THEN, NOW, NEXT...
Embracing Tradition & Innovation

WATESOL Fall Conference 2015
Plenary Speaker: Dr. Joan Kang Shin

Presenters, Exhibitors, SIG Meetings

Saturday, Oct 17 (8:00am—4:30pm)
& Sunday, Oct 18 (8:00am—12:20pm)
The Universities at Shady Grove

www.watesolassociation.org
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 came with their young children. Criminals robbed, hurt, and abused many of the children en route. Some parents paid thousands of dollars to “coyotes” (skilled guides) to bring their children across the border.

The children and mothers entered the United States illegally. Most arrived in Texas. They went to 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 U.S. Department of Health and Human Services set up special areas to hold the large number of immigrants.

The Federal Emergency Management Agency (FEMA) has supplied food, water, bathrooms and showers. Hundreds of women and children slept on cots in military bases.*

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:

Do 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.

Career Day

On career day, people in different occupations* come to school to talk about their jobs. This helps students make choices about their own careers in the future.

*Continued on page 11.
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## 2015 Elite Exhibitors

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<td>Peace Corps</td>
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<td>Cambridge University Press</td>
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## 2015 Exhibitors

- Center for Applied Linguistics (CAL)
- Easy English News
- English Language Fellow Program
- Intercambio
- National Geographic Learning/Cengage Learning
- Night Owl Press
- Pearson
- Pearson ELT
- Speak Agent
- Tempo Bookstore

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### Special Thanks To

All Fall 2015 Convention Volunteers and Proposal Readers
## WATESOL 2015 Fall Convention Schedule

### Saturday, October 17, 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 - 9:00am</td>
<td>Registration&lt;br&gt;Breakfast (<em>Partially sponsored by Peace Corps</em>)</td>
</tr>
<tr>
<td>9:00 - 10:00am</td>
<td>Keynote Address of Dr. Joan Shin (no late entry to Keynote)</td>
</tr>
<tr>
<td>10:10 - 11:10pm</td>
<td>Concurrent Sessions 1</td>
</tr>
<tr>
<td>11:20 - 12:20am</td>
<td>Concurrent Sessions 2</td>
</tr>
<tr>
<td>12:25 - 1:30pm</td>
<td>Lunch (<em>Partially sponsored by The Color Vowel Chart</em>)&lt;br&gt;Awards, Announcements</td>
</tr>
<tr>
<td>1:30 - 1:50pm</td>
<td>SIG &amp; Other Group Entity Business Meetings</td>
</tr>
<tr>
<td>2:00 - 3:00pm</td>
<td>Concurrent Sessions 3</td>
</tr>
<tr>
<td>3:10 - 4:10pm</td>
<td>Concurrent Sessions 4</td>
</tr>
<tr>
<td>4:15 - 4:30pm</td>
<td>Raffle!</td>
</tr>
<tr>
<td>4:30 - 6:30pm</td>
<td>Networking Happy Hour Followed by Conference Dinner&lt;br&gt;Mamma Lucia: <a href="http://www.mammaluciarestaurants.com/">http://www.mammaluciarestaurants.com/</a>&lt;br&gt;<em>Advanced Ticket Purchase Required</em></td>
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### Sunday, October 18, 2015

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 - 8:50am</td>
<td>Registration&lt;br&gt;Breakfast (<em>Partially sponsored by Cambridge University Press</em>)</td>
</tr>
<tr>
<td>9:00am - 12:20pm</td>
<td>Concurrent Special Interest Section Sessions</td>
</tr>
</tbody>
</table>

**Thanks for joining us in 2015!**<br>**We are looking forward to 2016!**
Teaching English through International Songs: A Global Approach

Keynote Speaker: Joan Kang Shin
Professor of Practice
Director, TESOL Professional Training Programs
University of Maryland, Baltimore County

Using English adaptations of international children’s songs is an effective and desirable approach for teaching English to young learners and guides them towards 21st century intercultural competence. The presenter will describe and demonstrate her unique multicultural approach to teaching children English as a global language and share the challenges of its implementation.

