
Teachers of adult learners in Intensive English programs, EFL contexts, New/Trainee teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

14-102 Developing Speaking Skills through Story Reading
YILIN SUN
TESOL International Association/South Seattle College
This session shares research-based approaches and techniques for developing speaking and reading skills as well as effective questioning techniques to facilitate learners' critical thinking.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in Refugee/Immigrant programs, EFL contexts, K-12 teachers, Teacher educators, Program administrators
NON-COMMERCIAL DISCUSSION SESSION (45 MIN)

14-103 Strategies for Interweaving Serious & Playful Language
NANCY BELL / Washington State University
ANNE POMERantz / University of Pennsylvania
This session engages participants in activities using refusal sequences to demonstrate ways of integrating playful language into L2 lessons in a pedagogically sound and sociolinguistically informed manner.
Teachers of adult learners in Intensive English programs, K-12 teachers, Developers of materials or curriculum
NON-COMMERCIAL DEMONSTRATION (45 MIN)

19-203 Saudi Students Transcending Academic Reading Boundaries
PAMELA PEARSON / Linfield College
This session (a) presents classroom action research exploring reading practices of Saudi learners of English, and (b) offers strategies to improve academic literacy and promote a culture of reading.
Teachers of adult learners in Intensive English programs
NON-COMMERCIAL PAPER/REPORT (45 MIN)

19-204 Getting Students to Finally Use the Grammar they Learned
WANDA HVEZDA / Intensive American Language Center
This session shows how to use an original, short experiential activity in a grammar class to give your students a fun opportunity to directly apply the grammar they are learning to a first-hand experience.
Teachers of adult learners in Intensive English programs, New/Trainee teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

19-102 Culturally Relevant Literacy Intervention for Dual Language Programs
REBECCA CARRANZA / Independent
Culturally relevant literacy intervention approach in Spanish and English for beginning readers in bilingual, ESL, or Dual Language programs.
K-12 teachers, Teacher educators, Program administrators
NON-COMMERCIAL DEMONSTRATION (45 MIN)

14-104 Teaching an ESL Hybrid Class
JENNIFER BARBER / Grays Harbor College
This session will demonstrate how an ESL hybrid class can be organized and how the different tools in Canvas are utilized to address the different skill areas.
Teachers of adult learners in Refugee/Immigrant programs, Experienced teachers, Other
NON-COMMERCIAL DEMONSTRATION (45 MIN)

14-106 Utilizing Reflective Individualized Learning Plans
TANYA TERVIT / ILI Vancouver
ALEX BALE / Step Up Supercamps
An exploration of student-centered reflective feedback and individual learning plans from the perspectives of teachers, students, and administrators, including practical uses for different learning environments.
Teachers of adult learners in Intensive English programs, Program administrators, Experienced teachers
NON-COMMERCIAL PAPER/REPORT (45 MIN)
Concurrent Sessions B

**14-102**
**Beyond Boundaries: Acting Techniques to Facilitate Fluency**
TOM JENSEN and ANDREA HEALD
ELS Language Centers - Vancouver
This interactive workshop will highlight seven theatre techniques to help participants go beyond self-consciousness, break down inhibitions in speaking, and become more engaged in their classes and communities.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Experienced teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

**14-105**
**Language Proficiency: Measuring and Shortening the Gap**
SHAWN WARD / Pearson
We all know that effective language proficiency is at the heart of EL learners performing at grade level. Come and explore ways to effectively monitor language learning so we can better drive instruction.
K-12 teachers, Program administrators, Developers of materials or curriculum
COMMERCIAL / EXHIBITOR DISCUSSION SESSION (90 MIN)

**19-201**
**Using the Academic Word List to Promote Academic Writing**
MARTHA SAVAGE / Gonzaga University
This workshop demonstrates how to use the academic word list to promote academic writing for ELs. Participants will leave with handouts of an assessment color system, a writing rubric and examples of tasks.
Teachers of adult learners in English for Academic Purposes (EAP) programs, K-12 teachers, New/Trainee teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

**19-202**
**Transcending the Boundaries of Standard Grammar Explanations**
MICHAEL BESS / Multnomah University
Many conventional grammar explanations don’t work. Let’s explore creative ways that do: We will rethink grammar categories, the tense and modal systems, negatives, questions, passives, conditionals, and more.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teacher educators, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

**19-205**
**Rip It from the Book! Breathing Life Back into Lessons**
LAURA HOLLAND / University of Oregon
Despite gorgeous visuals and ostensibly, opportunities for communication, textbooks too often suck the life out of our classroom activities. Come practice how to breathe vibrancy back into our textbook lessons.
Teachers of adult learners in Intensive English programs, Teacher educators, New/Trainee teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)
FRIDAY
1:00PM - 2:30PM
Concurrent Sessions B continued

19-206
Enhance Your Teaching with Free and Accessible Technology
JOE DOBSON / Thompson Rivers University
NATHAN HALL / LISTN
This workshop will explore the use of free and accessible technology in the language classroom with a focus on assisting those who are novices in this area or are wanting to develop and refine their skills.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

21-201
Teaching using principled technology-enabled pedagogy
BRIAN WILSON / The University of British Columbia
EILIDH SINGH / English Language Institute, University of British Columbia
Nathan Hall / LISTN
This session will provide a principled approach to educational technology integration and give participants an opportunity to apply it to real-life problems they have encountered.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teacher educators
COMMERCIAL / EXHIBITOR INTERACTIVE WORKSHOP (90 MIN)

21-105
Chrome Education Apps You're Not Using (But Should)
SEAN MCCLELLAND
American English Institute - University of Oregon
Chrome is the most popular browser in the world, but powerful Chrome education applications are underutilized. Come see how Chrome apps are used to develop compelling materials and provide meaningful feedback.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

21-206
A Sustainable ESL Model for Everyone
RACHEL FUCHS / Intercambio Uniting Communities
Practical solutions to better recruit, retain and lower attrition rates with adult students and how curriculum can make a big difference in long term success.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in Refugee/Immigrant programs
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

CLOCK HOURS

Attention K-12 Teachers:

Washington State Clock Hours are again available for the 2015 Tri-TESOL Conference.
A total of up to 12 approved clock hours are available, 4 hours ($8) on Friday and 8 hours ($16) on Saturday.

Be sure to sign-in each day at the Clock Hour table in the main registration area. You can pick up your clock hour form at the end of each day. After the conference, make a copy for your records and submit the form to your district.

For more information, stop by the Clock Hour table. We’re happy to answer your questions.
Concurrent Sessions C

14-101
Feedback Served 3 Ways: A Multi-Format Approach for Writing
BECKI QUICK
University of Oregon - American English Institute
This demonstration introduces a 3-part system for feedback on L2 writing. Students explore their writing through various modes. Video, "work parties," self-assessment and conferencing are cohesively combined.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs
NON-COMMERCIAL DEMONSTRATION (45 MIN)

14-103
Unionizing AEPs and IEPs
ANNE HEPFER, JENNIFER ALTMAN and PETER MESSINGER
Seattle University
This discussion is presents different experiences of faculty unionizing at different universities. Participants examine the different experiences members have had based on the type of program and institution.
Teachers of adult learners in English for Academic Purposes (EAP) programs, Program administrators, Experienced teachers
NON-COMMERCIAL DISCUSSION SESSION (45 MIN)

14-104
Creating Community with 20,000 Learners in a MOOC
DEBORAH HEALEY, ELIZABETH HANSON-SMITH, JEFF MAGOTO and LESLIE OPP-VECKMAN
University of Oregon
How does a MOOC build engagement in a diverse community? This demonstration shows how course developers used the platform's interactive tools to ground concepts and encourage nuanced discussion and engagement.
Teacher educators, Developers of materials or curriculum
NON-COMMERCIAL DEMONSTRATION (45 MIN)

14-106
LEAP: Meeting Students’ Academic Needs
KEN BEATTY / Anaheim University
Students need critical thinking and language skills for college/university success. This session explores a 3-level series developed for Learning English for Academic Purposes, offering practical teaching tips.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Program administrators
COMMERCIAL / EXHIBITOR DEMONSTRATION (45 MIN)

19-102
No Talking Dogs: Easy Literature for Adults
ARLEEN WILLIAMS and PAMELA HOBART CARTER
South Seattle College
Level-appropriate, high-interest literature helps adults learn to read and build a lifelong love of reading. Discover interesting books for all levels as easy literature the presenters have written.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in Refugee/Immigrant programs, K-12 teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)

19-203
Do L2 Learners Avoid Phrasal Verbs?
JEOM JA YEO / Seattle University
This study highlights Chinese learners of English's distinctive linguistic behaviors regarding a selected group of 15 phrasal verbs.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs, EFL contexts, K-12 teachers, Teacher educators, New/Trainee tea
NON-COMMERCIAL PAPER / REPORT (45 MIN)

19-204
SREC: A New Tapestry of Collaboration in ELL Education
JOAN JOHNSTON NELSON, FRANK NEWMAN and GINA MIKEL PETRIE / GSEC
This session will introduce a unique collaboration to harness the energies of community organizations, higher education, and K-12 to improve the education of English language learners throughout the Spokane region.
Teachers of adult learners in Refugee/Immigrant programs, K-12 teachers, Teacher educators
NON-COMMERCIAL PANEL (45 MIN)

21-205
Incorporating Critical Thinking from Foundation to Advanced
BARBARA CASTLETON / South Seattle College
A brief look at critical thinking, the rationale for using it, and then a discussion of methods by which any skill level and proficiency level can effectively utilize critical thinking in the classroom.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs, EFL contexts, K-12 teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)
**14-101**

**Blogs and Audio Journals for Teacher Cognition Development**

MIRA MALUPA-KIM / Alliant International University

Blogging and audio journaling are effective tools in monitoring teacher cognition development. Teacher educators explore alternative activities for professional development and reflective teaching practices.

