Thanks to the following for their contributions:

College of Liberal Arts and Sciences
Department of Linguistics
English as a Second Language Programs
(sponsors of morning break refreshments)
and its faculty and student volunteers
Session Proposal Readers

A special thanks to Cambridge University Press for sponsoring Dr. Randi Reppen at this year’s MIDTESOL conference! Attend their session on Saturday at 9:45 am in the North Room and visit their exhibitor booth in the Second Floor Ballroom of the Iowa Memorial Union.
Welcome to the 2015 MIDTESOL Conference
The University of Iowa
Iowa City, Iowa

Conference Committee:
Maureen Burke
Melissa Meisterheim
Jean Frazer
Michele Gerot
Amy Hall
Jeff Knowling

www.MIDTESOL.org
The MIDTESOL website provides information about our organization including:

- Contact information for the executive board members
- Conference information
- Travel and award information
- How to become a member
- Employment listings
Welcome to Iowa City! We’re happy to welcome you to Iowa for this year’s MIDTESOL conference! If you have any questions about the conference, the campus or the Iowa City area, please find one of the planning committee volunteers. We’ll do our best to help you. Enjoy the conference!

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Schedule Overview

Friday, October 23

9:00 a.m.—12:00 p.m. MIDTESOL Executive Board Meeting North Room, IMU
12:00 p.m.—1:00 p.m. MIDTESOL Board Luncheon North Room, IMU
1:00 p.m.—6:30 p.m. Registration Open Hubbard Commons, IMU
2:00 p.m.—4:30 p.m. Workshops See pages 7-9
4:45 p.m.—6:30 p.m. Welcome Second Floor Ballroom, IMU
   Business Meeting
   Presentation of Awards
   Opening Plenary Session

6:30 p.m.—8:00 p.m. Reception Second Floor Ballroom, IMU

Saturday, October 24

7:30 a.m.—12:00 p.m. Registration Open Hubbard Commons, IMU
8:00 a.m.—9:25 a.m. Concurrent Sessions
9:25 a.m.—9:40 a.m. Break w/refreshments Second Floor Ballroom, IMU
9:45 a.m.—11:35 a.m. Concurrent Sessions
11:35 a.m.—1:00 p.m. Lunch Second Floor Ballroom, IMU
   (pick up your lunch and take to the Interest Section meeting)

Interest Section Meetings
IEP Minnesota Room, #347
Education Technology Michigan Room, #351
Higher Education/Teacher Training Purdue Room, #341
K-12 River Room 1, #105
Community College/Adult Education Miller Room, #259

1:00 p.m.—2:25 p.m. Concurrent Sessions
2:25 p.m.—2:40 p.m. Break w/refreshments Second Floor Ballroom
2:40 p.m.—4:05 p.m. Concurrent Sessions
4:15 p.m. Closing Plenary Second Floor Ballroom, IMU
Parking near the Iowa Memorial Union (IMU) and downtown Iowa City

Parking is available in the IMU Ramp (IMUR on the map), located across the street to the east from the IMU. Rates vary but are in the range of $1.20 per hour. Iowa House guests may obtain a pass to park for free in the IMU Ramp or the North Campus Parking Ramp (NCP on the map).

Parking ramps are marked with a P on the map above.

Metered parking for short-term parking is available throughout the downtown area.
2015 MIDTESOL Conference
Plenary Sessions

Opening Plenary
Randi Reppen
Where have we been and where are we going?

Friday, October 23, 5:00 p.m.
Second Floor Ballroom, Iowa Memorial Union

Adhering to the conference theme of ‘The future is now: Building new traditions in TESOL’ this presentation will begin with a brief overview of how language teaching has changed over the years. Then we will examine some recent innovations in teaching, materials and technology. We’ll also look at how language research, especially corpus linguistic research and resources can be used to bring ‘real language’ into our language classes with a focus on grammar and vocabulary instruction. Examples and practical ideas will be presented.

Randi Reppen is Professor of Applied Linguistics and TESL at Northern Arizona University where she teaches in the MA TESL and Applied Linguistics Ph.D. programs. She has extensive ESL and teacher training experience, including 11 years directing NAU’s Intensive English program. Randi’s main interests are the use of corpus research to inform teaching and to develop better language teaching materials. Recent publications include Using Corpora in the Language Classroom, Grammar and Beyond, and the Cambridge Handbook of English Corpus Linguistics (co-edited with Doug Biber). In her spare time, Randi enjoys many outdoor activities, especially, biking, Nordic skiing and tennis.

Closing Plenary
Lia Plakans
Language Assessment Myths

Saturday, October 24, 4:15 p.m.
Second Floor Ballroom, Iowa Memorial Union

Teachers and students hold many beliefs about language assessment, some of which might be considered ‘myths’. Myths are beliefs that allow us to understand complex phenomena, but may not be upheld when we examine them carefully. This plenary will discuss three common myths about language tests, along with theory and research that should make us question them. One myth is that performance assessments are preferable because they are accurate and authentic. Another myth is that the four language modalities should always be tested separately. The last myth is that teachers should never be involved in preparing students for tests. While each of these myths has reasons to exist, language educators should recognize them as complex and in need of careful consideration. In presenting counter-evidence with each myth, implications for classroom practice will be explored.

Lia Plakans is an associate professor in Foreign Language/ESL Education at the University of Iowa. She teaches courses in language assessment, second language reading/writing, and second language learning. She coordinates the K-12 ESL Endorsement program in teacher education and is co-director of EL Bridge, a program to support mathematics, science and special education teachers in working with English Learners. She has been an English language educator in a variety of programs from community literacy, pre-K, to university ESL in Texas, Ohio, Iowa, and Latvia. Her research has been published in such journals as TESOL Quarterly, Journal of Second Language Writing, Language Testing, and Language Assessment Quarterly. Her second book with University of Michigan Press, Assessment Myths: Applying Second Language Research to Classroom Teaching, was released in 2015.
Invited Workshop Presenters
Friday, October 23, 2:00 p.m.—4:30 p.m.

Lia Plakans and Renka Ohta
*Modifying classroom tests in mathematics and science for English Learners*

Ohio State Room, Iowa Memorial Union

Subject-matter tests, such as mathematics and science, often contain complex linguistic structures, vocabulary, and U.S. cultural knowledge that K-12 English language learners are not familiar with. Thus, ELs’ test performances are confounded by these factors, causing their performances to be considerably lower than that of native English speakers in all grades and subject areas. This workshop will introduce various types of test accommodations and modifications for ELs, which are intended to make test items more accessible and minimize negative effects of the linguistic and cultural challenges. The workshop facilitators will review research from state-mandated assessments with implications for classroom-based tests. The workshop will provide opportunities to implement modifications on sample test questions, such as math word problems, followed by discussion regarding challenges in practice and approaches to target different language and age levels.

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Randi Reppen
*Ideas for the classroom: Using corpora for vocabulary and grammar instruction*

Lucas Dodge Room, Iowa Memorial Union

During the last several years, there has been an increased interest in using corpus research (research on large collections of natural language) to inform language teaching decisions, and in using corpora as a resource in the language classroom. This workshop provides numerous concrete examples of how information from corpora can be used to inform instruction and how corpora can serve as a resource for materials development and student activities. In addition to specific examples for teaching vocabulary and grammar, resources that are available along with general guidelines that can be used in a variety of different contexts will also be provided.
ESL Frontiers: Using Technology to Enhance Instruction for English Learners

S207 Pappajohn Business Building (PBB)

This workshop will discuss the components of a digital age learning environment and the use of classroom technology tools as they relate specifically to the instructional needs of English Learners. Explore the "flipped" frontier and discover how "flipping" with digital media supports the unique language needs of English Learners through differentiated, project-based learning. Learn how to create at-home viewing assignments paired with in-class activities that will foster language development and self-directed learning. An overview of free online resources and tools for creating your own direct-instruction screencasts will be introduced.

Participants will:
1. Understand the basic components of the flipped classroom instructional model.
2. Learn how to create screencast tutorials that promote language development.
3. Create differentiated student assignments using video.
4. Design a flipped classroom lesson that incorporates project-based learning activities.

Heather Parris is the Program Coordinator for Digital Age Teaching and Education (Model Schools) at Nassau Board of Cooperative Educational Services (BOCES) and has over 20 years of ESL teaching experience in K-12 and University settings. Heather Parris is an adjunct professor in the Molloy College Clinically-Rich Intensive Teacher Institute in Rockville Centre, NY.

Lisa Estrada is the Supervisor of ESL and World Languages at Hicksville Public Schools, Hicksville, NY and has over 25 years of ESL and Bilingual Education teaching experience in K–12 settings. Lisa Estrada is an adjunct professor in the Molloy College Clinically-Rich Intensive Teacher Institute in Rockville Centre, NY.

Lisa Estrada and Heather Parris are Co-founders of Estrada & Parris LLC, an educational consultant group located in Long Island, New York. They provide professional development on instructional strategies and classroom technology integration for K-12 educators. They have extensive knowledge of New York State mandates & federal regulations for the education of ELLs. Their blog www.esltechies.com is dedicated to providing free instructional resources to teachers of English Learners (ELs). @esltechies
Beyond ESL: Preparing ESL Students for Academic Writing

North Room, Iowa Memorial Union

This panel presentation and discussion will focus on the extent to which Academic ESL Writing courses prepare undergraduate ESL students (particularly from China) for academic courses once they leave ESL. We will consider preparedness beyond language and mechanics, and explore issues related to genre, style, and cultural assumptions in both reading and writing. Participants will then work on ways to incorporate ideas into their class materials, curriculum or student learning outcomes.

