

# WEDNESDAY, October 4, 2017

<b>Wynfrey Ballroom A/B</b> (Level 2)	<b>Wynfrey Ballroom C</b> (Level 2)	<b>Wynfrey Ballroom D/E</b> (Level 2)	<b>Riverchase A</b> (Level 2)	<b>Riverchase B</b> (Level 2)	<b>WyndSOR 1</b> (Level 1)	<b>WyndSOR 2</b> (Level 1)	<b>Yorkshire</b> (Level 1)	<b>Avon</b> (Level 2)	<b>Berkshire</b>	<b>Cornwall</b> (Level 2)	<b>Devon</b> (Level 2)	<b>Dorset</b>	<b>Essex</b>	<b>Hampshire</b>
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**8:00-8:45** **KEYNOTE**  
**Amy Hewett-Olatunde**  
*How Classroom Practice Can Be Transformational if Constructivism, Culturally-Relevant Pedagogy and Community Building Are Key Components*  
 Wynfrey Ballroom

**Pre-Conference: PK-12 Dream Day**

<b>Strand 1:</b> Newcomer Programs	<b>Strand 2:</b> Early Childhood	<b>Strand 3:</b> Advocacy & Culture	<b>Strand 4:</b> Content-based Instr.	<b>Strand 5:</b> Student Support
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*Beverage Stations (8:45-11:00 and 1:45-4:00)*

**Pre-Conference: Teaching Adult Learners**

*Beverage Stations (8:45-11:00 and 1:45-4:00)*

<b>9:00-10:15</b>	Bair, Chittam, House, Page, Underwood	Hill, Prutzman, Watkins	O. Garcia	Dwyer, Ehsanzadeh	Ponder
<b>10:30-11:45</b>	Hiers, White, Valtierra	Gebhardt	McCloskey Berry	Buhl, Foss, Hubbard	Carr, Cilliers, Huffman, Cornier

<b>Workshop B</b> Blazer, J. Cox & Cantwell <i>Teaching Productive Skills: Speaking &amp; Writing</i>	<b>Workshop A</b> Erwin, Lowry, & Twelkemeier <i>Mysteries of Intuitive Teaching Revealed</i>	<b>Workshop C</b> Gil <i>Our Students as Cross-Cultural Learners</i>
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<b>11:45-12:45</b>	<b>LUNCH (on Level 1):</b> WyndSOR 1, WyndSOR 2, and Ivorys				
<b>1:00-2:15</b>	Nichol, Rosales, Murphy, Frey, Stutts, Barragan	Becker	Harrison, Blanco	Hunt	Carter
<b>2:30-3:45</b>	Duff	Rodriguez	Cooper	McQuirk, Wynn, Collins	Pappamihel

<b>Workshop E</b> Martell, Skees, & Scott <i>Teaching Receptive Skills: Listening &amp; Reading</i>	<b>Workshop D</b> Broady <i>Immigrants &amp; Communities: Promoting Advocacy &amp; Cultural Responsiveness</i>	<b>Workshop F</b> Franks <i>Promoting Pronunciation Pedagogy through Perception, Practice &amp; Prediction</i>
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**4:00-4:45** **KEYNOTE**  
**Stephen Krashen - COMPELLING READING AND PROBLEM-SOLVING: The route to high levels of language, literacy and life competence**  
 Wynfrey Ballroom

**5:00-9:00** **Optional:** Riverchase Galleria Mall, Alabama's largest indoor mall (with an exclusive entrance from the hotel lobby)