Teacher educators, New/Trainee teachers, Experienced teachers

NON-COMMERCIAL DEMONSTRATION (45 MIN)

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**14-102**

**I Have My Certificate, Now What? Ongoing Teacher Development**

SHAWNA WILLIAMS / LISTN

With the assumption that professional development is crucial and is a collaborative effort of both teachers and institutions, explore how to conceptualize, plan, and engage in continuous teacher development.

Program administrators, New/Trainee teachers, Experienced teachers

NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

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**14-103**

**The Role of Creativity in Promoting Language Skills**

MOHAMED ELHESS and DEBRA JOHNSON
Washington State University

This workshop demonstrates how creativity can support the development of language skills. The presenter offers ideas that can help ESL students become more effective communicators and creative thinkers.

Teachers of adult learners in Intensive English programs, EFL contexts, K-12 teachers

NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

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**14-104**

**Multiple Perspectives in Academic Writing and Communication**

LUCIANA DINIZ, SARAH BAILIE and FLORENCE DEUTSCH
Portland Community College

Presenters will demonstrate an activity involving personal interviews that requires little preparation and helps students understand the reasoning behind paraphrasing in academic writing and communication.

Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Experienced teachers

NON-COMMERCIAL DEMONSTRATION (45 MIN)

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**14-105**

**Promoting Pragmatic Competence: Focus on Refusals**

ANNA KRULATZ / Sør-Trøndelag University College
TULAY DIXON / University of Utah Asia Campus

As complex speech acts, refusals pose a challenge for L2 learners. We illustrate areas of difficulty with examples from Korean and Norwegian ESL learners and offer tips for pragmatics-focused instruction.

EFL contexts, Developers of materials or curriculum, Experienced teachers

NON-COMMERCIAL PAPER/REPORT (45 MIN)

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**14-106**

**Materials Development Courses: Can They Succeed Online?**

KAY MCALLISTER / Trinity Western University

Building on Tomlinson and Masuhara’s simulation framework, a wiki-based course is presented showing how teacher trainees collaboratively evaluate and design materials.

Teacher educators, Program administrators, Developers of materials or curriculum

NON-COMMERCIAL DEMONSTRATION (45 MIN)

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**19-101**

**Diagnostics and Goal-Setting in 1 Hour or Less**

ALEXIS TERRELL and TARA WALLER
INTO Oregon State University

The beginning of the term is often fraught with anxiety about starting off right. This session will give you the tools needed to combine diagnostics with goal-setting and get results in one hour or less.

Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, EFL contexts, Teacher educators, Program administrators, Developers of materials or curriculum, New/Trainee teachers

NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

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**19-102**

**Easy Ways to Integrate Workplace Readiness in ESL Classes**

DONNA PRICE
San Diego Community College Continuing Education

The presenter shares practical teaching techniques and classroom management strategies that integrate workplace basics. Participants learn at least five practical ways to link their classes to the workplace.

Teachers of adult learners in Refugee/Immigrant programs, Developers of materials or curriculum

NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)
19-201
Game plan, Playbook and Strategy: Coaching Multi-levels
ALYSAN CROYDON / The School of Teaching ESL
Successful multi-level teachers are like sports coaches. You need a game plan for multi-level lessons, a playbook of effective techniques and game-day strategies to make immediate level adjustments.
Teachers of adult learners in Refugee/Immigrant programs, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

19-202
Reasons behind Cultural Differences: Read, Discuss, Write
DAVID KEHE / Whatcom Community College
PEGGY DUSTIN KEHE
The basis of this interactive session is the presenters' textbook, Cultural Differences, which addresses reasons for differing cultural norms through readings, group discussions and writing activities.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, EFL contexts
COMMERCIAL / EXHIBITOR INTERACTIVE WORKSHOP (45 MIN)

19-203
ESL Employees’ Views on Writing Accuracy for the Workplace
JIM HU / Thompson Rivers University
In this discussion session the presenter discusses study results on the hot topic of writing accuracy for the workplace, from ESL employees' perspectives; and shares ideas about how to achieve writing accuracy.
Teachers of adult learners in English for Academic Purposes (EAP) programs, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL DISCUSSION SESSION (45 MIN)

19-204
Don’t Drop the Ball: Kinesthetic Activities for Discussion
DUSTIN CRAWFORD
American English Institute, University of Oregon
Looking for fun ways to get students from any nationality to thrive during discussions? Get students talking and participating in great conversations with these fun, kinesthetic, and team-centered activities.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs, EFL contexts, K-12 teachers, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)

19-205
Lexical Grammar: Taking Teachers Beyond Rules
DAPHNE MACKEY and RICHARD MOORE
University of Washington
Research shows that language is lexis-driven. How can teachers go beyond rule-based approaches to grammar? This presentation demonstrates effective activities and techniques that integrate lexis and grammar.
Teachers of adult learners in Intensive English programs
NON-COMMERCIAL DEMONSTRATION (45 MIN)

19-206
Balanced Listening Instruction
BETH SHEPPARD / University of Oregon
With less testing and more exploration, you can help your students approach L2 listening with more confidence and success. This session offers ideas to help diversify and balance your listening instruction.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

Concurrent Sessions D continued at top of next page

Be Social!

Follow us on Twitter and Instagram @TriTESOL to get last-minute conference updates and announcements.

Join the conversation and share your conference photos, presentation insights, or short videos. Use the hashtag #TriTESOL
Promoting Learner Autonomy through Reflection
KERRY JOHNSON / University of the Fraser Valley
PATRICIA RUIZ / Vancouver Community College

Looking for ways to foster learner autonomy in your classroom? This hands-on workshop will explore reflective practices that can help learners recognize and articulate their own learning process.

Developers of materials or curriculum, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

Serve your Students with a Server
RON BELISLE
Mukogawa Fort Wright Institute

Creating personalized ESL learning environments such as classroom forums, blogs, databases and content and class management systems such as Wordpress and Moodle are easier than you think with your own cloud server.

Program administrators, Experienced teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)

Cultural Conversations and Language Practice through Film
KAREN JENNINGS and JANET MURAI / Intensive American Language Center Washington State University

Using film provides cultural windows and lively opportunities for practice in listening, speaking, and pronunciation. Participants will gain techniques to create interactive lessons and cultural conversations.

Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, EFL contexts
NON-COMMERCIAL DEMONSTRATION (45 MIN)

Building 7
Vocabulary: The Fastest Way to Go Further in a Language
KEITH FOLSE / University of Central Florida

Current research suggests that vocabulary is perhaps the most important part of learning a second language. In this session, we will examine four main principles of vocabulary acquisition.

Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs, EFL contexts
COMMERCIAL/EXHIBITOR INTERACTIVE WORKSHOP (45 MIN)

Wireless Connection

Connect using the network connections: Highline_Web_Portal or Highline_Secure.

After opening a web browser, you will need to enter:

Username: HCGuest
Password: Rankine428
Transcending Lexical Boundaries: Vocabulary Thresholds and English Language Proficiency

Abstract:
By examining how vocabulary unfolds across varying levels of English Language Proficiency, lexical thresholds can be identified to support the teaching and learning of English as an Additional Language. This talk traces how vocabulary manifests at different levels and explores implications for educators and learners in a variety of contexts.

Bio:
Before joining the University of British Columbia’s Okanagan campus as an assistant professor, Douglas worked with English language learners throughout the world from the Middle East to Asia. Currently, Douglas teaches undergraduate and graduate students in the Faculty of Education and carries out research in the field of Additional Language Teaching and Learning. His current research interests include large scale language assessment, vocabulary acquisition, additional language acquisition, and English for Academic Purposes. He also has an avid interest in curriculum and materials design, and is the author of Academic Inquiry: Writing for Post-secondary Success and the co-author of Q: Skills for Success Reading and Writing 5, both published by Oxford University Press. Scott can be found tweeting @scottroydouglas.
### Concurrent Sessions E

#### 16-104
**Translation & Interpreting Classes: A New Trend?**

**Julia Sandler** and **Sihaó Chen**  
University of Washington  
After briefly presenting our research on the triumphs and challenges of a high school T&I program, participants will exchange perspectives on T&I program models and possibilities in the Tri-TESOL region.  
 Teachers of adult learners in Intensive English programs, K-12 teachers, Program administrators  
**NON-COMMERCIAL**  
**DISCUSSION SESSION (45 MIN)**

#### 17-205
**Exploring QR Codes for Language Instruction**

**Sean Mcclelland**  
American English Institute - University of Oregon  
QR codes, found on everything from cars to coupons, can be used for cutting-edge English language instruction. Instantly access videos and voiceboards. Bring your smartphone and make QR codes work for you.  
 Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum  
**NON-COMMERCIAL**  
**INTERACTIVE WORKSHOP (45 MIN)**

#### 17-206
**Addressing the "Digital Divide" in Materials Evaluation**

**Kay McAllister**  
Trinity Western University  
Many ELT materials contain a supplemental digital component; however, materials evaluation continues to focus on print. This session addresses this lack by expanding evaluation criteria from print to digital.  
 Teachers of adult learners in Intensive English programs, Teachers of adult learners in Refugee/Immigrant programs, Developers of materials or curriculum  
**NON-COMMERCIAL**  
**DEMONSTRATION (45 MIN)**

#### 19-102
**Moodle in the Classroom**

**Ron Belisle**  
Mukogawa Fort Wright Institute  
This presentation demonstrates various features of Moodle in the ESL classroom, such as the creation of online tests, forums, assignments, and other classroom resources.  
 Teachers of adult learners in Intensive English programs, K-12 teachers, Program administrators  
**NON-COMMERCIAL**  
**DEMONSTRATION (45 MIN)**