Tamar Bernfeld has been working with ESL students at the university level for 13 years. She received her MA in Applied Linguistics and TESOL certificate from the University of Pittsburgh. She has taught at the University of Pittsburgh, Duquesne University, and the University of Iowa. In addition to teaching ESL, she has taught English Composition and has worked as a Writing Center Consultant specializing in working with ESL writers. One of her primary professional interests is creating ESL writing courses, curricula, and materials that continue to emphasize language and mechanics while also encouraging critical writing and thinking, as well as engagement with authentic texts.

Universal Design for Learning and Assistive Technology for Dual Language Learners

Michigan Room, Iowa Memorial Union

This presentation will introduce universal design for learning and how assistive technology can help dual language learners to access the general education and college curriculum. The concepts of UDL and AT will be explained so that participants can understand the relationships between these ideas. Through demonstration of assistive technology, participants will learn how to use these powerful tools and discuss how to apply them in the classroom.

Patricia Bahr, MSE, ATP, RET is Director of the Iowa Center for Assistive Technology Education and Research (ICATER) in the College of Education at the University of Iowa. At ICATER, Patti provides assistive technology (AT) and Universal Design for Learning (UDL) training for pre-service and in-service teachers through college classes and professional development institutes. Patti also provides AT consultations for individuals of all ages with disabilities. Research collaboration is also underway.

Before coming to ICATER, Patti worked at Gillette Children’s Specialty Healthcare in St. Paul, Minnesota for 24 years as a rehabilitation engineer and supervisor of the Gillette Outreach Clinic. Patti’s work focused on computer access, electronic aids to daily living, powered mobility, and augmentative and alternative communication provided in unserved and underserved areas of a large rural state. Patti’s degrees in Biomedical Engineering and Biomechanics are from the University of Iowa. Patti serves as treasurer on the board of directors of the Rehabilitation Engineering and Assistive Technology Society of North America.
## Concurrent Sessions At-A-Glance - All sessions are in the Iowa Memorial Union, (IMU)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>8:00-8:25</td>
<td>Timed Readings for Building Oral Fluency and Assessing Comprehension</td>
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<td>Teach Abroad with the English Language Fellow Program</td>
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<td>Noticing in Language Learning: From Theory to Practice</td>
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<td>Sticks and Stones: Reflecting on Bullying in ELL Classrooms</td>
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<td>8:25-8:45</td>
<td>Lexical Choices of VERBS in Arab ESL Academic Writing</td>
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<td>Effective Error Engagement in Academic ESL Writing</td>
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<td>New Co-operative Traditions: TESOL, IEP, and Public School Collaborations</td>
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<td>Building Tools for Continuous Learning: How to Study Effectively</td>
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<td>8:40-9:00</td>
<td>Contextualizing Dyslexia: Recognizing and Responding to Dyslexic Learners</td>
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<td>Livening Listening Learning</td>
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<td>Future of Feedback: Better, Faster, Simpler Commenting through Tech</td>
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<td>9:05-9:25</td>
<td>Using the IPA as a Pronunciation Aid</td>
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<td>Designing and Implementing a Bridge Program: IE to M.Ed.</td>
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<td>Non-Cognitive Strategies for Academic Success</td>
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<td>One Book One IEP: Using a Novel to Integrate Skills</td>
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<td>9:25-9:40</td>
<td>Homework: A Necessary Evil?</td>
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<td>Bridging the Digital Divide in Intensive English Program Classrooms</td>
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<td>Supporting Graduate ESL Students with Peer Review Groups</td>
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<td>Adult ELL Program Design and Best Instructional Strategies</td>
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<td>9:40-9:55</td>
<td>Microsoft OneDrive for Writing Revisions</td>
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<td>What Do International Students Wish They Had Known?</td>
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<td>Surpassing L2 Plateaus: Teachers’ Role in Fostering Learners’ Autonomy</td>
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<td>Using Graphs and Maps for an IEP Class Project</td>
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<td>9:55-10:15</td>
<td>How to Lend a Hand Through Service Learning</td>
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<td>Developing Critically Reflective Teachers: Voices of Graduate TESL Students</td>
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<td>Computerizing the Placement Test for Remote Student Placement</td>
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<td>Messaging Beyond Borders: Utilizing Internet Slang for Efficient Note-taking</td>
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<td>10:10-10:25</td>
<td>Plagiarism in the Classroom of the Digital World</td>
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<td>Conducting Home Visits with ELLs</td>
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<td>A Transnational/ Sociocognitive Negotiation: Reading Circles with ESL Writers</td>
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<td>Meeting the Needs of Graduate Students through Poster Sessions</td>
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<td>10:25-10:40</td>
<td>ESL Tutor Training Dos and Don’ts</td>
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<td>Convincing the Skeptical - Peer Revision Techniques for L2</td>
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<td>Needs Assessment: Building Bridges from IEPs to University Courses</td>
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<td>Exploring Faculty-driven Professional Development: Building Faculty Expertise</td>
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<td>10:40-10:55</td>
<td>Some Alternatives to Essays for Assessing Written Production</td>
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<td>Teaching Formulaic Language</td>
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<td>Setting the Parameters: Definitions and Data of IEP Success</td>
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<td>Pronunciation Training To Go: Mobile Assisted Pronunciation Training</td>
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<td>10:55-11:10</td>
<td>Deepening Grammar Study through a Grammar Portfolio</td>
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<td>Thou Shalt Not Kill ... Your Adult Students’ Motivation</td>
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<td>Cultivating Proficient Academic Writers</td>
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<td>Multiple Intelligences in the ESL Classroom: Diversifying Curriculum, Instruction, &amp; Assessment</td>
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<td>11:10-11:25</td>
<td>More From Less: Resources in Activity Development</td>
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<td>Guiding Students to a Basic Research Paper</td>
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<td>Academic Keys for a Successful EAP-Gen Ed Program</td>
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9:25—9:40 Break—Second Floor Ballroom, Iowa Memorial Union
11:35—1:00 Lunch—Second Floor Ballroom, Iowa Memorial Union; Interest Section Meetings—see schedule overview
<table>
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<tr>
<th>Time</th>
<th>Illinois #348</th>
<th>Indiana #346</th>
<th>Iowa Theatre #166</th>
<th>Lucas Dodge #256</th>
<th>Michigan #351</th>
<th>Minnesota #347</th>
<th>Nebraska #335</th>
<th>Northwestern #345</th>
<th>Ohio State #343</th>
<th>Penn State #347</th>
<th>North #181</th>
<th>South (1st floor)</th>
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<tbody>
<tr>
<td>1:00-1:25</td>
<td>Using Technology for Collaboration</td>
<td>The Correlation between Self-Efficacy, Perfectionism, and Classroom Anxiety</td>
<td>Utilizing the Principles of Gamification for Student Vocabulary Growth</td>
<td>Serial Podcast: Content-Based Teaching in ESL Classrooms</td>
<td>A TESOL Program in Japan Designed for International Students</td>
<td>Interdepartmental Communication: The Key to Ensuring International Student Preparedness</td>
<td>New Alternatives to In-Service Reflective Teaching Practices</td>
<td>Journals in ESL Writing Classes</td>
<td>Utilizing Eavesdropping Journals for the Acquisition of Idiomatic Expressions</td>
<td>Re-Imagining ESL Projects Using Individualized Programming and Positive Psychology</td>
<td>Ten or More Ways to Group or Pair Students</td>
<td>Prepare for the Future: Student-Centered Tutoring in Academic Writing</td>
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<td>2:40-3:30</td>
<td>Taking Advanced Grammar Classes into the Future</td>
<td>ESL to TESL: Transitioning from Teacher to Teacher Educator</td>
<td>Teaching Language Minority Students in the University Classroom</td>
<td>Student Presentations with an Augmented Reality App</td>
<td>War, Resiliency, and EFL: Training Displaced Teachers in Ukraine</td>
<td>Strategies for Increasing Student Interaction in the Classroom</td>
<td>Literature Circles in the ESL/EFL Classroom</td>
<td>&quot;Why's It Like That?&quot; - An IEP History of English</td>
<td>Rediscovering the Ancient: Using PowerPoint for Everything BUT Presentations!</td>
<td>Effective Peer Feedback for ESL Students in the Writing Classroom</td>
<td>Writing in the Academic Tradition</td>
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<td>3:40-4:05</td>
<td>An Integrated Approach for Teaching Absolute Beginners</td>
<td>Listen to Learn: Using &quot;How-to&quot; Videos in ESL Classrooms</td>
<td>Photocopiable Materials You Can Download and Use Tomorrow</td>
<td>Building Community Cohesiveness in IEPs - Resources and Tools</td>
<td>Pragmatics Development During Telecollaborative Dialoguing between Vietnamese &amp; American Students</td>
<td>The Lexical Aspect's Influence on the Progressive Aspect's Acquisition</td>
<td>Professional Development 2.0</td>
<td>Collaborative Contracts: Avoiding Plagiarism Through Autonomous Learning</td>
<td>Utilizing Authentic Video to Prepare for General Education Courses</td>
<td>Authentic Listening: Resources and Activities for Listening Logs</td>
<td>Build New Habits in More Advanced Academic Reading</td>
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2:25-2:40 Break—Second Floor Ballroom, Iowa Memorial Union
4:15 Closing Plenary Session, Dr. Lia Plakans, Second Floor Ballroom, Iowa Memorial Union
Lexical Choices of VERBS in Arab ESL

Academic Writing

Indiana Room #346

Mohammed Al-Rubaye - Missouri State University

Academic writing for ESL students involves various linguistic and rhetorical challenges. Limited lexical repertoire is one of these problems. This study examined the lexical choices of verbs found in essays written by advanced ESL Arab students. Findings revealed that students paid more attention to the verb’s grammatical aspects than to its lexical aspects. They overused certain verbs that do not mirror the academic genre, which in turn resulted in syntactic and rhetorical problems. Teachers and students need to consider the various components that verbs contain. Presentation attendees will gain knowledge and techniques for verb instructions applicable to all ESL programs.