# THURSDAY, October 5, 2017

	Wynfrey Ballroom A/B	Wynfrey Ballroom C	Wynfrey Ballroom D/E	Riverchase A (Level 2)	Riverchase B (Level 2)	Wyndson 1 (Level 1)	Wyndson 2 (Level 1)	Yorkshire (Level 1)	Avon (Level 2)	Berkshire (Level 2)	Cornwall (Level 2)	Devon (Level 2)	Dorset (Level 2)	Essex (Level 2)	Hampshire (Level 2)
<b>8:30-9:00</b>	<b>Opening Ceremony</b> Wynfrey Ballroom														
<b>9:00-9:45</b>	<b>KEYNOTE: Stephen Krashen - Polyglots and the Comprehension Hypothesis</b>														
	<i>Beverage Stations (8:45-11:00)</i>														
<b>10:00-10:45</b>	<b>Workshop: Amy Hewett-Olatunde</b>	Q & A with Dr. Krashen	Stutts: Exploring Diversity in K-12	Blanco: Emergent Bilingual Engineers	C. Cox: Scaffolding for Emergent Bilinguals	Hardiman: Speed Dating w/ Cultural Diversity	Harvey: The Stories We Share	Bell: What to do? Best Practices for Newcomers	Snow: Differences in Leadership & Management	Santiago: Newcomers, a Plan and a Heart	Franks: Connected Speech and Linking	Kerby: Electronic Portfolios for leveraging self	Dalton: Digital Literacy for teachers	Lyas: Community-based ESOL programs	networking
<b>11:00-11:20</b>	<i>Advocacy for English Learners: Discussing the Issues and Planning for Action</i>	Pledger: How to appropriately accommodate assessments in the K12 classroom	Dunklee: ELL and effective RTI	E. Cox: Problems with Peer Review	Worshim: Bring it to LIFE	Bazo: Instruction types and oral error correction in ESL/EFL settings	Silvas: Implementing Effective Accommodations in Mainstream Classrooms	Coghlan: Promoting Parent, Family & Community Engagement through EL Family Night	Keles: Cultural Representation of Concentric Circles	A. Word: DIAL in the message — Differentiating Instructional/Academic Language	Cheng: Board Games: reduce anxiety improve spkg	Holloway: Finding funding beyond a Google search	Tunceren: Case Study of Online Learners	Takehara: Gestures for error correction and feedback	networking
<b>11:30-11:50</b>				M. Schuemann: Digital Literacy & Learner Autonomy	Blackstock: Grammar tchg Interactive & Meaningful			Fike: Removing biases from evaluating pronunciation		Safivand: Analytic feedback on ESL writing	Seo: Int'l students' attitude of non-native teachers	Marsh: Developing Exemplars	E. Lee: A Mongolian's Social Identity in Korea	networking	
<b>12:00-12:50</b>	<i>Lunch (not included): Attendees can select a restaurant in the hotel lobby or one of 20+ food venues in the Galleria Mall, accessed through an exclusive entrance in the hotel lobby.</i>														
<b>1:00-1:45</b>	<b>Workshop: Ayanna Cooper:</b>	Dallas: Differentiated strategies to meet needs of diverse learners	Thompson: Resources to Enhance Community College ESL	Bentahar: Transforming ELLs' lives through Civic Learning	Tracy: Picture This! Transforming Instruction with Visual Art	Alluhaydan: Saudi Contrastive Rhetoric	Raab: Redefining how we talk about ELs & their teachers	Naghib: Bridge Support Classes-What you really need to know	Littleton: Evaluation of NPJ Grant Projects	Feifei Fan: Parental lang. Ideology: Mexican vs. Chinese	Carmack: Engaging Int'l students in the U.S. college experience	Twelkemeier: Making citations ... Fun?!	Owen: Grading Compositions Electronically	Spezzini and faculty panel: Preparing all educators to transform ELs' lives: Infusing ESL in teacher prep syllabi across the curriculum	networking
<b>2:00-2:45</b>	<b>FEATURED SPEAKER</b>	Brown: Working with ELLs who have special needs	Salter: Google classroom – Best practices for ELs	Carr: Optimize Resources - Connecting ELs & communities	Fuller: Using homework effectively to supplement lang. learning	E. Moore: Transforming timed writing: Process-based writing	Penton: Some successful newcomer programs	Rose-McCully: School culture- Hospitality in CLD diverse classes	Hawkins: Holistic curriculum development= Robust IEP	Wilson-Patton: Co-requisite reading/writing courses for ESL students	Place: Academic oral lang. learning through fine art discussions	Saint: Simple strategies to support CCRS in Adult ESL	Skees: Verb Your Class!		networking
	<i>Beverage Stations (1:45-4:00)</i>														
<b>3:00-3:45</b>	de Jong: Engaging Mainstream Teachers in Multilingual Practices	Thrush: Literacy Strategies for math classes	Paraiso: Writing for Publication: TATESOL Journal	Dobbs-Black: The ESL Teacher as a Teacher Leader	K. Hill: Promoting multilingual literacies: teacher/family collaborations	Goertzen: Supporting English Learners with Close Reading	Whinery: RTI and L-TELS: ESL is not a life sentence	Siegel: Making haste slowly: Setting up ELLs for Success	Caine: Using U.S. founding documents to empower Academic Lang	Roberts: Critical incidents and language Awareness	Sippell: Guiding Int'l students through the research paper process	M. Moore: Freshman Writing for ELs & community co-requisites	J. Harrison: Advocacy - When transformative actions are not enough	Wilson-Mobley: International Lunch Club – Exploding geo. & literacy boundaries	networking
<b>4:00-4:45</b>	<b>KEYNOTE: Rebecca Oxford - Peacebuilding in TESOL: Transforming the World through Peace Language Activities</b> Wynfrey Ballroom														
<b>5:00-8:00</b>	<b>Vulcan Park and Museum</b> (ticketed event): Buses depart from the Wynfrey Hotel at 5:00 and 5:15 pm (buses return between 7:30 and 8:00 pm) Dreamland BBQ buffet, Museum of Birmingham's History, and Observation Tower overlooking Birmingham (which is located at the southern end of the Appalachians) Speakers: Courtney Bentley – <i>Challenges for Embracing Today's Multicultural and Multilingual Diversity</i> Tery Medina – <i>Being the English Learners' Educational Parent</i>														