Notes:
Welcome to the 2015 WATESOL Fall Convention: THEN, NOW, NEXT...Embracing Tradition & Innovation. To new and returning members: we are so happy to have your membership and professional contributions. As you know, we were unable to hold a spring event this year. Finding space and finding money were a challenge. As a result, we decided to expand the Fall Convention to two days, one day for presentations and one day for the SIGs, which is normally the focus of the spring event. This is an exciting change and we hope it succeeds.

We have also been very busy working on the governance structure of WATESOL. These changes are intended to help provide better continuity and leadership as board members cycle on and off and hopefully provide more benefits to you, our members. Please take some time to visit the website and see what is new in governance and opportunities for your further involvement. As always we strive to provide professional development events to our membership so that they can explore all aspects of the field of Teaching English to speakers of other Languages. We also aim to support all professionals in the field from volunteers to program administrators.

Here is a reminder of the benefits of being a member of WATESOL:

- **Grants and Scholarships**: These awards offer wonderful opportunities for assistance in funding of research, teaching or other professional growth ideas. Please visit the website for the upcoming awards and deadlines.

- **Annual Fall Convention**: This is our biggest event of the year and we cannot do it without your support. If you have never presented at a conference, the WATESOL Fall Convention is a great place to start.

- **Professional Development Seminars**: These workshops on special topics of interest occur annually. They are designed to help you develop your skills as an ESL professional. If you have an idea or a suggestion, contact your SIG co-chairs or the WATESOL PD Coordinator.

- **WATESOL Job Bank**: Membership in WATESOL allows you to subscribe to the e-list and receive information on job opportunities. This service is for both potential employees and for employers looking for qualifications.

- **WATESOL E-Newsletter**: The e-newsletter has interesting articles written by members and specialists in the field, teaching tips, book reviews, updates on important events, and special announcements on important issues in your organization.

- **WATESOL E-List Announcements**: Learn up-to-the-minute information on upcoming professional development opportunities, calls for proposals, information about grants & awards and so much more.

- **WATESOL Facebook Page and Twitter Account**: Visit our Facebook page and “like us” to receive up-to-date information about our events, learn about opportunities through TESOL, and share ideas for the classroom and research. You can also follow us on Twitter @WATESOL.

- **WATESOL Online Membership and Program Directory**: Looking for phone numbers of a colleague? Want to locate your Special Interest Group (SIG) Chair. Need the email address of a program director? Wondering about an ESL program in your area? It’s all there in a comprehensive online list. We will be building this out further and enhancing it over the next year.

- **Caucuses, Committees, Other Group Entities**: One of the new changes is an expanded role for Caucuses, Committees, and other group entities within the organization. These groups are different from SIGs in that you can be a member of more than one caucus, committee, or other group entity in addition to your SIG and they are intended to be more issues focused rather than job/level focused like the SIGs. Current and past groups include:
Remember, you can be a member of these groups in addition to your SIG. If interested, please visit our website for more information.

We on the Board encourage you to take part in any number of opportunities that are available to you in making WATESOL an exciting organization for professional growth.

I hope you have a wonderful experience at this year’s Fall Convention. Please remember that we are here for you. Let us know how we can assist you more effectively and how WATESOL, your local professional organization, can better serve you.

Bryan Woerner
WATESOL President (2014-2015)

In Memory of Dr. James E. Alatis
July 13, 1926 - February 28, 2015
Founding Member and First Executive Director of TESOL
Lifetime Member of WATESOL
(WATESOL Speaker in 1978-1979)

An excerpt from a statement published by TESOL on 3/2/2015:

Jim Alatis, as he was known to many, will be remembered for his energy and his commitment to TESOL International Association and to the field of English language teaching. “Our kind of teaching,” he once said, “which accepts other peoples’ languages and cultures as equally valid to ours, is essential to cross-cultural communication, mutual educational exchange, social justice, and, ultimately, it is devoutly to be wished, world peace.” As the association works to support and encourage the work of English language teaching, he would urge us, as he told one interviewer, “to continue to insist upon quality above all.”