Audience: General Audience, Intensive English, Adult Education, Bilingual Education

Timed Readings for Building Oral Fluency and Assessing Comprehension

Illinois Room #348

Jessica K. Anderson - University of Nebraska at Omaha

There is a preponderance of research showing a correlation between reading rate and comprehension. Many educators use timed readings as a quick way to assess word recognition (decoding), reading fluency, and comprehension. However, in addition to assessing oral fluency, practicing timed readings also develops oral fluency. This activity should be thought of as training for eye and mouth muscles. It can be used weekly to increase automaticity. We will discuss the rationale for using timed readings for practice, and how to implement different methods as a classroom activity.

Audience: Intensive English, K-12, Higher Education, Adult Education, Bilingual Education

Using the IPA as a Pronunciation Aid

Lucas Dodge Room #256

Sara Daniels - University of Iowa

Many students face difficulties when trying to improve their English pronunciation. One method that can be used to help students with their pronunciation is to teach them the International Phonetic Alphabet (IPA). This presentation will provide ESL teachers with ideas on how to implement the IPA into their lessons, and will showcase various activities that can be used in an ESL Oral Skills, Pronunciation, or Communication Skills classroom. Activities include listening and distinguishing between minimal pairs, self-recording and reflection, and analyzing both individual words as well as similar-sounding words in a sentence.


Plagiarism in the Classroom of the Digital World

Northwestern Room #345

Dararat Khampusaen - Khon Kaen University

This paper aims to discuss the findings on collaboration and plagiarism in the classroom. The author employed blogging, social media, Google Drive as tools in studying on reasons and causes of plagiarism and effectiveness of the teaching methods in avoiding plagiarism in academic writing. 44 undergraduate students participated in a one-semester-project in which they undertook writing lessons and wrote in a digital format. The results were derived from Pre and Post tests, research artifact (essays), and writing exercises. The author will discuss on findings (types, patterns and factors on plagiarism) and how to assist students in using digital texts as sources for writing wisely.

Audience: Higher Education, Technology/CALL
Microsoft OneDrive for Writing Revisions
Minnesota Room #347
Sarah Lowen - University of Iowa

Online document sharing programs provide an interesting venue for examining student writing. This session will provide an overview of a way to use Microsoft OneDrive to monitor student written work and progress throughout a semester by using shared documents that the instructor and student may both edit.

Audience: Higher Education, Technology/CALL, Materials Development

How to Lend a Hand Through Service Learning
Nebraska Room #335
Stephanie Lynam - University of Nebraska at Omaha

Service learning provides an opportunity for students to practice English, develop teamwork and critical thinking skills outside the classroom, and experience volunteerism. It has a profoundly positive impact on students. How can ESL educators incorporate service learning into their classes? This presentation is designed to assist them by explaining how to locate community partners, accomplish service and conduct reflection activities. Models to be discussed include a relationship between IEP international students and high school students joining together to volunteer, converse, give culture presentations and work on hunger solutions, including urban gardening. A “starter kit” will be provided.

Audience: General Audience, Intensive English, K-12, Higher Education, Adult Education, Bilingual Education

Some Alternatives to Essays for Assessing Written Production
Penn State Room #337
Marc Manganello - University of Iowa

Automated writing evaluation is already addressing some of the known limitations of the essay assessment format such as inter-rater reliability and the amount of time essays require to score. However, ESL teachers who do not have access to this technology could benefit from non-essay tasks that can still be used to assess written fluency. This presentation will briefly discuss the advantages of emphasizing language production in assessment, review the known drawbacks of essay assessments, and then provide some examples of written production tasks that are easier to score while allowing for greater focus on target grammatical structures.

Audience: General Audience, Intensive English, Materials Development

Deepening Grammar Study through a Grammar Portfolio
North Room (1st floor)
Jason Mercer - LCI Kansas City
Robyn Conners – Washburn Tech

This demonstration provides a revamped approach to utilizing portfolios to assess grammar knowledge and use since students often struggle with understanding how to use grammar effectively, especially in their academic writing. The presenter begins with a topic overview, demonstrates two sample exercises and provides useful teaching.

Audience: General Audience, Intensive English, Higher Education, Adult Education

13
Homework: A Necessary Evil?
Michigan Room #349
Kaycee Rogers - School District of the Menomonie Area
This session is based on an action research study of the effects of homework on the academic achievement of ELLs in middle school. Despite many obstacles to homework completion, there are ways to improve their outcomes. We’ll explore the good, bad, and ugly regarding homework and ELLs.

Audience: K-12

Thou Shalt Not Kill … Your Adult Students’ Motivation
North Room (1st floor)
Gisella M. Aitken-Shadle - Northeast Iowa Community College
Drawing on research in the field of student motivation, this workshop will illustrate how student goals, student values, and student expectancy impact student motivation in adult education. The workshop also includes a hands-on period in which ideas for adapting adult education class activities to improve motivation will be shared.

Audience: General Audience, Intensive English, K-12, Higher Education, Adult Education

ESL Tutor Training Dos and Don’ts
Ohio State Room #343
Wing Yan Wong - ELP, Kansas State University
Effective ESL tutoring can foster academic success in a college. Therefore, ESL tutor training is significant. The presenter provides a list of dos and don’ts of ESL tutor training covering the format and length of training, tutoring techniques, and meeting the needs of tutors and tutees.

Audience: General Audience, Intensive English, Higher Education

Effective Error Engagement in Academic ESL Writing
Indiana Room #346
Crystal Bock Thiessen - University of Nebraska-Lincoln
Do you spend a lot of time editing papers only to see limited improvement in your students’ writing and editing skills? This session will introduce approaches to get your high intermediate and advanced ESL writers thinking about and noticing their own error patterns, which will help to not only boost their proof-reading and editing skills, but their confidence in their overall writing ability as well.

Audience: Intensive English
Bridging the Digital Divide in Intensive English Program Classrooms

Michigan Room #351

Ann Bouma - University of Nebraska-Lincoln
Suzy Prenger - University of Nebraska-Lincoln

Do you remember chalk? If so, this workshop is for you. Two old school ESL teachers crossed the digital border and flipped their classrooms, embracing iPads, cell phones and creative use of technology in the classroom. This workshop will highlight their journey into the world of wikis, glogsters, popplets, and toondoos; and their use for language development and assessment in writing and speaking. Participants leave with tips for success and creative tools to pack in their bags as they embark on their own trip into the world of authentic assessment, student enthusiasm and unlimited opportunity for faculty collaboration through technology.

Audience: General Audience

What Do International Students Wish They Had Known?

Minnesota Room #347

Deborah Garza - Kansas City Kansas Community College

Over 886,000 international students studied at our colleges and universities in 2013/2014, an all-time high. We need these students and are actively recruiting them. Don’t we owe it to them to make their experience a good one? In this study, over 200 international students from Kansas City and surrounding areas identified topics they wanted covered in an online pre-arrival orientation.

Audience: Higher Education, Technology/CALL

More From Less: Resourcefulness in Activity Development

South Room (1st floor)

Kate Finegan - University of Toronto

Among language teachers, there seems to be a consensus that twenty-four hours is simply not long enough day. In this hands-on session, we will explore practical and effective ways to get the most out of published activities, looking beyond the written instructions in order to use any textbook task as a starting point for creating varied, engaging learning experiences with minimal effort. Following a presentation on evaluating and adapting activities, attendees will workshop tasks to address a variety of student learning outcomes. Feel free to bring your favorite (or least favorite) textbook task to adapt.

Audience: General Audience, Intensive English, Adult Education

Convincing the Skeptical - Peer Revision Techniques for L2 Writers

Ohio State Room #343

Keith Hulsey - STLCC-Forest Park
Ann Meechai - St. Louis University

Oftentimes, second language writers are hesitant or unable to offer useful or critical suggestions during the peer revision stage of writing. The presenters discuss reasons for this and offer a variety of tips and techniques for use in the classroom that can help convince students that they have valuable ideas to offer to their partners in this phase of the writing process. Various methods for peer revision will also be featured.

Audience: Higher Education, Adult Education
Developing Critically Reflective Teachers: Voices of Graduate TESL Students

Nebraska Room #335
Sarah Henderson Lee - Minnesota State University Mankato
Nigina Boltaeva - Minnesota State University Mankato
Rubalyat Jabeen - Minnesota State University Mankato
Cexara Talmaci - Minnesota State University Mankato

Framed by concepts of reflective language teaching and postmethod pedagogy this presentation details one TESL program’s approach to developing critically reflective teachers. In addition to discussing appropriate reflection areas and tools for pre- and in-service teachers, three graduate students’ related applications in a university ESL teaching context are shared.

Audience: General Audience, Higher Education, Program Administration

Contextualizing Dyslexia: Recognizing and Responding to Dyslexic Learners

Iowa Theater #166
Deirdre McMurtry - University of Nebraska at Omaha

This discussion session provides a brief introduction to new research on dyslexia within the ESL classroom. After a brief activity to help teachers understand the challenges dyslexic students can face in the classroom, we will summarize some signs of a dyslexic learner in the classroom, fundamental causes of dyslexia, challenges specific to dyslexics in a language classroom, and ways teachers can scaffold or modify existing curricula to help these learners. Participants are encouraged to ask questions, share their own experiences, and discuss the presenter’s or their own suggestions for materials modifications across a broad spectrum of language curricula.