# FRIDAY, October 6, 2017

	Wynfrey Ballroom A/B	Wynfrey Ballroom C	Wynfrey Ballroom D/E	Riverchase A (Level 2)	Riverchase B (Level 2)	WyndSOR 1 (Level 1)	WyndSOR 2 (Level 1)	Yorkshire (Level 1)	Avon (Level 2)	Berkshire (Level 2)	Cornwall (Level 2)	Devon (Level 2)	Dorset (Level 2)	Essex (Level 2)	Hampshire (Level 2)
8:00-8:45				Miller: <i>Creating a positive environment</i>	Bourg: <i>ESOL Leaders-developing PD training</i>	Paul: <i>Best Practices using a reflective coaching model</i>	Bontempi: <i>Literacy using picture word induction model</i>	Terry: <i>Summary Writing with "SPACE"</i>	Kozuma: <i>L2 learning of Univ. Chinese Returnees</i>	Place: <i>Fine Art images for academic Lg.</i>	G. Williams: <i>Linguistic challenges of math for ELs</i>	McGrath: <i>Art of writing narratives with ELs</i>	H.Lee: <i>Group discussions in a composition class</i>	Goodman: <i>Appropriate greetings for adult ELs</i>	networking
9:00-9:45	<b>KEYNOTE: Ester de Jong - Changing Times, Transforming Our Practice</b> Wynfrey Ballroom														
	<i>Beverage Stations (8:45-11:00)</i>														
10:00-10:45		Hirano: <i>TEFL practicum abroad: Learning to teach EFL</i>	Shory: <i>Portfolio assessments-personalized for newcomers</i>	<b>Workshop: Christel Broady</b> <i>Supporting EL Content and Academic Language Development with Easy to Use Technology</i>		<b>Workshop: Rebecca Oxford</b> <i>Empowering ESL Learners with Strategies for Success: Integrate Learning Strategy Instruction into ESL Teaching</i>		Heffington: <i>Higher Order Thinking Skills &amp; teaching ELs</i>	Schneider: <i>Advancing Language, Literacy and Math</i>	P. Clark: <i>Qualitative Interviews &amp; problems of polite analysis</i>	Diamond: <i>Choosing and Using Small Groups successfully</i>	Burden: <i>Tawkin' Southern - Improving EL listening skills</i>	Erwin: <i>Helping ESL students find their power of Why</i>	Hall: <i>Success factors in writing for L2 college writers</i>	SETESOL Regional Council Meeting
11:00-11:20		Thomas: <i>Including ELs in school culture</i>	Giles: <i>Collaborating for ELs in math &amp; lang. arts</i>					S. Cheng: <i>Gap from western pedagogy to CSL practice</i>	Hays: <i>Adult Ed. ESL: Treat them like adults</i>	P. Reynolds: <i>Mule Theory Strategic Conferencing</i>	Childs: <i>Technology in task-based L2 writing</i>	Evans: <i>Funding class projects: gran writing</i>	Manuel: <i>Bantu langs. and English pronunciation</i>	Abendschein: <i>STEM teaches perspective of int'l UG sts</i>	
11:30-11:50		Haselton: <i>Self-reflection enhances L2 pronunciation</i>	Djalilova: <i>Co-teaching to support EL writing</i>					Maunsell: <i>ESL &amp; Special Education: Integrated PD</i>	Foss: <i>Identifying long-term ELs</i>	Nemanic: <i>Bridging gap teaching &amp; learning styles</i>	Badger: <i>foster ESL analytic &amp; creative thinking skills</i>	Harbin: <i>Short primer for non-ESL teachers</i>	Shelly: <i>Success of Special Programs</i>	Bates: <i>Uniting Nations and ELs</i>	networking