To read more about James Alatis go to: www.tesol.org and search “James Alatis”
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<thead>
<tr>
<th>Room</th>
<th>Session 1: 10:10-11:10am</th>
<th>Session 2: 11:20-12:20pm</th>
<th>Meetings: 1:30-1:50pm</th>
<th>Session 3: 2:00-3:00pm</th>
<th>Session 4: 3:10-4:10pm</th>
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<tr>
<td>Rockville</td>
<td>Teaching Reporting Verbs &amp; Citations: A Mini-Corpus Approach</td>
<td>Student Peer-Mentoring: Research into Factors for Success</td>
<td>Using Phonological Awareness to Teach Tricky Vowels</td>
<td>Making Rhetorical Functions an Integral Part of Your Class</td>
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<td>Potomac</td>
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<td>1032</td>
<td>The Correlation between Self-Efficacy, Learners’ Belief in Perfectionism, and Classroom Anxiety</td>
<td>How to Use Linguistic Needs Analysis to Create Authentic Assignments</td>
<td>K12</td>
<td>Dealing with Reluctant Participators: Strategies and Approaches</td>
<td>What Every Immigrant Needs to Know</td>
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<td>1042</td>
<td>How Culturally Competent do I Rate Myself?</td>
<td>Teach Writing Organization With Political Ads</td>
<td>Higher Ed</td>
<td>Promoting Pragmatic Competence in Grammar Instruction</td>
<td>Increasing Student Engagement through Integration of Free Online Resources</td>
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<td>Making a Good Thing Better: Increased Guidance in Peer Review</td>
<td>Accelerating Access to Healthcare Careers through a Workforce Pathway</td>
<td>Adult Ed</td>
<td>Clip, Snap, Drag &amp; Go: Video Editing for Reflective Teaching</td>
<td>See One, Do One, Teach One: Propelling Instructors Forward</td>
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<td>2062</td>
<td>A Tale of Two Instructors: Using Texting to Support Language Acquisition</td>
<td>Reflective Learning: The Unexpected Benefits of Learning Logs</td>
<td>NNEST</td>
<td>Source-Crediting Conventions 101: A Systematic Approach</td>
<td>Then and There, Here and Now: 4 Ways that Overseas Teaching Can Jumpstart Your TESOL Career</td>
</tr>
<tr>
<td>3012</td>
<td>Rethinking Assessment: Digital Tools to Engage and Assess ELLs</td>
<td>The Learner as Teacher: Practical Views on Classroom Strategies that Work (NNEST)</td>
<td>Teacher Observations: Doing More with Less</td>
<td>No More Reading Slides! Pecha Kucha in the Classroom</td>
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<tr>
<td>3022</td>
<td>Grammar Explorer: Taking Grammar to Uncharted Territory</td>
<td>Saving Time Making Interactive English Language Teaching Materials</td>
<td>The Learner as Teacher: Practical Views on Classroom Strategies that Work (NNEST)</td>
<td>Career Readiness, Civics, and Academic Prep: Text and Tech Solutions</td>
<td></td>
</tr>
<tr>
<td>3052</td>
<td>Professional Development that has an Effect: Hold a &quot;home grown&quot; PD Conference</td>
<td>The World is your Classroom: Teach Abroad with the English Language Fellow Program</td>
<td>Turn of Phrase ESL: Engaged, Contextualized Learning through Gamebooks</td>
<td>Using Short Fiction to Discover Critical Pathways to Academic Content</td>
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Topics are color-coded by Special Interest Group (SIG)
## Sunday Schedule Summary

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<tr>
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<th>Session 3: 11:20-12:20pm</th>
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<tr>
<td>1032</td>
<td>Online Lesson Plans for Financial Literacy and Consumer Protection</td>
<td>Helping Adult ELLs Meet Language Demands of College &amp; Careers</td>
<td>Preparing ESL Learners for High School Equivalency Exams</td>
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<tr>
<td>1042</td>
<td>Same Old Grammar Errors? Try Something New</td>
<td>Efficient Teachers, Autonomous Students: Class Websites and Their Creation</td>
<td>Meeting the Unique Challenges of Saudi Learners in American IEPs</td>
</tr>
<tr>
<td>1052</td>
<td>Fluency Strategies for Students Who Speak Arabic with Picture Books</td>
<td>Sound Awareness/Pronunciation Games to Enliven Your Classes</td>
<td>Teaching Writing Using the ACCESS Rubric</td>
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Topics are color-coded by Special Interest Group (SIG)