Audience: General Audience, Intensive English, K-12, Higher Education

Teach Abroad with the English Language Fellow Program

Illinois Room #348
Kristina Lykke - U.S. Dept. of State English Language Programs

Learn how you can promote English language teaching and learning around the world on paid 10-month projects supported by U.S. Embassies. Through the English Language Fellow Program, you can help students acquire English language skills, conduct teacher training, develop resources, and more. Join us to hear from program staff and alumni.

Audience: Higher Education, Bilingual Education

Teaching Formulaic Language

Penn State Room #337
Tim Peverill - Kansas State University

If 30-70% of the language we use is made up of various types of collocations, idioms, and (partially) frozen phrases, can we afford to neglect teaching them? How can we avoid being overwhelmed by the size of the task? Is there a way to use frequency corpus studies to know what are the most common and useful collocations, idioms and phrasal verbs? We explore helpful concepts like “pivot words” to simplify the task, and I will present practical ideas about how to more effectively teach lexical items like collocations.

Audience: General Audience, Intensive English, Higher Education, Technology/CALL, Materials Development
Designing and Implementing a Bridge Program: IE to M.Ed.

Lucas Dodge Room #256
Sarah Springsteen - Washburn University
Kelly McClendon - Washburn University

This session explores one experience of planning and executing a program to bridge the gap between IEP courses and graduate study. It focuses on the trials and successes of the administrators, teachers, and students involved. The presenters emphasize the role IEPs have in facilitating cultural awareness amidst academic conversations for all involved.

Audience: Intensive English, Higher Education, Program Administration

Conducting Home Visits with ELLs

Northwestern Room #345
Pamela Wesely - University of Iowa
Wyatt Brockbank - University of Iowa
Warren Merkel - University of Iowa

Conducting home visits is an effective, yet underutilized, way to strengthen connections between teachers, students, and parents/caregivers – even across linguistic and cultural barriers. The presenters will discuss the benefits and challenges of doing home visits, particularly with English Language Learners (ELLs). Through reflection and activities we will raise awareness and engage in discussion of teacher, parent, and student perspectives. We will highlight the process of including home visits as an activity within a professional development workshop for teachers who have ELLs. We also hope to encourage attendees to plan and carry out their own home visits.

Audience: K-12, Bilingual Education

Setting the Parameters: Definitions and Data of IEP Success

Penn State Room #337
Mark Algren - University of Missouri
Fernando Fleurquin - University of North Texas
Suzanne Panferov - University of Arizona

This workshop introduces the concept of defining and measuring student success in IEP programs. Presenters will introduce participants to common data sets used to measure university success in general fields. Participants will then collectively participate in defining variables to IEP student success in university matriculation.

Audience: Intensive English, Higher Education, Program Administration

Needs Assessment: Building Bridges from IEPs to University Courses

Ohio State Room #343
Maria Isabel Barros - Creighton University IELI
Susan Sullivan-Tuncan - Creighton University IELI
Carissa Loughery - Creighton University IELI
Kelli Westphal - Creighton University IELI
Shane Zephier - Creighton University IELI

While the main goal of academic-oriented IEPs is to prepare students for academic coursework, IEPs frequently lack the necessary communication with university faculty to make informed curricular decisions. In order to address this issue, the presenters used online surveys, interviews and course syllabi to identify faculty expectations of students’ academic language needs. The responses indicate that a number of faculty are genuinely interested in collaborating with IEP instructors to provide students with a smoother transition to university coursework. The results have led to exciting changes in the curriculum and closer connections with university faculty.

Audience: Intensive English, Higher Education
Cultivating Proficient Academic Writers

North Room (1st floor)

Mike Bennett - Cambridge University Press

Academic writing ranks among the most challenging of courses in the ESL curriculum for both teachers and students. This session will give writing teachers fresh ideas for designing writing curricula which prepare students for success in mainstream college and university classes.

Audience: Intensive English, Higher Education, Materials Development

Computerizing the Placement Test for Remote Student Placement

Nebraska Room #335

Christina Kitson - Kansas State University

Session participants will learn how one intensive English program moved from paper and pencil placement tests to a Computer-Based Test (CBT) on a Learning Management System (LMS) to increase efficiency and security and eventually moved onto testing software. The benefits and process will be discussed in detail.

Audience: Intensive English, Program Administration, Technology/CALL

Supporting Graduate ESL Students with Peer Review Groups

Michigan Room #351

Kelly Cunningham - Iowa State University

Graduate peer review groups bring together students from complementary disciplines to give and apply feedback on scholarly work. These groups function as supportive communities that have proven particularly beneficial for ESL graduate students. Learn how graduate ESL students benefit from peer review groups and how to create them at your institution.

Audience: Higher Education, Program Administration

Non-Cognitive Strategies for Academic Success

Lucas Dodge Room #256

Eric Kolkmeier - Donnelly College

Students in preparatory programs often struggle with the transition to academic success. Second language learners have added challenges of not only language but behaviors and mindsets which may be as foreign as language and culture. The presenter will introduce the non-cognitive behaviors required for academic success, as well as an inquiry-based approach to the aspects of non-cognitive strategies, and provide examples from a college study skills course for EAP students. The presenter will also touch on Hope and Grit Theory. Time for discussion will follow.

Audience: General Audience, Intensive English, Higher Education, Materials Development
Guiding Students to a Basic Research Paper  
South Room (1st floor)  
Peter Lundgren - University of Iowa  
Jeff Knowling - University of Iowa  
Would you assign a 10-page paper to your students? How can you get them to write 2500 words on a topic? This presentation will show how an upper-intermediate writing class went from producing standard five-paragraph essays to combining them into a final research paper with in-text citations and a bibliography. The presenters will explain how students selected topics, how everything was organized and kept on schedule, and how students reacted to the process. Discussion will include ways to implement this process for different age groups and skill levels.  
*Audience: Intensive English*

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Surpassing L2 Plateaus: Teachers' Role in Fostering Learners' Autonomy  
Minnesota Room #347  
Isabel Moura - Missouri State University's ELI  
Throughout the process of acquiring a second language, many L2 learners experience long level plateaus where little progress is observed. These plateaus, mainly in intermediate and advanced levels, can be the source of frustration when learners try to reach higher proficiency levels. In order to help our students reach their goals, language instructors ought to raise their awareness to the specific features of each proficiency level and guide them through the process of becoming autonomous learners who can surpass these plateaus effectively, yet in a realistic amount of time. This presentation includes practical activities, student examples and feedback from teachers and students.  
*Audience: General Audience, Intensive English, Higher Education, Technology/CALL*

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New Cooperative Traditions: TESOL, IEP, and Public School Collaborations  
Indiana Room #346  
Jennifer Morrison - Evangel University  
Rachel Love - Springfield Public Schools  
Catherine (Cali) Pettijohn - Missouri State University  
Providing opportunities for collaboration and cooperation between University TESOL programs, IEPs and Public School ELL Programs can sometimes be challenging. The presenters will describe a collaborative effort between Evangel University’s TESOL program, MSU’s IEP, and Springfield Public Schools’ ELL program, in which unique tutoring opportunities allow for positive opportunities for all involved.  
*Audience: K-12, Higher Education*

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A Transnational/Sociocognitive Negotiation: Reading Circles with ESL Writers  
Northwestern Room #345  
Douglas Sheldon - DePaul University, English Language Academy  
In writing courses, the use of critical reading strategies aid in peer-review and self-editing which improves both accuracy and proficiency. For students to meet the goals set forth by an academic system, they must socialize with other ELLs to negotiate cognitive goals. Developing a writer’s community, which can act as pre-assessment, permits students to view classmates as transnational equals and academic peers. The ESL classroom provides an ideal locale where students negotiate meaning while achieving greater grammatical accuracy and cultural proficiency. Using multi-dimensional texts and writing assignments that address students’ academic needs nurtures their linguistic and written goals.  
*Audience: Intensive English, K-12, Higher Education, Technology/CALL, Adult Education, Materials Development*
Livening Listening Learning

Iowa Theater #166

Mica Shtewi - University of Iowa
Jane Gressang - University of Iowa

Learning to listen can be an arduous and complicated task for ESL students, and teaching students how to listen and preparing quality listening tasks is not easy for teachers either. However, listening is a necessary skill for students in every-day and academic tasks. This presentation will demonstrate ways to incorporate technology and learner autonomy in listening activities. These activities both effectively break down listening while making the process active and engaging for the students.

Audience: Higher Education, Technology/CALL

Noticing in Language Learning: From Theory to Practice

Illinois Room #348

Thu Tran - Missouri University of Science and Technology

What’s the Noticing Hypothesis in second language acquisition? How is it manifested in second language classrooms? This session reviews theoretical foundations regarding noticing in second language acquisition and offers participants practical strategies to assist learners in noticing their imperfect linguistic constructions in order to self-improve their language use.

Audience: General Audience, Intensive English, K-12, Higher Education, Technology/CALL, Adult Education

Adult ELL Program Design and Best Instructional Strategies

Michigan Room #349

Imelda Bangun - East. Iowa Comm College/W. Illinois Univ
Asih Asikin-Garmager - The University of Iowa

In order to employ a promising program design and instructional strategies for adult ELLs to help their students succeed in life beyond the institution, it is imperative that one identifies the effective curricula and instructional practices that have been used in the field of adult ELL. An effective curriculum should place the needs of learners first (as opposed to the institution or the instructors), and should allow both students and instructors the opportunities to interact with each other in a classroom in which the instructional strategies promotes authentic materials and activities to help students accomplish their personal goals and needs.