11:50-1:20	<b>LUNCHEON and KEYNOTE: Paulette Dilworth - Five Principles of Courageous Leadership: Lessons Learned</b> Wynfrey Ballroom														
1:30-1:50		<b>Workshop: Diane Carter</b> <i>Tell Me a Story: Why Folktales Engage Us</i>		Sandoval: <i>Addressing needs of 9-12 newcomer ELs and families</i>	Schaefer: <i>Reinforcing interactive oracy skills through outlining tasks</i>	Yazan: <i>"They're not my kids, they're our kids" Negotiating an ESL teacher Identity</i>	Yilmaz: <i>Fear of negative evaluation in mainstream classrooms</i>	Logan: <i>Greek/Latin roots: A way to support language acquisition</i>	Costello: <i>ELs in gifted programs - a qualitative ethnographic study</i>	Kryger: <i>First Year Composition and the university writing center</i>	McLean: <i>Engaging listening - Directed listening journals</i>	Zomorrodian: <i>Learning Languages Online</i>	H. Kim: <i>Learning about plagiarism &amp; college ELLs: An auto-ethnography</i>		AMTESOL Board Meeting
2:00-2:45				Montiel: <i>High school EL summer book study</i>	Taylor: <i>Accommodating ELLs &amp; all students</i>	Honegger: <i>Cultural Training- Int'l &amp; US students</i>	Dolive: <i>Strategies with adult ESL learners in multi-level class</i>	Dolce: <i>Confronting implicit bias-intensive ESL</i>	Anthony: <i>Time to Tackle Taboo Topics</i>	Yan: <i>Learning ESL by utilizing social media</i>	T. Johnson: <i>Explicit tchg of narrative genre</i>	Lykke: <i>Teach abroad as a U.S. English Lang. Fellow</i>	Li: <i>Attracting alternative populations in college IEPs</i>		
	<i>Beverage Stations (1:45-4:00)</i>														
3:00-3:45		Koubek: <i>Empowering TESOL students through inquiry based learning</i>	Guy: <i>Hands-on oral language activities for math</i>	Thomason: <i>Aligning fiction/non-fiction texts to promote ELs' knowledge &amp; L2</i>	R. Russell: <i>Reading across the curriculum</i>	Kellerman: <i>Utilizing project-based curriculum to teach ELLs English lang. skills</i>	Davenport: <i>Greek mythology for advanced ESL students</i>	Harkness: <i>Engaging 21<sup>st</sup> cent. learners in reading courses</i>	Bordelon: <i>Learning by teaching: culture-share Initiatives</i>	M. Harrison: <i>Essaying the Composition Course</i>	Sebolt: <i>Connecting content with ELs' funds of knowledge</i>	Hendley: <i>Experiential learning for global perspec. campus-wide</i>			networking
4:00-4:45		<b>KEYNOTE: Catherine Davies</b> <i>I Want to Visit with Y'all: Diversity &amp; Transformation in Southern American English</i>			<b>KEYNOTE: Tery Medina</b> <i>10 Consejos to Nurture, Grow, Nourish Parent and Family Involvement</i>										
4:45-5:45	<b>RECEPTION (Wynfrey Ballroom): Poster Presentations</b>														
5:45-7:00	<b>RECEPTION (continued): Name That Tune with Bill Wallace</b>														