#### 19-201
**Lessons Learned Building Games**

**Katie Mitchell**  
Rosetta Stone  
Games can be challenging, rewarding, well-paced, and fun! Can we say the same about our classes? Hear what one educator learned about teaching while working with game experts, and learn about gamification.  
 Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, EFL contexts, K-12 teachers, Experienced teachers  
**NON-COMMERCIAL**  
**DEMONSTRATION (45 MIN)**

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**SATURDAY**  
**8:00 AM - 8:45 AM**  
**Concurrent Sessions E continued at top of next page**
Concurrent Sessions E  continued

19-203
How to Teach Audience Awareness: Five Strategies
AMBER PULLEN / Eastern Washington University
Teaching audience awareness in the first-year college composition classroom with a focus on the author audience relationship and special emphasis on non-native English-speaking writers.
New/Trainee teachers
NON-COMMERCIAL PAPER/REPORT (45 MIN)

19-204
Teaching and Assessing ELL Students’ Accountable Talk
FENGLAN YI-CLINE
Mill Creek Middle School, Kent School District
“How can I tell what I think till I see what I say?” We will learn instructional strategies to engage ELLs in accountable talk through teaching academic discussion skills, monitoring, and assessment.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, K-12 teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

19-205
Leaping Into Leadership: Teachers Becoming Teacher-Leaders
SHAWNA WILLIAMS / BC TEAL
SARA YUEN / Langara College
KAREN DENSKY / Thompson Rivers University (TRU)
This panel explores transformation from Teacher to Leader in the ESL field and look at challenges, benefits and best practices to encourage teachers to reach their full potential as engaged, connected leaders.
New/Trainee teachers, Experienced teachers
NON-COMMERCIAL PANEL (45 MIN)

21-201
Building Intercultural Bridges through Fairytale Projects
HELEN JOHNSON and MELANIE JIPPING
Tokyo International University of America
Fairytale tales serve important roles in teaching cultural themes, values, and beliefs, reinforcing spoken patterns and critical thinking skills. Learn how to use intercultural fairytale projects in ESOL classes.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, K-12 teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)

22-201
Queer in the Classroom: Addressing Gay Students Needs
YAARA ZASLOW
Seattle Central College
This session will include a presentation on queer issues, appropriate language use, gender, and respecting pronouns. We will discuss prejudice and stereotypes in the classroom.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teacher educators
NON-COMMERCIAL DISCUSSION SESSION (45 MIN)
From Speech to Text
SUZY KONTOS AND CYNTHIA GREEN
Kent School District
A genre-based curriculum cycle that supports ELs in a Writers’ Workshop will be introduced. Videos and work samples will illustrate how explicit instruction of text types can move language from oral to written.
K-12 teachers, Teacher educators, Program administrators
NON-COMMERCIAL DEMONSTRATION (90 MIN)

Current Thoughts on Automaticity: How and Why It Works
MIHAELA GIURCA, BARBARA HANSEN-JOHNSTON, FRIEDA HOOPS, DAPHNE MACKEY and RICHARD MOORE
University of Washington
In this workshop, participants will learn why automaticity is important, which techniques can help students develop automaticity within meaningful contexts, and how students perceive these activities.
Teachers of adult learners in Intensive English programs, EFL contexts, K-12 teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

Building Team Effectiveness in Fast-Paced Language Programs
KATHRYN SCHIFFELBEIN
American Language & Culture Program, University of Idaho
With diverse faculty perspectives, does your team’s vision sometimes feel disconnected? Learn how building trust, commitment and accountability is essential to building a healthy and cohesive language program.
Teachers of adult learners in English for Academic Purposes (EAP) programs, Teacher educators, Program administrators
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

Exploring Working Styles to Improve Teamwork at Work
JANE AVERILL
American English Institute, University of Oregon
MELINDA SAYAVEDRA / Oregon State University
Participants will be taken through a step-by-step process to discover their own predominant working style and learn more about the working styles of others to enhance working relationships and improve teamwork.
K-12 teachers, Teacher educators, Program administrators
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

Open Educational Resources: Teachers are Experts
AMANDA DUFFY / American Institutes for Research
KATHY HARRIS / Portland State University
This interactive session focuses on creating and sharing high-quality, student-centered resources in open online repositories. Participants will use a free online tool to create, license and share OER.
Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs, Experienced teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

Common Mistakes Made by Non-English Speaking Adults
RACHEL FUCHS
Intercambio Uniting Communities
Learn how to categorize common grammatical mistakes and use great techniques and tools to improve pronunciation. What color is your name?
Teachers of adult learners in Intensive English programs, Teachers of adult learners in Refugee/Immigrant programs, Program administrators, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

Haptic (English) Pronunciation Teaching Basics for NNESTs
WILLIAM ACTON
Trinity Western University
This workshop presents haptic (movement & touch) techniques for modeling and correcting pronunciation, especially appropriate for Non-native English-speaking teachers who work with adult learners.
Teachers of adult learners in Refugee/Immigrant programs, EFL contexts, New/Trainee teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

More From Less: Resourcefulness in Activity Development
KATE FINEGAN / University of Iowa
Learn how to look beyond the written instructions in order to use any textbook task as a starting point for creating varied, engaging learning experiences with minimal effort.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

Concurrent Sessions F continued at top of next page
### Concurrent Sessions F, continued

<table>
<thead>
<tr>
<th></th>
<th>Building 2</th>
<th>21-206</th>
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<tbody>
<tr>
<td></td>
<td><strong>Designing Highly Interactive Classroom Activities</strong></td>
<td><strong>Teaching Textual Knowledge for Better Reading Comprehension</strong></td>
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<td>KARA VAN DER POL HANSON and KATHLEEN SCHIRRA MOON / Oregon State University</td>
<td>LOUISE GREEN / Trinity Western University</td>
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<td>In this interactive session, we describe strategies that build student confidence, show how to design oral fluency tasks, and demonstrate simple activities proven to engage students and promote interaction.</td>
<td>Participants will briefly learn about text structures and graphic organizers, and will analyze reading texts at the micro and macro levels in order to guide their students through text discovery.</td>
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<td>Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs</td>
<td>Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs</td>
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<td>NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)</td>
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<th>22-103</th>
<th>30-318</th>
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<tbody>
<tr>
<td></td>
<td><strong>Assess students’ English with VEPT</strong></td>
<td><strong>Creating and Using Open-Source Materials</strong></td>
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<td>TERRY AMBROSE / Pearson</td>
<td>RACHEL MERRICK / Pacific University</td>
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<td>A demonstration of the Versant English Placement Test (VEPT) will showcase how the nine innovative performance based tasks can efficiently and reliably assess students’ English level of proficiency.</td>
<td>You will create and share an open-source material and find open-source materials to use in the classroom. Through this process, you’ll learn about copyright law, Creative Commons licenses, and WikiCommons.</td>
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<tr>
<td></td>
<td>Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Program administrators</td>
<td>Teachers of adult learners in Intensive English programs, K-12 teachers, Developers of materials or curriculum</td>
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<td>COMMERCIAL DEMONSTRATION (90 MIN)</td>
<td>COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)</td>
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**Tri-TESOL Open Space**

facilitated by Eilidh Singh (BC TEAL)
Eric Dodson (ORTESOL), and
Laura Soracco (WAESOL)

Open Space is a flexible, participant-led session which gives you the chance not only to share ideas on topics most relevant to your current contexts, but to also learn a new, transferable, scalable approach for use in other areas of your professional lives. In small-group settings, you will first identify issues you wish to discuss, then these topics are narrowed down by brief group summaries and consensus, and new groups are formed so that the conversations evolve and develop. Because of the nature of this session, participants are requested to stay throughout, and to be prepared to share your experiences, questions, and opinions.
Meet TELL, the Test of English Language Learning.

It’s unlike any test you’ve seen, touched, or heard. TELL is a touchscreen-delivered, language proficiency assessment for Grades K–12. TELL lets English Language Learners (ELLs) answer questions out loud with innovative speech recognition technology. ELLs watch exciting video clips and interact with pictures and words. They listen, write, read, and speak—all with no mark ups or grading by teachers.

*Scoring is automatic!*

Fun and informative—all in one. Screen, diagnose and monitor progress.

For more information, please contact:
Shawn.Ward@pearson.com · 916.879.4363

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**iLit HELPS STUDENTS SUCCEED**

Did you know English language learners improved their learning level by 41% using iLit? See some of the key program features below that help iLit to redefine literacy:

- Word Study Lesson Activities
- Translation Support in 44 languages
- Automated Dual Fluency Practice and Scoring
- Nine Levels of Interactive Readers

“Students usually take 3-5 years to move up into the next ELL level. For the first year of implementation for ELL students, these results are great!”

—SUE LONG MOYER

Principal, Jackson School, York City School District

See how iLit turns struggling students into reading by contacting:

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iLit is available on: Android • Windows • Web Browser • iOS
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Keynote Speaker

9:00 AM
Saturday

Abstract:
The ‘social turn’ of SLA research encourages us to seek social contexts for English language learning and teaching outside of the confines of ESL books and classrooms. Such learning and teaching prioritizes a focus on meaning-form connections, inter-disciplinarity, and language across the curriculum.