Audience: Higher Education, Program Administration, Adult Education, Materials Development

Academic Keys for a Successful EAP-Gen Ed Program

South Room (1st floor)

Marcellino Berardo - Applied English Center/Univ of Kansas
Kellie Smith Herrod - Applied English Center/Univ of Kansas
Camille Olcese - Applied English Center/Univ of Kansas

Three faculty members from a university IEP will present on their contribution to the new pathway program at their university. A pathway program is a partnership between a public university and private corporation, which incorporates functions of the university’s IEP (Winkle 2014, p.4). After a rough initial semester, the presenters were asked to participate in the program. The presentation reports on their contributions to the pathway curriculum by first briefly introducing the program’s curriculum and curricular constraints and then by discussing changes they made to the program’s curriculum to facilitate the acquisition of English and Gen Ed disciplinary content.

Audience: Higher Education, Materials Development
Concurrent Session Abstracts  
10:45 a.m.—11:35 a.m.

**Sticks and Stones: Reflecting on Bullying in ELL Classrooms**

**Illinois Room #348**

Ann Bouma - University of Nebraska-Lincoln  
Natalie Baskins - University of Nebraska-Lincoln

Wetback. Towel-Head. Dago. Gook. Kafir. Despite our best intentions as educators, international students learn racial epithets from Americans or from each other that are shrouded in ignorance, create divisiveness, and can lead to bullying. Bullying is an issue that we, as educators of international students, need to be sensitive to. Come discuss different strategies that have worked in the past for your classrooms and hear what has worked in other programs to mitigate bullying because sticks and stones may break a person’s bones, but words can break something inside of a person that is much harder to perceive and heal.

*Audience: General Audience*

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**One Book One IEP: Using a Novel to Integrate Skills**

**Lucas Dodge Room #256**

Brooke David - University of Nebraska-Lincoln  
Emily Herrick - University of Nebraska-Lincoln  
Julie Abo - University of Nebraska-Lincoln  
Michelle Gadbois - University of Nebraska-Lincoln

In authentic language, skills are integrated, but IEP programs traditionally separate skills. One Book One IEP can resolve this paradox. Students select a book, and teachers of each skill area work together to integrate the book and its themes into their classes.

*Audience: Intensive English*

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**Future of Feedback: Better, Faster, Simpler Commenting through Tech**

**Iowa Theater #166**

Kurtis Foster - Missouri State University's ELI  
Brandon Decker - Missouri State University's ELI

The problem of creating meaningful, pedagogically sound feedback within the fast-paced environment of the second language classroom is a critical issue for effective writing instruction. Many teachers use Word inefficiently to give feedback, which is like manually rolling down the windows in a modern car. There are tools for creating quality feedback quickly that are commonly available but often under-utilized: Macros, AutoCorrect customization, and Recorded Objects. Participants will see precise and simple demonstrations of how to integrate one’s own personal style of feedback using these methods so that they can easily employ the process themselves in their classrooms.

*Audience: General Audience, K-12, Higher Education, Technology/CALL*

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**Multiple Intelligences in the ESL Classroom: Diversifying Curriculum, Instruction, & Assessment**

**North Room (1st floor)**

Angela Hakim - St. Louis University  
Jerry Edris - St. Louis University

Educators strive to deliver the best possible learning experience for students. In a diverse classroom this often means adjusting approaches in order to reach all students. Howard Gardener’s Theory of Multiple intelligences provides a template for teachers to do this. Diversifying curriculum, instruction, and assessment can be challenging for ESL teachers. However, the theory of multiple intelligences offers a myriad of methods to diversify curriculum, instruction, and assessment in the ESL classroom. This presentation will demonstrate methods for curriculum planning, instructional tools, and assessments that incorporate multiple intelligences and create a dynamic and inclusive learning environment.

*Audience: General Audience, Intensive English, Higher Education, Adult Education*
Meeting the Needs of Graduate Students through Poster Sessions

Northwestern Room #345

Lynette Hosek - University of Kansas
Rebecca Boguski - University of Kansas

Graduate students are often expected to present their research at conferences, commonly using a poster session as their first experience. This situation can be intimidating for non-native speakers. Are the graduate students in your IEP/EAP ready for that challenge? This session will highlight the details of how one program has successfully used public poster sessions to integrate academic research, reading, writing, and oral presentation skills to provide a real-life experience in a public setting, thus increasing the confidence international students need to flourish in their graduate programs.

Audience: Intensive English, Higher Education

Exploring Faculty-driven Professional Development: Building Faculty Expertise

Ohio State Room #343

Christina Kitson - Kansas State University
Bev Earles - Kansas State University
Smoky Kelly - Kansas State University

Presenters share their experience designing and implementing a by-faculty-for-faculty system to promote professional development in an IEP. Presenters will share how to develop a system to fund faculty using applications, rubrics, and funding limits. Participants will learn how to develop their own fair and equitable funding systems.

Audience: Program Administration, Technology/CALL

Pronunciation Training To Go: Mobile Assisted Pronunciation Training

Penn State Room #337

DJ Kaiser - Webster University

This presentation will introduce MAPT (Mobile Assisted Pronunciation Training), which makes pronunciation practice available on the go with personal mobile devices. Dozens of iOS apps (iPhone and iPad) for English pronunciation will be reviewed using a new framework to assess their pedagogical effectiveness based on “app affordances” (Beach & O’Brien, 2015). Special attention will be paid to new technology available in current mobile devices, including interactive touchscreens and Automated Speech Recognition. The effectiveness and accuracy of materials and corrective feedback will also be addressed. The purpose of this presentation is to educate ESL instructors on the numerous options and limitations of currently available iOS apps.

Audience: General Audience, Intensive English, K-12, Higher Education, Technology/CALL, Adult Education

Building Tools for Continuous Learning: How to Study Effectively

Indiana Room #346

Aimee Leisy - Wichita State University
Nancy Millham - Wichita State University

Want to improve student success in your IEP? Teach them how to study! Effective study habits benefit students now and throughout their academic careers. Many universities now require an introductory study skills course for all incoming students. The presenters have developed a similar class to explicitly teach foundational study skills needed by ELLs. Practical strategies such as changing when, where, and how long to study are addressed. Participants will leave equipped with the building tools necessary to set up their own study skills course encompassing language retention techniques, time management, goal setting, test anxiety reduction, increased motivation, and personalized organization.

Audience: General Audience, Intensive English, Higher Education
Messaging Beyond Borders: Utilizing Internet Slang for Efficient Note-taking

Nebraska Room #335

Farrah Littlepage - University of Missouri-Columbia
Debbie Parker - University of Missouri-Columbia

Some ESL students have difficulty taking notes during lectures, yet use slang adeptly during electronic communication. Presenters make connections between two modes of informal writing, review examples of Internet slang, and demonstrate ways to incorporate slang into note-taking. Participants learn to increase the quantity of their students’ notes.

Audience: Intensive English, Technology/CALL

Using Graphs and Maps for an IEP Class Project

Minnesota Room #347

Paula Snyder - University of Missouri-Columbia

Using authentic, free, internet-available World Health Organization graphs, charts, and maps, the presenter demonstrates step-by-step an IEP class project leading to an academic presentation. Students must use metacognitive strategies as they work through understanding, interpreting, discussing and synthesizing information gleaned from graphics and brief text. Students practice visual literacy, vocabulary, structure, transitions, pronunciation, and delivery skills. This project can be used in IEP, ITA, and academic classes.

Audience: Intensive English, Higher Education

New Alternatives to In-Service Reflective Teaching Practices

Nebraska Room #335

Andrew Davis - University of Iowa

While many pre-service teacher training programs may offer opportunities for reflection and development, in-service teachers are largely responsible for furthering their own development. Therefore, it is important to ensure effective, habit-forming reflective teaching practices. While the most common form of reflective practices, written reflective journals, is effective, it might not appeal to all teachers. This session focuses on an alternative that includes a combination of video-recorded lessons and spoken journals. Using a case-study approach of one teacher’s experiences, attendees will learn the procedure involved, what the teacher was made aware of, and its application in furthering one’s professional development.

Audience: General Audience, Intensive English

The Correlation between Self-Efficacy, Perfectionism, and Classroom Anxiety

Indiana Room #346

Islam Farag - Missouri State University

The study aims to examine the relationship between language learning classroom anxiety, a learner’s belief in perfectionism, and language learning self-efficacy and to investigate the role of gender in identifying the relationship between the three variables. Three instruments: Horwitz’s Anxiety Scale, Hill et al’s Perfectionism Scale, Pintrich and DeGroot’s Self-Efficacy Scale, were administered and answered by 23 heterogeneous intermediate and advanced ESL students. Pearson Correlation Coefficient was used. The findings show that gender plays a significant role, and that there is a positive correlation between self-efficacy and perfectionism and between perfectionism and anxiety but not between self-efficacy and anxiety.

Audience: General Audience, Intensive English, K-12, Higher Education, Adult Education, Bilingual Education
Journals in ESL Writing Classes
Northwestern Room #345
Mackie Garrett - University of Iowa
Are you looking for ways to encourage creativity and critical thinking in your ESL writing classes? Writing journals are an effective approach for engaging students in the writing process, stimulating meaningful reflection and discussion, building ESL students’ confidence in their own ideas, and even helping them to avoid plagiarism. This presentation will include a quick survey of relevant theory and research as well as examples of how one ESL writing teacher uses journal writing to help international students to develop their academic skills.