# SATURDAY, October 7, 2017

	Wynfrey Ballroom A/B	Wynfrey Ballroom C	Wynfrey Ballroom D/E	Riverchase A (Level 2)	Riverchase B (Level 2)	WyndSOR 1 (Level 1)	WyndSOR 2 (Level 1)	Yorkshire (Level 1)	Avon (Level 2)	Berkshire (Level 2)	Cornwall (Level 2)	Devon (Level 2)	Dorset (Level 2)	Essex (Level 2)	Hampshire (Level 2)
<b>8:00-8:45</b>			AMTESOL meeting for all AL & MS attendees	K. Russell: <i>Genre-based curriculum in L2 writing</i>	Howell: <i>Community bridges thru parental outreach</i>	O'Loughlin: <i>Fostering Resilience-The "I have, I am, I can" model</i>	Hobson: <i>Integrating Critical Pedagogy &amp; L2 teaching</i>	Terrell: <i>Just language or something more?</i>	Voigt: <i>Statements of Purpose as Assessment [gatekeeper]</i>	Ramos/Cueto: <i>Preparing Mexican grad. students as EFL teachers</i>	Meyer: <i>Digital Citizenship: Transforming in 2.0 world</i>	D. Dobbs: <i>Fun in the Adult ESL Classroom</i>	Wherry: <i>Teach English overseas with the Peace Corps</i>	Davis-Wiley: <i>Marginalizing US-born ELs thru English-only Policies</i>	networking
<b>9:00-10:15</b>	<b>KEYNOTE</b>  <b>Ofelia Garcia</b>  <i>Translanguaging and TESOL</i>			<b>KEYNOTE</b> <b>April Muchmore-Vokoun</b>  <i>Building Student Confidence in L2 Writing</i>  SPONSORED BY CENGAGE/NATIONAL GEOGRAPHIC LEARNING											
	<i>Beverage Stations (8:45-11:00)</i>														
<b>10:30-10:50</b>	<b>Workshop:</b> <b>Ofelia Garcia</b>  <i>Open Discussion on Translanguaging and Translanguaging Pedagogy</i>	<b>Workshop:</b> <b>Tery Medina</b>  <i>Better Together: Case Studies, Salient Issues &amp; Relevant Answers that Strengthen Parent Programs</i>	<b>Workshop:</b> <b>April Muchmore-Vokoun</b>  <i>Accepting the Challenge: Helping Students to Develop a More Academic Writing Voice</i>	Pledger: <i>Removing barriers to learning through meeting basic needs</i>	Shuler: <i>"I spy with my little eye"- Excited ESOL students</i>	Strong: <i>Using map skills to support ELs in the U.S. and abroad</i>	Hooper: <i>Learning American culture through comics</i>	Langcuster: <i>Teaching academic writing to Chinese ELs w/ concept mapping</i>	Trinh: <i>Ways of Knowing in a Mexican Transnational Family in Georgia</i>	Nguyen: <i>Qualified pre-service teacher preparation programs in the U.S.</i>	Ladle: <i>More than words: Introducing visual notetaking in the classroom</i>	Uguralp: <i>Cannon: GPS for language learning: How to reduce grammar and speech anxiety</i>	Camacho: <i>Collaborating with university units for professional program development</i>	networking	
<b>11:00-11:45</b>				Yost: <i>Training Tutors to assist ESL writers</i>	Behel: <i>Research-based practices for engaging and empowering ELLs</i>	Seale: <i>First things first: Creating a Culture of Acceptance</i>	Y. Word: <i>English language learning gone digital with CommonLit</i>	S. Kim: <i>Faculty-grad. student collaboration: Developing ESOL training modules</i>	Strickland: <i>Empowering teachers to transform education in Kenya</i>	T. Hill: <i>Close Reading in the ESL classroom</i>	Heike Williams: <i>Empowered English: strategies for vocabulary enrichment</i>	Gilliland: <i>Process for developing a tutoring program for English learners</i>	Martinez: <i>Travel agents reimaged: A digital storytelling project</i>	networking	
<b>12:00-3:00</b>	<b>Optional:</b> Birmingham Civil Rights Institute (inquire at the Birmingham Visitors' Bureau in the Wynfrey Hotel, Level 1)														