Bio:
Elaine Tarone is Distinguished Teaching Professor and Director of CARLA, the Center for Advanced Research on Language Acquisition, a USDE Title VI Language Resource Center at the University of Minnesota providing high-quality resources and language teacher professional development on language immersion, content based instruction, technology based teaching, and language across the curriculum. With a Ph.D. and M.A. from the University of Washington, she was the first director of the UW’s intensive English program for international students (1976-79). Tarone has published extensively on topics such as second language acquisition, English for specific purposes, literacy, and language use in diverse social contexts beyond language classrooms. She is past president of AAAL (American Association for Applied Linguistics), and a Distinguished Scholar and Service Awardee. Her recent publications include: Exploring Learner Language (with Bonnie Swierzbin, 2009, OUP), Literacy and Second Language Oracy (with Martha Bigelow & Kit Hansen, 2009, OUP), and Interlanguage: 40 years later (with ZhaoHong Han, 2014, John Benjamins).
Preparation for TESOL 2017: From Proposal to Presentation
CHRISTINE NILE
Cheneksta Community College, Salem, OR
MELANIE JIPPING
Tokyo International University of America (TIUA), Salem, OR
This session will help attendees understand the step-by-step process from writing a successful proposal to the actual presentation for TESOL 2017 in Seattle, WA
Other
NON-COMMERCIAL DEMONSTRATION (45 MIN)

Group Dynamics: Can One Bad Apple Spoil the Whole School?
ADAM SWEENEY / Washington State University
Research on the Bad Apple Phenomenon in sociology shows how and why individuals' negative behavior dramatically hurts group performance. Implications for classrooms and institutions will be discussed.
K-12 teachers, Teacher educators, Program administrators
NON-COMMERCIAL PAPER/REPORT (45 MIN)

Attribution Theory and Achievement Motivation in L2 Learning
AAMNA KHALID / Lahore University of Management Sciences
A study linking causal ascriptions of success and failure to achievement strivings to develop classroom strategies to enhance self-efficacy and achievement motivation in learning English as an L2 in Pakistan.
EFL contexts, Teacher educators, New/Trainee teachers
NON-COMMERCIAL PAPER/REPORT (45 MIN)

Helping Students Transcend Cultural Boundaries
ANNE HEPFER and JENNIFER ALTMAN / Seattle University
IEP programs often do not focus on communication like emails and making requests. Examining cultural constructs prevalent in American academia helps language programs develop curricula for teaching pragmatics.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum, Experienced teachers
NON-COMMERCIAL PAPER/REPORT (45 MIN)

What is the Role of Homework in Today's ESOL Classroom?
TIM KRAUSE
Portland Community College
This session reports recent research and best practices regarding effective use of homework in an academic ESOL classroom, including results of a 2015 survey of ESOL instructors at Portland Community College.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, K-12 teachers
NON-COMMERCIAL PAPER/REPORT (45 MIN)

Let's Get SIRlous! Voice Recognition in Language Learning
JAMES HUNTER
Gonzaga University
Voice recognition technology is relatively new but it offers promise in language education. In this session we look at applications of the technology in the classroom, and critically examine recent research.
Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum, New/Trainee teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)

Using "Locally-Sourced" Listening & Speaking Resources
PATTY HEISER, MARC HASSTEDT and SARIE HARRIS
University of Washington
“This demonstration shows how to use local news clips, roundtable discussions, and lectures to teach listening and speaking skills from narrow listening to note taking to critical thinking and debating.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum
NON-COMMERCIAL DEMONSTRATION (45 MIN)
Concurrent Sessions G continued

**19-203**
**Integrating and Curating Ted Talks for EAP**
LAUREN SCHEEL and JULIE ZWART
INTO Oregon State University
This paper discusses TED Talk digital curation criteria and examples of successful tasks using TED Talks that integrate listening and speaking objectives.
Teachers of adult learners in Intensive English programs. Teachers of adult learners in English for Academic Purposes (EAP) programs. EFL contexts
NON-COMMERCIAL PAPER/REPORT (45 MIN)

**19-204**
**Share your Expertise. Publish with Tri-TESOL Partners.**
KOREY RICE and BETH SHEPPARD / University of Oregon
LUCIANA DINIZ / Portland Community College
CAROLINE PAYANT / MA TESL, University of Idaho
SCOTT ROY DOUGLAS / University of British Columbia
Share your ideas with other TESOL professionals by publishing in the newsletters and journals of ORTESOL, WAESOL, and BC TEAL. A panel of editors will offer information and insider tips on getting published.
Other
NON-COMMERCIAL PANEL (45 MIN)

**19-205**
**Using Ethnography to Bridge Classroom and Community**
KERRY JOHNSON / University of the Fraser Valley
PATRICIA RUIZ / Vancouver Community College
As learners explore connections between language and culture through ethnography, they bridge classroom and community, finding ways to integrate into desired educational, employment, and community contexts.
Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs. Developers of materials or curriculum
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

**21-201**
**Providing Effective Written Corrective Feedback**
JEANNE LAMBERT / The New School, New York, NY
This session will include a typology of forms for written corrective feedback (WCF), an overview of the research on WCF and practical teaching tips.
Teachers of adult learners in Intensive English programs. Teachers of adult learners in English for Academic Purposes (EAP) programs, New/Trainee teachers
NON-COMMERCIAL PAPER/REPORT (45 MIN)

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**Presentation Information**
Additional information about presentations can be found online.

Scan the code with your smart phone to get mobile friendly information about:
- Times
- Locations
- Presenter biographies
- Topics addressed
- Intended audiences
14-103
Using the Campus Student Newspaper to Develop Reading Skills
NICOLE DIIMMEL / Whatcom Community College
Three activities that you can use in your class on Monday to develop low intermediate to advanced reading and writing skills using the student campus newspaper will be provided.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, New/Trainee teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

14-104
Generic How-To's of Teaching ESOL
MELINDA SAYAVEDRA
OSU, WOU, and Corvallis Multicultural Literacy Center
SARAH CHANEY / INTO-OSU, Chemeketa CC, and Corvallis Multicultural Literacy Center
Many non-profit agencies deliver English classes to immigrants using volunteers as teachers. These volunteers often lack training in 2LA and teaching. Learning simple steps for teaching language skills can help volunteers be more effective.
Teachers of adult learners in Refugee/Immigrant programs, Teacher educators, New/Trainee teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)

14-106
Increasing Engagement in ESL Writing Through Storify
CHRISTINE SLATER / University of Idaho
This is a demonstration of how to use Storify to increase student engagement and meta-cognition toward reading and writing. Storify allows students to create a narrative of their studies by sharing multimedia.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum
NON-COMMERCIAL DEMONSTRATION (45 MIN)

17-201
Auto-Ethnography: Expressing Mexican American Identities
BRENDA AGUILAR AND ADRIANA SANCHEZ
Eastern Washington University
We explain auto-ethnography as a research method and discuss varieties of English & Spanish we speak while crediting Gloria Anzaldua as an ethnic hero and claiming our heritage, offering teaching suggestions.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in Refugee/Immigrant programs, K-12 teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

17-203
English Ownership: Supporting Language-Learning Independence
SARAH RODENBOUGH / Mukogawa Fort Wright Institute
Are your students reluctant to use English outside class? This proven approach encourages students to take ownership of their language learning. Participants will leave with their own contextualized plans.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in Refugee/Immigrant programs, K-12 teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)

17-204
Cross-Cultural Exploration in an ESL program
ROBERT TYREE and DIANE MURPHY
Pacific International Academy
This session details a four-week cultural exploration project allowing ELLs to learn and apply language skills to authentic contexts before delivering a capstone presentation on an area of cultural difference.
Teachers of adult learners in Intensive English programs, Program administrators, Developers of materials or curriculum
NON-COMMERCIAL DEMONSTRATION (45 MIN)

17-206
Multi-modality Literacy: Lessons with Art, Film, and Song
LAVONA REEVES and SONY DE PAULA
Eastern Washington University
A working artist and a musician teach how to incorporate still and moving images, color, music and film to foster multimodal literacies. Participants create original art & learn songs to teach k-16.
Teachers of adult learners in English for Academic Purposes (EAP) programs, K-12 teachers, New/Trainee teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

19-101
What Autism Can Teach Us about TESOL
DENNY SARGENT / The School of Teaching ESL (SPU)
Autism has much to teach us about second language acquisition, TESOL pedagogy and helping neurologically atypical people thrive in the classroom. Pragmatics will also be addressed.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in Refugee/Immigrant programs, K-12 teachers, New/Trainee teachers, Experienced teachers, Other
NON-COMMERCIAL PAPER/REPORT (45 MIN)
### Concurrent Sessions H
**10:30 AM - 11:15 AM**

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Organization/Program</th>
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</table>
| 19-204  | Handwriting for Success: Helping Our Arabic Students                                            | William Gibson                                  | A.C.E. Language Institute                     | As Arabic speakers come to learn English, style, speed, and legibility in handwriting becomes important. The speaker will review research conducted with Arabic students and give ways to improve handwriting.  
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs | Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs | NON-COMMERCIAL / PAPER/REPORT (45 MIN) |                                                                                                                                     |
| 19-205  | Integrating Technology into the Citizenship ESL Curriculum                                       | Catherine Howell                               | Literacy Source                               | This demonstration presents and reviews how on-line materials can be integrated into low to mid-level adult citizenship ESL classes to support student content, English and technology goals.  
Teachers of adult learners in Refugee/Immigrant programs, Teacher educators, Developers of materials or curriculum, New/Trainee teachers, Experienced teachers | Teachers of adult learners in Refugee/Immigrant programs, Teacher educators, Developers of materials or curriculum, New/Trainee teachers, Experienced teachers | NON-COMMERCIAL / DEMONSTRATION (45 MIN) |                                                                                                                                     |
| 21-206  | Stories That Change Our Lives                                                                    | Norma L Gorham                                 | Arizona State University                      | Using the Story Corps project as a model, we developed a culminating project which integrated reading, writing, listening, speaking and grammar with technology to record and edit personal stories.  
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs | Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs | NON-COMMERCIAL / DEMONSTRATION (45 MIN) |                                                                                                                                     |
Concurrent Sessions I

17-101
Measure Me:
New Tricks in the Art and Science of Assessment
KEN BEATTY and ELISA DE LOS RIOS / Anaheim University
Traditional assessment gives limited data that is helpful in improving teaching and learning. This fun session scientifically explores test results then offers alternative formative strategies.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, New/Trainee teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

17-102
Synthesizing Genre Studies for Pedagogical Implications
HOLLY SHELTON, ZHEN ZHEN HE and SUMYAT THU
University of Washington
Genres can be used to scaffold learning with prior knowledge. The presentation includes a brief overview of various approaches, exploring how they might be useful for different purposes in student writing.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs
NON-COMMERCIAL DEMONSTRATION (90 MIN)