Audience: General Audience, Higher Education

Interdepartmental Communication: The Key to Ensuring International Student Preparedness
Minnesota Room #347
Jamie Hall - University of Iowa
Kezia Walker-Cecil - University of Iowa
University-based ESL programs aim to prepare international students for their academic coursework after ESL. In order to understand what will be expected of international students and ensure that our curricula prepare them sufficiently, we surveyed non-ESL faculty regarding types of assignments, expectations for classroom behavior, and approaches to cultural barriers that international students should be prepared for to succeed in the American academic environment. Our presentation will explain our methods, survey questions, results, and applications. Participants will leave with an understanding of our findings, as well as instructions for how to adapt our survey to use at their own institutions.

Audience: Intensive English, Higher Education, Materials Development

Utilizing Eavesdropping Journals for the Acquisition of Idiomatic Expressions
Ohio State Room #343
Ryan Kaduce - University of Iowa
Whether or not they acknowledge it, international students are surrounded by English outside of the classroom. Without a specific functional reason for listening to it, many tend to shut it out as they walk to and from class while listening to music or speaking their L1 with friends. This presentation will address the use of eavesdropping journals for reporting authentic idiomatic expressions, advice for the implementation of this type of journal assignment, and some anecdotal experiences (both positive and negative). Empower your students to go out into their community and have them report back with some authentic English.


Serial Podcast: Content-Based Teaching in ESL Classrooms
Lucas Dodge Room #256
Nicole Metzger - University of Iowa
Ari Natarina - University of Iowa
Through semester long activities, the Serial podcast allows language learners to practice specific academic skills previously introduced in an ESL textbook. Using a content-based teaching approach, weekly homework assignments and discussions are completed based off the podcast. These activities result in improved learner interest and comprehension of required curriculum skills.

Audience: Higher Education, Adult Education
A TESOL Program in Japan Designed for International Students

Michigan Room #351

Ai Ohmori - Rikkyo University

In the field of language teacher education, there is a growing attention put on “the development of greater cultural competence” (Salmona et al, 2015, p. 36). Although creating a program that brings about cross-cultural effects is not easy, there are courses for pre-service teachers to conduct practicum overseas, reporting positive results. This session is for people interested in creating language teacher programs that are more cross-culturally effective. After presenting an innovative curriculum design for a Master’s program in a Japanese university, participants will explore and discuss effective features and courses that make such programs more beneficial and accessible to students internationally.

Audience: Higher Education, Program Administration

Prepare for the Future: Student-Centered Tutoring in Academic Writing

South Room (1st floor)

Yuka Sato - Minnesota State University

Teaching and learning style of a language can change from a culture to another culture. This means that tutoring style needs to be flexible to satisfy various needs of students with various cultural backgrounds. In this session, the presenter will share the experience of the use of metacognition to teach in her tutoring with Japanese tutees at a writing center. The visual aids and student-centered discussion can promote international students’ deeper understanding of the second language writing. This tutoring style can also increase the students’ active engagement during tutoring sessions.

Audience: Higher Education

Using Technology for Collaboration

Illinois Room #348

Zachary Smith - Ottumwa Schools

This session will help show how ESL teachers can be more effective through technology within their buildings through collaborative learning. This will focus on both student and teacher’s attempts to increase collaborative learning inside and outside the traditional classroom setting.

Audience: General Audience, K-12, Technology/CALL

Ten or More Ways to Group or Pair Students

North Room (1st floor)

Sara Sulko - University of Missouri-Columbia

Liza Armstrong - University of Missouri-Columbia

Language teachers frequently need to pair or group students for classroom activities. To keep things fresh, teachers need a wide variety of methods of grouping students. This interactive presentation will focus on ways to randomly and not so randomly pair or group students. Presenters will demonstrate various methods with audience participation. The methods used in this presentation can be used in a variety of classroom settings and activities. The presentation will end with group discussion of favorite grouping methods. The audience will have the opportunity to discuss what has worked for them and learn some new methods for the future.

Audience: General Audience, Intensive English, K-12, Higher Education, Adult Education
Concurrent Session Abstracts

1:00 p.m.—1:25 p.m.

**Re-Imagining ESL Projects Using Individualized Programming and Positive Psychology**

Penn State Room #337

Kyle Talbot - University of Iowa
Katy Meren-Fuchtmann - University of Iowa

This presentation delineates steps towards designing and implementing individualized projects into a variety of ESL/EFL classroom contexts. The projects shown incorporate student goals, course outcomes, tenets from Positive Psychology, and capitalize on individual language learner strengths as measured by the VIA Survey of Character Strengths. The researchers also discuss specific reasons how and why individual programming creates paths towards more meaningful, creative, and enjoyable language learning for students while still being practical for language teachers.

*Audience: Materials Development*

**Utilizing the Principles of Gamification for Student Vocabulary Growth**

Iowa Theater #166

Thu Tran - Missouri University of Science and Technology

Learners need to possess a large number of words to communicate easily and effectively in another language. Learning vocabulary is usually a tedious and time-consuming task. However, learning vocabulary can also be fun. This session provides language teachers with a website where students can see how entertaining it is to learn words.

*Audience: General Audience, Intensive English, K-12, Higher Education, Technology/CALL, Adult Education*

1:35 p.m.—2:25 p.m.

**Improving the Writing Class Feedback Experience Using Screencast Technology**

Nebraska Room #335

Elizabeth Baertlein - University of Iowa
David Nott - University of Iowa

ESL writing teachers face the challenge of efficiently providing students with feedback that is understandable and usable as well as that of establishing peer review and self-editing routines that are meaningful and assessable. Screencast technology can address these challenges by providing a way to record verbal comments while simultaneously recording the image on the computer screen. The presenters will demonstrate screencast technology and discuss their experiences with using screencasts as a way of providing teacher feedback and structuring peer review and self-editing. Additionally, the results of a student survey on screencast feedback compared with other forms of feedback will be presented.

*Audience: Intensive English, Higher Education*

**Collaborating with Gen Ed Colleagues on Grammar Curricula**

Ohio State Room #343

Marcellino Berardo - Applied English Center/Univ of Kansas
Marina Greene - Applied English Center/Univ of Kansas
David Kapusta-Pofahl - Applied English Ctr/Univ of Kansas
Monica McCuistion - Applied English Center/Univ of Kansas
John Hestand - Applied English Center/University of Kansas
Robert Hagen - Environmental Studies/University of Kansas
Ali Brox - Environmental Studies/University of Kansas

This presentation reports on a collaboration between ESL faculty and two of their colleagues from environmental studies. The purpose of the collaboration is to create grammar curricula for a sequence of interdisciplinary environmental studies courses in a pathway program at their university. The collaboration allows for the identification of grammar structures and collocations Gen Ed faculty expect their students to know and use. The interdisciplinary nature of the course gives the grammar and collocations wider applicability while providing a consistent disciplinary context.

*Audience: Intensive English, Higher Education, Materials Development*
Assessing Flipped Learning: Cross-Cultural Student Perceptions of the Practice

Iowa Theater #166

Amrit Bidegaray - University of Wisconsin - River Falls

This presentation illustrates the effectiveness and benefits of a flipped classroom methodology in L2 grammar classes. Additionally, the presentation will discuss the students’ perception of the practice in regards to educational experiences and cultural expectations of the role of the teacher in the classroom.

Audience: Higher Education

Changing Role of ESL: Tips for Supporting Mainstream Teachers

Illinois Room #348

Jamie Cardwell - Ritenour School District
Shaeley Santiago - Ames Community Schools

The increasing number of ELLs and demands of CCSS have caused a shift in the role of ESL teachers. Presenters will share practical, tested approaches for supporting mainstream teachers in secondary grades. Participants will explore tools and discuss tips to break down the borders between ESL and mainstream teachers.

Audience: K-12

Making Technology Work for You with On-campus Proficiency Testing

Indiana Room #346

Maureen Burke - The University of Iowa
Jennifer Brown - The University of Iowa

On-campus proficiency evaluations allow institutions to assess students’ classroom readiness. However, such evaluations can be difficult to implement and process in a timely fashion. This is particularly true of oral interviews and writing samples. This session discusses the development of new technology applications to address these challenges.

Audience: Intensive English, Higher Education, Program Administration, Technology/CALL

Incorporating Portfolios in Adult EAP Reading Courses

Minnesota Room #347

Lea M. Child - Kirkwood Community College
Gregory S. Child - University of Iowa

In this presentation, we will lead a discussion of the versatility of portfolios as an assessment tool and their application in English Language Acquisition reading courses at a community college. We begin by discussing some of the current research addressing the benefits as well as potential drawbacks with implementing portfolios in the classroom. We will then outline the different procedures we have utilized as we have incorporated portfolios as an assessment tool in our reading courses. We will conclude by sharing what we have learned as we have implemented portfolios as well as discuss future plans for incorporating portfolios.

Audience: Intensive English, Adult Education, Materials Development
Effects of Varying Degrees of Formality in L2 Classrooms
South Room (1st floor)
Jennifer Lowrey - Missouri State University’s ELI
Brandon Decker - Missouri State University’s ELI
Phil Bridges - Missouri State University’s ELI

In Intensive English Programs, there seems to be a trend towards decreasing formality between students and teachers. As IEP instructors of varying backgrounds and experience levels, we set out to perform some action research to discover whether teachers can significantly affect the formality level in the classroom and whether this, in turn, affect how well students perform in the classroom. We surveyed instructors from multiple IEPs across America and discovered their objectives and observations on this issue, especially in regards to clothing and forms of address. We will summarize what we learned and end with small group discussion time.

**Audience:** General Audience, Intensive English, K-12, Higher Education

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Englishworks, EFL Blended Learning for Development
Michigan Room #351
Patricia Machado - Associação Sequoia Foundation
Carolina Machado - Associação Sequoia Foundation
Ela Lynn - Englishworks Program

Blended learning methodology is becoming the new norm and the Sequoia Foundation (Sequoia) puts a new spin on social development. Englishworks, the program developed by Sequoia, is completely free for students and offered in peripheral areas of Rio de Janeiro. Englishworks teaches English as a foreign language within a hospitality context. The program’s study materials are entirely online. Video-conference classes are reinforced by in-classroom teachers and speaking practices. Englishworks gradually builds an autodidactic habit in students and develops important transferable skills. Simultaneously, online and in-classroom educators work together towards digital and social inclusion. This paper will explain the Englishworks’s methodology.

**Audience:** General Audience, Intensive English, Program Administration, Technology/CALL, Adult Education, Materials Development

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MIDTESOL Leadership & Strategic Planning
North Room (1st floor)
Roberta Morgan - Missouri University of Science and Technology

Members of the MIDTESOL board will provide a brief history of MIDTESOL, leadership structure, and review the mission and goals of our affiliate chapter. We will provide an update on the MIDTESOL strategic planning initiative, an overview of our plans and timelines for this process and a request to the membership to become involved in providing feedback. Our goal is to build a stronger organization that fosters an environment of inclusive and responsible leadership.

**Audience:** General Audience

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Filling in the Post-Secondary Cracks Beyond Academics
Northwestern Room #345
Dawn Rammaha - University of Nebraska-Lincoln
Anh Le - University of Nebraska-Lincoln

Students transitioning from Intensive English language programs often have trouble adjusting to American college systems due to a lack of knowledge about university resources, expectations and policies, and proper communication etiquette. Not only must they be language-ready but also post-secondary-ready. How aware are your students of American college survival skills? Can they read a syllabus and communicate appropriately with professors? What about legal or other procedural advice? This presentation focuses on how to integrate these topics into a bridge program across the skill areas without sacrificing class time for language development as well as how the program has evolved.

**Audience:** Intensive English, Higher Education, Program Administration
Rich Internet Applications for University ESL Courses

Penn State Room #337
Amy Roither - Webster University

This demonstration highlights the benefits of using two Rich Internet Applications (RIAs) in university ESL courses. The presenter demonstrates how to use Viewpoint as a tool to create video lessons and Mashups to connect those videos with additional activities and content sources. These free online tools benefit both instructors and students in academic ESL courses, especially those with project-based learning or flipped classrooms.

Audience: Intensive English, Higher Education, Technology/CALL, Materials Development

Teaching Academic Writing to Graduate and Undergraduate Students

Lucas Dodge Room #256
Joseph Scott - University of Missouri-Columbia

Academic writing plays a vital role in academic preparedness, but undergraduate and graduate students have different needs, different levels of experience, and different degrees of specialization when it comes to academic writing. Given that many Intensive English Programs have mixed classes consisting of both graduate and undergraduate students, the presentation discusses best practices for maximizing the learning of all students in mixed graduate/undergrad writing classes in an IEP setting.

Audience: Intensive English, Higher Education

Effective Peer Feedback for ESL Students in the Writing Classroom

Penn State Room #337
Vicki Anderson - Concordia University Nebraska

Peer review of student writing can be a powerful tool in the writing class with English language learners, but only if students are trained ahead of time to effectively give and receive feedback. This presentation presents an overview of the benefits inherent in utilizing peer review in the writing classroom for various ages and proficiency levels and then tackles the question of how to train students to give effective feedback to their peers. The talk also gives examples of how an instructor can choose to organize and manage effective peer feedback sessions in the classroom context across ages and English proficiency levels.

Audience: Intensive English, K-12, Adult Education
Writing across the Curriculum in an IEP

South Room (1st floor)

Alathea Barks - The Language Company
Megan Wright - The Language Company
Nicholas Goodman - The Language Company
Robbi Shedron - The Language Company

In this presentation, we will share ideas for writing activities that can be used in any class, whether it be grammar, listening, speaking, or specific content areas. In composition research, this is commonly known as writing across the curriculum or WAC. The presentation will begin with several writing activities teachers can alter to fit any class level, situation, or population. These activities come from a combination of research and personal experimentation. Discussion will follow, and participants can offer their own suggestions and comments as well as ask questions.

Audience: General Audience, Intensive English, K-12, Higher Education, Adult Education

Rediscovering the Ancient: Using PowerPoint for Everything BUT Presentations!

Ohio State Room #343

Brandon Decker - Missouri State University’s ELI
Terry Barakat - Missouri State University’s ELI

Some have dismissed PowerPoint because there are so many other great presenter tools available online for free, yet PowerPoint’s greatest features don’t include its presenter system! The tools that we’ve identified as ideal for the digital tool belt of every ESL teacher with access to a classroom computer are the recently developed Mix add-in that allows teachers to create interactive activities for better feedback and statistics on their students and the updated animation creator for creating reusable digital games. We will show you how you can make the most of these student-motivating tools in your second language classroom.

Audience: General Audience, Intensive English, K-12, Higher Education, Technology/CALL

War, Resiliency, and EFL: Training Displaced Teachers in Ukraine

Michigan Room #351

Crystal Bock Thiessen - University of Nebraska-Lincoln

This discussion highlights the results of an inaugural resilience training session during the summer for EFL teachers in Ukraine and their students exposed to Ukraine’s war in the east. It will touch on using resilience training and behavioral skills in the English language classroom to create an environment of stability. Conversations on how resilience and compassion can be better integrated into the EFL curriculum, especially when dealing with learners who have been affected by armed conflict and the trauma of war, will be encouraged.

Audience: General Audience

Student Presentations with an Augmented Reality App

Lucas Dodge Room #256

Rhonda Dutra Gross - University of Nebraska-Lincoln

Imagine using your cell phone to grade your students’ presentations by scanning their photo, which then triggers a video of their presentation. This is augmented reality. The presenter will demonstrate how an IEP Advanced Speaking class created a presentation project using an augmented reality app called Aurasma. BYOD – bring your own device.

Audience: General Audience, Intensive English, K-12, Technology/CALL
Strategies for Increasing Student Interaction in the Classroom

Minnesota Room #347

Pamela Dzunu - Washington University in Saint Louis
Cathy Raymond - Washington University in Saint Louis

This demonstration focuses on strategies for increasing student participation in the classroom. Participants will practice strategies not only for raising student awareness of verbal and non-verbal cues for engaging in discussion, but also for offering students a venue for practicing these cues. "Donnybrook," a St. Louis television program, will be used to demonstrate modeling to teach discussion strategies. Strategies for raising awareness and increasing student participation will include using videotaped recordings of successful discussions. Recordings will be viewed and analyzed to raise awareness of successful interaction and to collect samples of useful verbal and non-verbal language.

Audience: General Audience, Higher Education, Adult Education

"Why's It Like That?" - An IEP History of English

Northwestern Room #345

Erik Filean - The University of Iowa

This presentation outlines a listening/communication skills content module which uses the history of the English language and basic concepts in comparative linguistics as a vehicle for higher-level IEP students to develop listening comprehension, analytical reasoning, small-group discussion, and linguistic meta-awareness skills. Activities include video and audio presentations, short lectures, discussions, and analytical tasks which emphasize the historical basis of difficult aspects of contemporary modern English, including the relationship between spelling and pronunciation, irregular verb forms, and differences in agreement marking of nouns and pronouns.

Audience: General Audience, Intensive English, Materials Development

Teaching Language Minority Students in the University Classroom

Iowa Theater #166

Andrea Hellman - Missouri State University

When preparing for classes, most college faculty give little thought either to modifying their instruction for language minority students or to aiding students’ social and academic integration. Faculty tend to place the burden of understanding and active participation on the students themselves and often fail to take advantage of opportunities to incorporate students’ multicultural perspectives and diverse background knowledge into the classroom. Participants in this session discuss the challenges of developing university faculty to better integrate international and immigrant students’ perspectives and to make effective provisions for comprehensible instruction for English learners. We will plan a syllabus for much needed faculty development.

Audience: Intensive English, Higher Education, Program Administration

Writing in the Academic Tradition

North Room (1st floor)

Timothy Janda - University of Nebraska-Lincoln

This presentation will help advanced level, higher education, writing teachers to clarify for their students some of the features that mark a text as formal/informal, and contrasts some of the stylistic features of writing as a literary genre with more formal writing in an academic tradition. Specifically, this session will discuss tone in writing, and how word choice and phrase-level stylistic features differentiate texts as appropriate for public or academic/professional audiences. In addition to general guidelines, participants will receive a variety of resources available for use in the classroom.

Audience: Higher Education, Adult Education
## Concurrent Session Abstracts

### 2:40 p.m.—3:30 p.m.

**ESL to TESL: Transitioning from Teacher to Teacher Educator**

**Indiana Room #346**  
**DJ Kaiser - Webster University**

This presentation is for ESL instructors interested in becoming teacher educators for TESL/TESOL programs. First, the presenter will discuss his personal experience with this transition and how he had to change his perspective and acquire many new skills and areas of specialization. Second, the presenter will discuss this transition from the perspective of a TESL program coordinator who has interviewed, hired, and trained numerous TESL instructors. Attendees will learn how accreditation issues, today’s diverse teacher candidate needs, and other issues factor into the recruitment and selection of teacher educators hired as adjunct and full-time faculty for TESL/TESOL programs.