17-104
Title IX Training for English Language Learners
BETTY BRICKSON, SHANNON WEST and JIMMY HSU
Portland State University
CASEY GLICK / Oregon State University
IEP staff will share their experiences complying with Title IX and the Campus Sexual Assault Violence Elimination Act, including strategies for discussing sexual issues with adult English language learners.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Program administrators
NON-COMMERCIAL DISCUSSION SESSION (90 MIN)

17-205
Interweaving Academic Language While Reading & Writing
SHAWN SLAKK / University of North Carolina at Charlotte
MARGARITA CALDERON / Johns Hopkins University
This hands-on workshop will help all teachers interweave their content's academic language into their everyday reading and writing instruction.
K-12 teachers, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

19-102
Film Clip + Storytelling + Chanting = Engaged L/S Practice
LAURA HOLLAND / University of Oregon
Come see how the briefest film clip can spark engaging activities and storytelling and address all skill areas, and an “applause-winning” chant is shared. Participants will co-create a new chant to take away.
Teachers of adult learners in Intensive English programs, Teacher educators, New/Trainee teachers
NON-COMMERCIAL DEMONSTRATION (90 MIN)

19-201
Reading Strategies that Transcend
ALEXANDRA CHURCH AND DIAN HENDERSON
Thompson Rivers University
By raising accountability, varying approach and personalizing reading, students transcend classroom boundaries. In this interactive workshop, participants will experience a number of reading activities.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs, EFL contexts, K-12 teachers, Teacher educators, Developers of m
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

19-202
What Every Immigrant Needs to Know to Succeed in the US
RACHEL FUCHS
Intercambio Uniting Communities
Whether it’s as simple as knowing to stay in your car if you get stopped by the police or how close is too close when engaged in conversation, this workshop teaches the cultural norms for living in the US.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Program administrators
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

19-203
Working with Students Who Have Experienced Trauma
AMEA WILBUR / UBC
DIANA JEFFRIES AND JANE KALMAKOFF
Immigrant Service Society of BC
This presentation explores how trauma may present in a classroom. It also looks at how to create a more inclusive classroom. Relevant resources and referrals will also be discussed.
Teachers of adult learners in Refugee/Immigrant programs, Teacher educators, Experienced teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)
19-206
Reformulating Paraphrasing: Critical & Pragmatic Approaches
JENNIFER WALSH MARR / UBC Vantage College
Referencing relevant research, we will critique how paraphrasing is often introduced and examine a sample of existing resources. We will collaborate and troubleshoot remaining challenges.
Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum
NON-COMMERCIAL INTERACTIVE WORKSHOP (90 MIN)

21-105
Increasing Motivation and Communication with Authentic Video
CARRIE PURCELL / English Central
Explore the features of EnglishCentral.com - a powerful learning platform with thousands of authentic and current video clips - and see how it builds confidence, motivation and communicative competence.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum
COMMERCIAL / EXHIBITOR DISCUSSION SESSION (90 MIN)

21-201
Tri-TESOL Open Space
EILIDH SINGH / BC TEAL
ERIC DODSON / ORTESOL: LAURA SORACCO / WAESOL
What would you like to talk about?
Open Space is a flexible, participant-led session which gives you the chance not only to share ideas on topics most relevant to your current contexts, but to also learn a new approach for discussion. In small-group settings, you will first identify issues you wish to discuss, and then by brief group summaries and consensus, these topics are narrowed down and new groups are formed so that the conversations evolve and develop. Because of the nature of this session, participants are requested to stay throughout, and to be prepared to share your experiences, questions, and opinions.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, New/Trainee teachers
NON-COMMERCIAL OPEN SESSION (90 MIN.)

Building 2
Building 7
Blended Learning Basics: Creating Online Course Materials
RACHEL DRUMMOND and SEAN MCCLELLAND
University of Oregon
Are you interested in giving students more instruction while gaining additional classroom time? Basic methods for creating online course materials will be presented. Bring your own device for hands-on practice.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, K-12 teachers
COMMERCIAL / EXHIBITOR INTERACTIVE WORKSHOP (90 MIN)

NEW
Please join us!
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Audience</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 AM - 12:00 PM</td>
<td>Student Union, 3rd Floor</td>
<td>Process Writing and CALL to Improve ESL Writing Proficiency</td>
<td>MAYSOUN ALI / University of Idaho</td>
<td>Teachers of adult learners in Intensive English programs</td>
<td>NON-COMMERCIAL POSTER SESSION (90 MINUTES)</td>
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<td>“Estoy Aquí Para Servirles” Pre-Service Teachers Abroad</td>
<td>MACKENZIE SMITH / Linfield College</td>
<td>Teacher educators, New/Trainee teachers</td>
<td>NON-COMMERCIAL POSTER SESSION (90 MINUTES)</td>
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<td>Designing Curriculum for an Adult Community ESL Program</td>
<td>APRIL DUVAL / Portland State University</td>
<td>Teachers of adult learners in Refugee/Immigrant programs, Developers of materials or curriculum, New/Trainee teachers</td>
<td>NON-COMMERCIAL POSTER SESSION (90 MINUTES)</td>
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<td>Web 2.0 Connections: Teachers-in-Training Dialog Journals</td>
<td>LOUISE GREEN / Trinity Western University</td>
<td>EFL contexts, K-12 teachers, Teacher educators</td>
<td>NON-COMMERCIAL POSTER SESSION (90 MINUTES)</td>
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<td>Accent Reduction: What L2 Research Can Teach SLPs</td>
<td>JAMIE HACK / Speech-Language Pathologist, JANE MA / ESL instructor</td>
<td>Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs</td>
<td>NON-COMMERCIAL POSTER SESSION (90 MINUTES)</td>
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<td>Teacher vs Student Preferences on Writing Error Feedback</td>
<td>JIM HU and MEENA BALACHANDRAN / Thompson Rivers University</td>
<td>Teachers of adult learners in English for Academic Purposes (EAP) programs, New/Trainee teachers, Experienced teachers</td>
<td>NON-COMMERCIAL POSTER SESSION (90 MINUTES)</td>
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<td>Benefits of Using Automated Scoring for Placement Testing</td>
<td>TERRY AMBROSE / Pearson</td>
<td>Teachers of adult learners in Intensive English programs</td>
<td>COMMERCIAL / EXHIBITOR POSTER SESSION (90 MINUTES)</td>
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<td>The Free Literacy Textbook: an Online Open-Source Material</td>
<td>RACHEL MERRICK / Pacific University</td>
<td>Teachers of adult learners in Refugee/immigrant programs, K-12 teachers, Developers of materials or curriculum</td>
<td>NON-COMMERCIAL POSTER SESSION (90 MINUTES)</td>
</tr>
</tbody>
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Concurrent Sessions I continued at top of next page
Concurrent Sessions continued

Student Union, 3rd Floor
Supporting New Students through Meaningful Orientation
NICOLE MINKOFF / University of Washington International & English Language Programs
Learn about the process of revising orientation at the UW Intensive English Program in order to become more interactive, and student-focused, and dialogue with us about welcoming and supporting new students.
Teachers of adult learners in Intensive English programs, Program administrators, Other
NON-COMMERCIAL POSTER SESSION (90 MINUTES)

Student Union, 3rd Floor
Curriculum Development in EMP: Reimagining Pronunciation
JULIE NELSON / Portland State University
JOSHUA REED / Portland English Language Academy
This poster presents strategies for conducting a needs assessment, developing learning objectives, and creating lesson sequences for an EMP-based pronunciation course geared toward medical professionals.
Developers of materials or curriculum, Experienced teachers, Other
NON-COMMERCIAL POSTER SESSION (90 MINUTES)

Student Union, 3rd Floor
Putting Rhetorical Modes in Perspective
TOM NICHOLAS / Western Washington University
The presenter will argue that rhetorical modes (like classification) are not ends in themselves but organizational strategies that writers can use after determining their purpose for writing.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL POSTER SESSION (90 MINUTES)

Student Union, 3rd Floor
Activities for Interactive Writing
BENJAMIN PELLEGROM / INTO Oregon State University
"Activities for Interactive Writing" are ways teachers can facilitate better writing strategies in the academic reading and writing classroom by encouraging students to analyze each other's work.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs, EFL contexts, K-12 teachers
NON-COMMERCIAL POSTER SESSION (90 MINUTES)

Student Union, 3rd Floor
Exploring English for Academic Purposes through Metanoia
SAMANtha RANSON
University of British Columbia Okanagan Campus
Exploring the concept of metanoia, participants learn how certain tools and techniques are used when working with English for Academic Purposes students.
Teachers of adult learners in English for Academic Purposes (EAP) programs, EFL contexts, Other
NON-COMMERCIAL POSTER SESSION (90 MINUTES)

Student Union, 3rd Floor
Instructor Perceptions of Student Comprehensibility
BETH SHEPPARD and NANCY ELLIOTT
University of Oregon
"Comprehensibility" is often the goal of IEP speaking instruction, but little research has compared the perceptions of IEP instructors and university professors with regard to international student speech.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum
NON-COMMERCIAL POSTER SESSION (90 MINUTES)

Student Union, 3rd Floor
Community Building and Language Learning through a Book Club
HAMI SUZUKI
INTO Oregon State University
The session reports on pedagogical implications and practices of a voluntary book club in an IEP context, which is based on a case study of one teacher's perceptions towards extensive reading approach.
Teachers of adult learners in Intensive English programs, EFL contexts
COMMERCIAL / EXHIBITOR POSTER SESSION (90 MINUTES)