*Audience: General Audience, Intensive English, K-12, Higher Education, Program Administration, Adult Education, Bilingual Education*

### 3:40 p.m.—4:05 p.m.

**An Integrated Approach for Teaching Absolute Beginners**

**Illinois Room #348**  
**Tara J.M. Browning - Southeast Missouri State Univ IEP**  
**Jennifer M. Aitken - Southeast Missouri State Univ IEP**

In order to support the increase in the number of absolute beginners in beginning level Intensive English classes, IEPs must rethink classroom structure to avoid level polarization in classes, frequent repetition of classes, and/or program suspension of students that simply lack the language proficiency to progress to the next level. Presenters share their experiences of designing and implementing a course using the Integrated Skills Approach for these students. Participants of this session will see the process behind building and adapting IEP classes to meet the needs of all students.

*Audience: Intensive English, Higher Education*

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**Taking Advanced Grammar Classes into the Future**

**Illinois Room #348**  
**Nancy Price - University of Missouri at Columbia**

Based on years of experience teaching advanced grammar and composition classes, the speaker will present a rationale for having a stand-alone advanced grammar class, give examples of problem areas that advanced learners of English have, show an example syllabus, a daily plan, and a variety of exercises to use to address the problem areas.

*Audience: Intensive English, Higher Education, Materials Development*

**Photocopiable Materials You Can Download and Use Tomorrow**

**Iowa Theater #166**  
**Melinda Brown-Mason - LCI at Park University**

Are you looking for quality reproducible materials to use for differentiated instruction, homework assignments, or extra practice? This discussion session will share resources ranging from life skills to academic English, categorized by price. Discover new photocopiable resources available electronically and in print, collaborate, and share your own ideas with others.

*Audience: General Audience, Adult Education, Materials Development*
Building Community Cohesiveness in IEPs - Resources and Tools

Lucas Dodge Room #256

Susan Burkett - Iowa State University

The presentation will be based on the idea that building relationships outside of class time will provide positive scaffolding for international students studying in an Intensive English Program. The presenter will share relevant resources and successful ideas relating to community building. We will examine factors that influence students’ experience in American postsecondary institutions. These factors include experiences related to authentic use of language and academic reinforcement outside of the classroom. Stephen Krashen’s research illustrates that successful learning occurs when the affective filter is lowered. We will look at avenues through community building that will assist students in achieving a lowered filter to allow intensive learning.

Audience: Intensive English, Higher Education

Authentic Listening: Resources and Activities for Listening Logs

Penn State Room #337

Meaghan Harding - The University of Iowa
Sara Daniels - The University of Iowa

Listening logs are a well-known tool for developing students’ listening abilities and for providing out-of-classroom practice. At the college level, students are best served by high-interest, authentic materials, tailored to meet their own interests and needs while promoting intrinsic motivation and learner autonomy. This presentation will introduce a variety of sources of authentic materials useful for listening logs, and outline several activities beyond simply summarizing and completing comprehension questions. Examples and materials will be provided.

Audience: Higher Education, Adult Education, Materials Development

The Lexical Aspect’s Influence on the Progressive Aspect’s Acquisition

Minnesota Room #347

Islam Farag - Missouri State University

The presentation is based on a research study which was conducted to investigate the impact of the inherent lexical aspect on the acquisition of the progressive aspect in the writings of six ESL Arabic students who wrote 37 essays at different levels of proficiency. The results showed that there was a non-linear pattern of the use of the progressive, and that learners may use the progressive not according to the semantic usages but according to the inherent lexical aspect of verbs. In addition, the lexical hypothesis was partially supported; the progressive was used more with activity and state verbs.


Utilizing Authentic Video to Prepare for General Education Courses

Ohio State Room #343

Erin Kuester - The University of Iowa

This presentation will discuss a research project in a university intensive English program where authentic videos of general education classes were collected for the purpose of acclimating ESL students to university lectures and classroom culture. The rationale, method of collection, outcomes, and benefits of this project will be examined.

Audience: Intensive English, Higher Education, Materials Development
Concurrent Session Abstracts
3:40 p.m. — 4:05 p.m

Pragmatics Development During Tele-collaborative Dialoguing between Vietnamese and American Students
Michigan Room #351
Khánh Nguyễn Bùi - The University of Georgia

This research aims to examine the pragmatics development of Vietnamese learners through tele-collaborative dialoguing with U.S. students. This, however, is still a new concept in Vietnam. The control group receives instructions via emails while experimental group uses Skype to interact with native speakers. Then an interview with participants was carried out to point out the advantages and disadvantages of tele-collaborative courses in Vietnamese situation. The quantitative results show that students improved their pragmatics knowledge. This research ends with necessary conditions and teacher instruction for successful implementation of tele-collaborative dialoguing in Vietnamese schools, thus revolutionizing the course design and delivery.

Audience: General Audience, Technology/CALL, Materials Development

Listen to Learn: Using "How-to" Videos in ESL Classrooms
Indiana Room #346
Jenny Rowe - The University of Iowa

As members of “the Millenials,” our ESL students use the Internet to answer just about any question. Keeping this in mind, the use of instructional or “how-to” videos from sources such as the “Howcast” channel on youtube.com or Lynda.com in the ESL classroom can provide authentic and high-interest listening practice. Furthermore, students can take the speaking skills learned and observed from these videos and apply them when creating and providing their own instructional presentations, either live in the classroom or online. This session provides sample lesson plans and rubrics for each step of the “listen to learn” process.

Audience: Higher Education, Technology/CALL

Collaborative Contracts: Avoiding Plagiarism Through Autonomous Learning
Northwestern Room #345
Lindsey Quinn-Wriedt - University of Iowa
Molly Kelley - University of Iowa

This presentation discusses an activity to involve ESL students in the prevention of plagiarism. Based on the idea of autonomous learning, it challenges students to become architects of their own plagiarism policy. ESL instructors at the university level will find this talk practical and engaging.

Audience: Higher Education

Professional Development 2.0
Nebraska Room #335
Shailey Santiago - Ames Community Schools

What does next generation professional development (PD) look like? This presentation will explore the pros and cons of various approaches to PD ranging from online options like Twitter chats and MOOCs (Massive Online Open Courses) to face to face formats such as EdCamps (unconferences) and job-embedded instructional coaching. The basis for the discussion will be research about what makes PD most effective for ESL teachers and how these formats address the needs of adult learners.

Audience: K-12, Technology/CALL
Concurrent Session Abstracts
3:40 p.m.—4:05 p.m

Build New Habits in More Advanced Academic Reading
North Room (1st floor)
Yuka Sato - Minnesota State University

The importance of having effective reading skills is the well-known fact to be successful in academia. However, even international graduate students who are considered as more advanced-level ESL students at a university tend to experience difficulties efficiently comprehending the large amount of complex academic reading. In this session, the presenter will propose samples of cognitive and metacognitive reading strategies for two different genres of academic written texts: textbooks and research articles. The reading strategies potentially engage the high-proficient students in applied reading tasks, such as discussion and research effectively.

Audience: Higher Education

Concise and Original: Paraphrasing Strategies of ESL University Writers
South Room (1st floor)
Amber Scroggs - University of Central Missouri

This presentation considers the teaching implications of the paraphrasing strategies of eighteen university-admitted international students’ attempts to write concisely and to use their own words in the sequencing of events in a short narrative. Examination of the students’ written paraphrases shows that texts that more successfully met the task included subordinating, rather than coordinating, conjunctions, borrowed fewer words from the original source, and selected words with appropriate meanings. The presentation concludes with teaching implications based on the analysis of the students’ paraphrasing strategies and the correlation between the paraphrases, students’ first languages, and overall grade.

Audience: General Audience, Intensive English, Higher Education, Adult Education

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**Children at the border**

In the past nine months, more than sixty thousand children have crossed the border between Mexico and the United States. More children will be coming soon.

Most of these children are from Honduras, Guatemala, and El Salvador. Many of these young people traveled 3,000 miles hanging onto trains for 15 days. It was a very dangerous trip. Some children fell off the train. Some died on the way.

Some mothers come with their young children. Criminals rob, beat, and abuse many of the children on the way. Some parents paid thousands of dollars to "coyotes" (smugglers) to bring their children across the border.

They and mothers entered the United States illegally. They took the Border Patrol. They asked for asylum in the United States.

A humanitarian crisis!
The U.S. government was not prepared for this sudden rush of illegal immigrants. It became a humanitarian crisis. The United States Department of Health and Human Services set up special areas to hold the large numbers of immigrants. The Federal Emergency Management Agency (FEMA) has supplied food, water, bathrooms and showers. Standards of women and children slept on cots in military tents.

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**Life in the U.S.A.**

**What comes after high school?**

The last year of high school is a busy time for students. They have decisions to make. Should they get a job? Should they continue their education after they graduate high school?

A high-school diploma is important. Colleges, the military, and many training programs require a high school diploma. Some students drop out of high school. However, there is another way to get a high school diploma. Students can take a General Education Development (GED) test. Many colleges accept the GED as equal to a high school diploma.

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- Supports those involved with English language teaching, teacher education, administration and management, curriculum and materials design, and research;
- Provides leadership and direction through the dissemination and exchange of information and resources; and
- Encourages access to the standards for English language instruction, professional preparation and employment.