Student Union, 3rd Floor
Incorporating Host Families in Foreign Exchange Learning
SUSAN CAISSE / Portland State University
Learn ways to integrate host families into language lessons for improved learning outcomes for exchange students that increase motivation, interaction and accountability and decrease affective interference.
Other
NON-COMMERCIAL POSTER SESSION (90 MINUTES)
14-103
Understanding Culture through Volunteering
ABIGAIL PECORE AND JENNA ROBERTS
Pacific International Academy
Learn about a Service Learning program that offers opportunities for authentic language production through volunteering. Participate in activities preparing students for successful intercultural interactions.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

14-104
Beyond the Definition: Pictorial Perspectives on Vocabulary
RONICA PENAR
Spokane College of English Language
This session focuses on the demonstration and discussion of two vocabulary activities that go beyond word definition by using visual perspectives to achieve a more well-rounded view of the vocabulary words.
Teachers of adult learners in Intensive English programs, Developers of materials or curriculum, Other
NON-COMMERCIAL DEMONSTRATION (45 MIN)

14-106
Exploring Pre-service TESOL Standards Across Borders
JOE DOBSON and KAREN DENSKY
Thompson Rivers University
KAY MCALLISTER / Trinity Western University
KATHY HARRIS / Portland State University
MARTHA SAVAGE / Gonzaga University
This panel of teacher educators will explore pre-service standards in TESOL programs in Washington, Oregon, and BC. Discussion will include standards, how these are measured, and if they serve students.
Teacher educators, New/Trainee teachers
NON-COMMERCIAL PANEL (45 MIN)

17-203
Building Authentic Connections through Facebook
ARIANA VAN BEURDEN and J. NIKO KIRBY
INTO Oregon State University
This presentation demonstrates several creative uses for Facebook in constructing an effective online learning environment.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, EFL contexts, Teacher educators
NON-COMMERCIAL DEMONSTRATION (45 MIN)

17-204
Perspectives on Developing a Successful IEP Tutoring Program
LINNEA SPITZER and PHOEBE DAURIO
Portland State University
Learn about recruiting, training, and managing volunteer and paid tutors in an IEP. Receive sample materials, information on developing tutor training, and ideas for successful approaches to common challenges.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Program administrators
NON-COMMERCIAL DEMONSTRATION (45 MIN)

17-206
Bookbinding for ELLs
KATHERINE LOBO
Brandeis University and Belmont Public Schools, Massachusetts
This will be a fast paced, interactive, hands-on workshop to learn some book binding techniques to use with your students. Participants will go home with several books made during the workshop.
K-12 teachers, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

19-101
Top Web 2.0 Tools for Language Instructors: An overview
ANDY HALVORSEN / University of Oregon
Need help with screencasting? Would you like to master some tips and tricks for working with video online? How about tools for online file-sharing and collaboration? This hands on demonstration can help!
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, K-12 teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)
Concurrent Sessions J  continued

19-204
Shell Nouns, Relative Clauses, and Great Student Writing.
DUSTIN CRAWFORD
American English Institute, University of Oregon
Do your students struggle to use complex sentences in their writing? Is their writing vague or nondescript? Turn general writing into sophisticated language using these fun and creative activities.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs, EFL contexts, K-12 teachers, Developers of materials or curriculum
NON-COMMERCIAL DEMONSTRATION (45 MIN)

19-205
Transcending Boundaries in Blended and Online TESOL Courses
TRISH SKILLMAN, ANDREW BLICK and DIANE MAJORS
Western Washington University
Online delivery of TESOL courses offers great opportunities and challenges! Join experienced WWU course developers to experience how online teaching can transcend traditional boundaries to learning.
Teachers of adult learners in Intensive English programs, Teacher educators, Developers of materials or curriculum
NON-COMMERCIAL DEMONSTRATION (45 MIN)

21-206
Building Literacy with Hopes & Dreams, History-Based Readers
ANDY BURROWS / Pro Lingua Associates
Teachers will experience the story of two Chinese brothers who come to America for gold, build a railroad, open a Chinatown laundry, rebuild after the San Francisco earthquake. Discussion on using the books.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in Refugee/Immigrant programs, K-12 teachers
COMMERCIAL / EXHIBITOR INTERACTIVE WORKSHOP (45 MIN)

22-103
Models by Design Principles: Practices in Academic Genres
IBTESAM HUSSEIN
American Language and Culture Program, ALCP
ADEYINKA KAYODE-POPOOLA
American Language and Culture Program, University of Idaho
The objectives of this session are to discuss, through the findings, the importance of model texts combined with the five design-based principles for improving international students’ writing.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum, Experienced teachers
COMMERCIAL PAPER/REPORT (45 MIN)

22-201
Grammar Explorer: Taking Grammar to Uncharted Territory
DAPHNE MACKEY
English Language Programs at the University of Washington
This interactive session shows how Grammar Explorer prepares students for academic success and communication through captivating National Geographic content and activities that highlight real world English.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, EFL contexts, Experienced teachers
COMMERCIAL / EXHIBITOR INTERACTIVE WORKSHOP (45 MIN)
14-103
Revisiting Peer Response in Second Language Writing
TIFFANY PALANIUK and ARIANA VAN BEURDEN
INTO Oregon State University
While peer response a main component of writing courses, it creates challenges for teachers and students alike. Attendees in this workshop will be led through activities to encourage successful peer response.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

14-104
Cultural Conversations and Language Practice through Film
KAREN JENNINGS and JANET MURAI / Intensive American Language Center Washington State University
Using film provides cultural windows and lively opportunities for practice in listening, speaking, and pronunciation. Participants will gain techniques to create interactive lessons and cultural conversations.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, EFL contexts
NON-COMMERCIAL DEMONSTRATION (45 MIN)

14-106
Think, Thank, Thunk.
Origins of the English Language
TERESA KNUDSEN
Mukogawa Fort Wright Institute
English grammar rules can seem inconsistent and cause difficulty for students and teachers alike. A brief history of the English language provides an accessible approach to understanding and practicing grammar.
K-12 teachers, Teacher educators, Developers of materials or curriculum
COMMERCIAL / EXHIBITOR INTERACTIVE WORKSHOP (45 MIN)

17-101
Working with Talented and Gifted English Language Learners
EWA CAMPBELL / Equal Access to Education
A demonstration of practical instructional strategies for supporting Talented and Gifted English Language Learners in the core content K-12 classroom.
K-12 teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)

17-102
Speaking of Success: The PechaKucha Presentation
BARBARA BENT and ANIKKE TRIER
Mukogawa Fort Wright Institute
PechaKucha, a fun and engaging presentation style will be introduced. Presenters will share rationale, examples and directions for how to create PechaKucha to enhance student performance, fluency, and success.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in Refugee/Immigrant programs, K-12 teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)

17-104
Successful Student Research Writing with Stance Markers
JESSALYN EPSTEIN / Portland State University
In academic writing, stance markers help establish a researcher's credibility. Learning to use stance markers well requires instruction and practice for all student researchers, both L1 and L2 English speakers.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum
NON-COMMERCIAL PAPER/REPORT (45 MIN)

17-201
Dealing with the Grammar in ESL Teacher Education
LAURA BLUMENTHAL / Douglas College, New Westminster, BC
An original method for exposing TESL students to the basics of ESL grammar (and proposed modifications) will be presented to participants. The floor will then be opened for suggestions, frustrations, and idea sharing.
Teacher educators
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

17-203
Reasons behind Cultural Differences: Read, Discuss, Write
DAVID KEHE
Whatcom Community College
PEGGY DUSTIN KEHE
The basis of this interactive session is the presenters’ textbook, Cultural Differences, which addresses reasons for differing cultural norms through readings, group discussions and writing activities.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, EFL contexts
COMMERCIAL / EXHIBITOR INTERACTIVE WORKSHOP (45 MIN)
Concurrent Sessions K continued at top of next page
19-204
Websites for Low-Level Language Learners
CHRISTOPHER BENUM
Highline College
Websites and YouTube clips useful for beginning and intermediate ESL learners and tips on how to integrate them into teaching and learning.
Teachers of adult learners in Refugee/Immigrant programs, K-12 teachers, New/Trainee teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)

19-205
Delayed Corrective Feedback for Speaking - Research Results
JAMES HUNTER
Gonzaga University
A challenge in language teaching is determining what learners know. The presenter will share research on the effectiveness of delayed feedback, in which learners' oral errors are systematically collected and analyzed.
Teachers of adult learners in English for Academic Purposes (EAP) programs, Teacher educators, Experienced teachers
NON-COMMERCIAL PAPER/REPORT (45 MIN)

19-206
Three Techniques to Help Students Transcend Their Thinking
EVA COMBS
University of Language and International Studies, Vietnam National University
In this session, participants will practice three quick and adaptable activities for getting students to think outside the box: connecting different objects, playing with the past, and “you be the teacher!”
 Teachers of adult learners in Intensive English programs, EFL contexts, K-12 teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

21-201
Organize and Access English Sounds Using Picture Cues
PHYLLIS HERZOG / PhonicsQ
Learn the rationale for using a picture as a cueing device, phonics rules and patterns as represented by pictures and techniques for using PhonicsQ or other picture cueing systems.
Teachers of adult learners in Refugee/Immigrant programs, K-12 teachers, New/Trainee teachers, Experienced teachers
COMMERCIAL / EXHIBITOR DEMONSTRATION (45 MIN)

21-206
Arabic Grammar for ESL Teachers: Tenses & Clauses
LAVONA REEVES, HAMZA ALJUNAIDALSAYED
 and OMNIA ALOFI / Eastern Washington University
Participants will learn basic Arabic grammar features (clauses and perfect tenses) & will apply this to actual essays. Teaching strategies and exercises are provided.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, K-12 teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

22-103
A Survey of Vocabulary Teaching Methodologies in an IEP
CHAK-LAM COLUM YIP / University of Washington
SARAH FINLEY / Shoreline Community College and Edmonds Community College
This paper argues that reading strategies should be distinguished from vocabulary learning strategies, and that more vocabulary instruction is necessary.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, K-12 teachers, Teacher educators, Program administrators, Developers of materials or curriculum
NON-COMMERCIAL PAPER/REPORT (45 MIN)

22-201
Cultivating Proficient Academic Writers
JEANNE LAMBERT
The New School
Academic writing ranks among the most challenging courses in the ESL curriculum. Writing teachers learn fresh ideas for designing curricula that prepares students for success in mainstream university classes.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Experienced teachers
COMMERCIAL / EXHIBITOR DEMONSTRATION (45 MIN)
Using Color Creatively: Teaching Pronunciation and Listening
JANE AVERILL / American English Institute, U. of Oregon
CHRISTINE NILE / Chemeketa Community College
MELINDA SAYAVEDRA / Oregon State University
Unsure of teaching pronunciation? Participate in a non-threatening model to enhance pronunciation/listening instruction using tools such as the Color Vowel Chart. Expand your creative pronunciation repertoire!
Teachers of adult learners in Intensive English programs. Teachers of adult learners in English for Academic Purposes (EAP) programs. Teachers of adult learners in Refugee/Immigrant programs.
NON-COMMERCIAL / INTERACTIVE WORKSHOP (45 MIN)

Grounding an EAL Curriculum with Essential Questions
SCOTT DOUGLAS
University of British Columbia, Okanagan Campus
Exploring the benefits of essential questions, participants engage in the process of using essential questions with examples from the new second edition of Q: Skills for Success Reading and Writing 5.
Teachers of adult learners in Intensive English programs. Teachers of adult learners in English for Academic Purposes (EAP) programs. New/Trainee teachers.
COMMERCIAL / EXHIBITOR INTERACTIVE WORKSHOP (45 MIN)

Acknowledgments

Thank you to:

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  **BCTEAL**
  Ryan Drew
  Lawrence McAllistair
  Vesna RadivojVEC
  Eilidh Singh
Abstract:
In today’s high-tech, test-driven world, ESL teachers are faced with many pedagogical challenges. We will examine five of the most common: ensuring student production of new language, providing ample oral feedback, making curricular connections, truly teaching critical thinking, and fostering creativity. Some easy-to-apply solutions to these challenges will be suggested.

Bio:
Carol Numrich is Senior Lecturer at Columbia University’s American Language Program, where she teaches intermediate and advanced levels of ESL. As Associate Director for Faculty Search, Development and Review, she also coaches teachers and designs seminars for faculty development. Numrich’s research interests include: authentic listening, teacher education, and critical thinking. She has trained teachers from elementary to college levels in the U.S., Europe and Asia, and has given numerous presentations on the importance of teaching critical thinking in ESL instruction. She has chaired and helped organize several committees for TESOL as well as co-edited a column from the TESOL Journal. Numrich is the author of Face the Issues, Consider the Issues, Raise the Issues, and Tuning In. She is the co-editor for the Pearson series, NorthStar, now in its fourth edition. Numrich holds a B.A. from SUNY Buffalo, and an M.A. and Ed.D. from Teachers College, Columbia University.
### Concurrent Sessions L

**2:30 PM - 3:15 PM**

#### 14-103
**Discussion: Teaching Students with Disabilities**  
BRANDI HAIR / North Seattle College  
Join us for a discussion about the challenges and successes you’ve experienced working with students with disabilities. Raise questions, offer advice, and learn what students with disabilities have to say.  
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teacher educators, New/Trainee teachers, Experienced teachers  
NON-COMMERCIAL  
D I S C U S S I O N  S E S S I O N  (45 MIN)

#### 14-104
**Engaging Listening Classes with Graduation Speeches**  
KATHLEEN SCHIRR A MOON / Oregon State University  
Commencement addresses provide a rich source of accessible formal speech. This workshop will demonstrate activities based on inspiring and humorous graduation speeches for academic listening/speaking classes.  
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs  
NON-COMMERCIAL  
I N T E R A C T I V E  W O R K S H O P  (45 MIN)

#### 14-106
**Building a Better Future Between NNESTs and their Allies**  
NIZAR SULAI VANY / Renton Technical College  
SARA RYAN / University of Washington  
In our current paper we are aiming at building a better future through bridging the gap between NNESTs and their allies in the TESOL field.  
Teacher educators, Program administrators, Experienced teachers  
NON-COMMERCIAL  
P A P E R / R E P O R T  (45 MIN)

#### 17-102
**A TESOL Program in Japan Designed for International Students**  
AI O H M ORI / Rikkyo University  
After presenting an innovative Japanese Master's program, participants will explore effective features that make such programs more cross-culturally effective and accessible to students internationally.  
EFL contexts, Teacher educators, Program administrators  
NON-COMMERCIAL  
D I S C U S S I O N  S E S S I O N  (45 MIN)

#### 17-104
**Analysis of Arabic and English Articles: Issue in L2 Writing**  
ADEYINKA KAYODE-POPOOLA and IBTESAM HUSSEIN / University of Idaho, American Language & Culture Program  
The presenters will address: (1) the lexicographic syntactic structures of the article system in English and Arabic, (2) examples of the article errors made by Arabic learners and the sources of these errors.  
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum, New/Trainee teachers, Experienced teachers  
NON-COMMERCIAL  
I N T E R A C T I V E  W O R K S H O P  (45 MIN)

#### 17-201
**Identifying Humor in Academic Textbooks**  
MELODY GEDDERT / Kwantlen Polytechnic University  
A presentation on a study done on first year students from different linguistic groups to determine their ability to identify engaging language in academic textbooks.  
Teachers of adult learners in Intensive English programs, EFL contexts, Developers of materials or curriculum, New/Trainee teachers, Experienced teachers  
NON-COMMERCIAL  
P A P E R / R E P O R T  (45 MIN)

#### 17-203
**Classroom Activities to Facilitate Self- and Peer-editing**  
COLLEEN SHIELDS / Lane Community College  
Tired of grading endless drafts? Here are some techniques and activities to encourage your students to independently find and correct mistakes in their own writing and that of their classmates.  
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs  
NON-COMMERCIAL  
I N T E R A C T I V E  W O R K S H O P  (45 MIN)

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Concurrent Sessions L continued at top of next page  
37
### 17-204
**Painless Presentations for Novices: Use Low-Tech Visual Aids**  
**ANDREW GEBHART**  
Spokane Community College, Extended Learning  
ESL students who have never used PowerPoint can create interesting, engaging presentations using MS Word, Google Images, an ELMO camera and a projector. Watch selected video-clips and see how they do it!  
Teachers of adult learners in Refugee/Immigrant programs, New/Trainee teachers, Experienced teachers  
NON-COMMERCIAL DEMONSTRATION (45 MIN)

### 17-205
**Learning About Our Learners by Reading About Their Lives**  
**KATHERINE LOBO**  
Brandeis University & Belmont Public Schools, Massachusetts  
Novels and non-fiction can offer a window into the lives of English Language Learners so educators can better reinforce and affirm the varied cultural identities found in our classrooms and across the world.  
Teachers of adult learners in Intensive English programs, Teachers of adult learners in Refugee/Immigrant programs, K-12 teachers  
NON-COMMERCIAL DEMONSTRATION (45 MIN)

### 17-206
**Proactive Mentoring: Shifting Roles, Many Hats**  
**LAURA HOLLAND**  
University of Oregon  
Faculty mentors provide a support system that benefits all members of a unit. In this interactive workshop participants will develop plans for mentoring programs suitable to their specific teaching contexts.  
Teacher educators, Program administrators, Experienced teachers  
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

### 19-101
**Effects of Written Scaffolds on L2 Listening Comprehension**  
**REIMA AROBAKER**  
American Language & Culture Program/ University of Idaho  
This presentation reports research findings that identified the most effective written scaffold (keywords, captions, transcripts) in improving learners’ listening comprehension in different proficiency levels.  
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, EFL contexts  
NON-COMMERCIAL PAPER/REPORT (45 MIN)

### 19-102
**Student-Teacher Conferencing: Addressing ESL Students’ Needs**  
**CAROLINE PAYANT and NOUF ALQAHTANI**  
University of Idaho  
This study examined L2 writing teachers and students’ practices and beliefs toward student-teacher conferencing. The presenters will share findings and offer training strategies for effective conferencing.  
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teacher educators  
NON-COMMERCIAL PAPER/REPORT (45 MIN)

### 19-104
**Simultaneous Oral-Written Feedback as Students’ Preference**  
**JIM HU**  
Thompson Rivers University  
This paper presents student preferences for teacher feedback strategies regarding written language problems. Research data from university students revealed simultaneous oral-written feedback as most preferred.  
Teachers of adult learners in English for Academic Purposes (EAP) programs, New/Trainee teachers, Experienced teachers  
NON-COMMERCIAL PAPER/REPORT (45 MIN)

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**SATURDAY**

2:30PM - 3:15PM

**Concurrent Sessions L continued**

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**19-102**

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Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teacher educators  
NON-COMMERCIAL PAPER/REPORT (45 MIN)

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Teachers of adult learners in English for Academic Purposes (EAP) programs, New/Trainee teachers, Experienced teachers  
NON-COMMERCIAL PAPER/REPORT (45 MIN)
**Concurrent Sessions L continued**

**19-204**

How Do You Do That? Teaching Critical Academic Tasks

JANET CASTILLEJA / Heritage University

“This workshop will demonstrate activities that can help ESL, Generation 1.5 and developmental college students from varying backgrounds improve performance of critical academic tasks.

Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum

NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

**19-205**

ESOL Strategies in Content Classroom Teaching

CATHERINE KIM / Pacific University

This presentation discusses and shows examples of effective language scaffolding and sheltered instruction strategies demonstrated by ESOL-trained content subject teachers. K-12 teachers, Teacher educators, New/Trainee teachers

NON-COMMERCIAL PAPER/REPORT (45 MIN)

**19-206**

Harnessing the Power of Videos for Online Class Discussion

EMESHEA PETTY / A.C.E. Language Institute

Learn to create an online lesson using the free TED Ed website (ed.ted.com) by selecting a relevant video, creating level appropriate comprehension questions, and reviewing class discussions online.

Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs

NON-COMMERCIAL PAPER/REPORT (45 MIN)

**21-103**

Teaching Cultural Identity: Stuart McLean's Vinyl Cafe

SUSANNA FAWKES / Thompson Rivers University

Based on the presenter's experience teaching advanced ESL reading and writing classes, the session introduces practical tips on using McLean's work for developing language skills and exploring cultural identity.

Teachers of adult learners in English for Academic Purposes (EAP) programs, New/Trainee teachers, Experienced teachers

NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

**21-201**

"Huh?" The Pronunciation Diary

LAWRENCE MCCALLISTER / Simon Fraser University

The Pronunciation Diary is a tool that allows students to reflect on the "huhs" of failed communication and turn them into opportunities for learning. Actual student entries will be shared and examined.

Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum, New/Trainee teachers, Experienced teachers

COMMERCIAL DEMONSTRATION (45 MIN)

**21-201**

Student Response to Instructor Feedback on Writing

MARTI SEVIER / Simon Fraser University

Instructors can spend hours marking their students' writing, often to little apparent effect. The presenter will summarize a study on this topic and suggest ways of improving feedback.

Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs

COMMERCIAL EXHIBITOR INTERACTIVE WORKSHOP (45 MIN)
Teaching Inference Skills in the ESL Classroom
RACHEL PETERSON and LIBBIE STELLAS
City University of Seattle
Join us in learning ways we have developed to help our students broaden the inference skills necessary for undergraduate and graduate level studies and improved performance on standard tests.
Teachers of adult learners in English for Academic Purposes (EAP) programs
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

Explaining Cultural Practices through Negotiation
MARTHA RAAB and ADAM GEHR
Columbia School of English
Students often have questions about a new culture which have no simple answer. Presenters will introduce the use of discourse to arrive at a greater understanding of both students' host and home cultures.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs
NON-COMMERCIAL DISCUSSION SESSION (45 MIN)

Blended Learning in Workplace Settings: What is Appropriate and Why?
DAVID KERTZNER / ProActive English
Workplace English courses often incorporate e-learning tools. What makes such tools appropriate? Attendees address that question by reviewing a learning tool used in workplace settings - and share their experience.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum
COMMERCIAL / EXHIBITOR INTERACTIVE WORKSHOP (45 MIN)

Legitimation & Marginalization in Intensive English Programs
NEIL HEYEN / Eastern Washington University
This paper will describe doctoral research examining legitimation and marginalization in the discourse and contexts of intensive English program faculty and administrators.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Other
NON-COMMERCIAL PAPER/REPORT (45 MIN)

A New Listing of ELT Master's — Making your Search Easier
EMMA HATFIELD
Corpus Academics
This workshop will walk you through the ELT Master's Listings, a free online searchable list of ELT-related Master's. See how you can narrow down your search for a Master's program that fits your needs.
Program administrators, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL PAPER/REPORT (45 MIN)

Special Summer Programs: Interweaving Local Perspectives
MELANIE JIPPING
Tokyo International University of America
Programs can foster immersive language learning during vacation times by providing students with special programs utilizing project-based, expiriential learning. Discover ideas to develop summer programs.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs
NON-COMMERCIAL DEMONSTRATION (45 MIN)

Queering your Classroom: First Steps and Lessons Learned
JEN SACKLIN
Portland English Language Academy
Have you wanted to queer your heteronormative ESL classes but haven't known where to begin? This session will give participants ideas and materials for including LGBTQ themes while creating a safe(r) classroom.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

ESP Best Practices for Dynamic IEP Electives
SHERIE HENDERSON
University of Oregon
IEPs often offer electives in topics of interest to students. This session demonstrates how ESP best practices generate dynamic and interactive IEP electives.
Teachers of adult learners in Intensive English programs, Developers of materials or curriculum
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)
17-205
"What is an Atheist?"
Discussing Religion in the Classroom
ALYSON HORAN / Columbia School of English
Discussing religion in an ESL classroom can be a tense issue. This discussion will look at different religions seen in the ESL classroom and talk about different ways to approach religion with students.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL DISCUSSION SESSION (45 MIN)

17-206
Overcoming the Challenges of a Multi-Level Classroom.
AMIE DUSSURGET-QUESNELL and MOHAMED EL-HESS
Washington State University
The presenters will discuss effective methods to transcend the traditional boundaries of multi level classes. Session participants will be invited to evaluate methods based on varying course objectives.
Teachers of adult learners in Intensive English programs, EFL contexts, Teacher educators
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

19-201
Reading Skills and Strategies: Keys to Student Success
PAM HARTMANN
ESL Author and Consultant
Strategic reading and critical thinking skills are gifts we give our students to succeed in college and work. Come learn strategies we should prioritize and how corpus linguistics research informs teaching.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, K-12 teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)

19-202
A Transcending Paradigm of Teaching Grammar in ESL Writing
SHIAO-WEI CHU, YINKA POPOOLA and IBTESAM HUSSEIN
American Language & Culture Program, University of Idaho
This presentation focuses on task-based grammar instruction that makes grammar more relevant to students. Participants will leave with practical examples to ignite students’ interest.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Developers of materials or curriculum
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

19-203
Multicultural Education with International Students
LOVEITA MORRISON and ERIN MALONEY
English Language and Culture
Discussing strategies for promoting diversity awareness, increasing social consciousness and cultural sensitivity through the teaching of culturally diverse students beyond the traditional K-12 setting.
Teachers of adult learners in Intensive English programs
NON-COMMERCIAL DISCUSSION SESSION (45 MIN)

19-204
Art as a "Language" to Teach Academic Writing
ELENA SMITH / WSU
This demonstration will share the results of experiments with art forms in academic writing classes and will provide hands-on activities involving art forms that prove to be effective in ESL/EFL classes.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, New/Trainee teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)
19-205
Sustainability Topics in ESL: Why and How
REBECCA TESDELL / Seattle Central College
In this interactive session, the presenter shares teaching materials she has developed in order to demonstrate why and how sustainability topics can be used as the context for teaching language skills.
Teachers of adult learners in Refugee/Immigrant programs, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)

19-206
Dialoguing: Fostering Communication in Written Feedback
CHARLES DOLD / University of Oregon, AEI
While feedback is well-established composition practice, its influence on student revision often yields uneven results. This presentation describes ways to improve the feedback-response loop in L2 writing.
Teachers of adult learners in English for Academic Purposes (EAP) programs, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

21-105
Cross Boundaries with Service Learning
HEIDI A. BECK / Seattle University
Service Learning takes students out of the classroom and into the community. Crossing this boundary can show students how to improve both their language skills and their world.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

21-201
English in 100 Hours
ROSAMARIA GRAZIANI / Latino Education & Training Institute
This program was specifically designed for first generation immigrants and refugees so they can be self reliant and employable in an English speaking environment in less than six months.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in Refugee/Immigrant programs, K-12 teachers
NON-COMMERCIAL PAPER/REPORT (45 MIN)

21-206
Life Skills: What they are and How to Teach them
NICOLE GRAHAM / English Central
In this session, we look at what Life (or "soft" or "21st Century") Skills are and how they can be tied to language work to help our students get ready for the world that awaits them.
Teachers of adult learners in Intensive English programs
COMMERCIAL / EXHIBITOR INTERACTIVE WORKSHOP (45 MIN)

22-103
Transitions: Philosophy, Semantics, and Frequency
JOHN BUSCH / University of Oregon
A useful yet limited inventory of frequently occurring transitional expressions is derived from a philosophical approach to argumentation and a semantic approach to the basic concepts that link ideas together.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs
NON-COMMERCIAL PAPER/REPORT (45 MIN)

22-201
The Impact of Syllable Structure on Pronunciation
LAWRENCE MCALLISTER / Simon Fraser University
This session demonstrates how the incompatible syllable structures of a learner’s L1 and English represent the main pronunciation challenge faced by learners from South-East Asia.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs, Teachers of adult learners in Refugee/Immigrant programs, New/Trainee teachers, Experienced teachers
NON-COMMERCIAL DEMONSTRATION (45 MIN)

Building 2
Meditation in the ESL Classroom
JENNIFER BARBER / Grays Harbor College
Learning a language is exhausting. Immigrants also experience other stressful situations outside the classroom. Meditation has been proven to reduce stress. Participants will experience meditation and prepare to use it in their own classrooms.
Teachers of adult learners in Refugee/Immigrant programs, Other
NON-COMMERCIAL INTERACTIVE WORKSHOP (45 MIN)

Building 7
Fostering Better Discussions in Academic Settings
RUSSELL FAUSS
Tokyo International University of America
This presentation will explore various classroom techniques and skills for students in order to facilitate successful academic discussions among native and non-native speakers. Audience input is encouraged.
Teachers of adult learners in Intensive English programs, Teachers of adult learners in English for Academic Purposes (EAP) programs
NON-COMMERCIAL PAPER/REPORT (45 MIN)
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— Nelida Sherman, ESL teacher, Smithtown Central CS ABE/ESL, Smithtown, NY

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— Maria Lopez

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Building 8
Highline Student Union
• Plenary Speakers
• Publishers’ Exhibits
• WAESOL Business Meeting & Awards
• Poster Exhibits
• Lunch, Coffee Breaks, and Publishers’ Reception

Buildings 2, 7, 14, 17, 19, 21, 22, 30 (computer lab)
Sessions

Bus Stops, Bike Racks, Public Phones, Emergency Phones, Smoking Areas
TTY/VP, Disabled Parking, No Wheelchair Access, Elevators, Info Kiosks

(legend for symbols)