- **Adult Ed**
- **Higher Ed**
- **K12**
- **Multiple SIGS**
<table>
<thead>
<tr>
<th>Room, SIG, Type</th>
<th>Saturday Concurrent Session #1 Summaries 10:10-11:10am</th>
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</thead>
</table>
| 1032 All SIGs Presentation | The Correlation Between Self-Efficacy, Learners' Belief in Perfectionism, and Classroom Anxiety  
Islam Farag  
The study examines the relationship between classroom anxiety, perfectionism, and self-efficacy and investigates whether or not gender plays a role. The results show that gender plays a significant role, and there is a positive correlation between self-efficacy and perfectionism and between perfectionism and anxiety but not between self-efficacy and anxiety. |
| 1042 All SIGs Presentation | How Culturally Competent do I Rate Myself?  
Solange Lopes-Murphy  
The presenter will share the results of a survey on cultural competence administered to teacher educators, teacher candidates, and PK-12 teachers from two different institutions and locales. Recommendations on ways to integrate culturally competent practices in classrooms will be presented. |
| 1052 Higher Ed Workshop | Making a Good Thing Better: Increased Guidance in Peer Review  
Heather Gregg Zitlau, Stephanie Gallop  
Peer review is standard practice in writing instruction, but it could be used both more effectively and in broader contexts. Presenters share strategies and materials for increased instructor involvement in peer review for writing and oral presentation courses. Participants leave with tactics and materials to adapt for their teaching contexts. |
| 2062 Adult Ed Teacher Ed Presentation | A Tale of Two Instructors: Using Texting to Support Language Acquisition  
Hilla Israeli, Heather Ritchie  
Two instructors will share their experience using Google Voice as a texting smartphone application inside and outside the classroom (beginning and low intermediate levels) to interact with learners. Instructors utilized the phones to enhance written communication with learners, and facilitate learner interaction, language acquisition, participation, and motivation. |
| 3012 Adult Ed Workshop | Rethinking Assessment: Digital Tools to Engage and Assess ELLs  
Lindsey Crifasi, Becky Shiring  
During this interactive session, participants get hands on experience using 5 free and easy to use technologies to formatively assess students. Learn to engage students and gain rapid insight into student understanding to help inform data driven decision making and differentiated instruction. |
| 3022 Exhibitor | Grammar Explorer: Taking Grammar to Uncharted Territory  
Daphne Mackey of National Geographic  
*Grammar Explorer* prepares students for academic success and communication through captivating National Geographic content and activities that highlight real world English. This interactive session shows how students encounter the grammar in rich listening, speaking, reading, and writing activities. Students are fully engaged making for a fun, successful learning experience. |
| 3052 All SIGs Presentation | Professional Development that has an Effect: Hold a “Home Grown” PD Conference  
Harvey Rosembaum, Angela Calarco  
This presentation describes a unique and successful professional development program for adult education teachers: an annual conference (in its ninth year) organized and presented by the teachers of the Montgomery College Adult Education faculty. Come learn about the program’s successes, problems-solutions, benefits, and how to do this with your colleagues. |
Make a difference by teaching overseas.

peacecorps.gov
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<tr>
<th>Room, SIG, Type</th>
<th>Saturday Concurrent Session #2 Summaries 11:20-12:20pm</th>
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</table>
| Rockville (1st Floor) Higher Ed Workshop | Teaching Reporting Verbs & Citations: A Mini-Corpus Approach  
Christina Brady  
This presentation demonstrates a corpus-based method for teaching reporting verbs and citation patterns to graduate or undergraduate students. Addressing the challenge of having students from various disciplines, the technique leads students to cull their own set of words and patterns from their own collection of articles on a topic. |
| Potomac (1st Floor) All SIGs Presentation | Student Peer-Mentoring: Research into Factors for Success  
Sigrun Biesenbach-Lucas, Alanoud Saleh Alzahrani, Andrew Screen  
Although mentoring is an established approach to transition students to new academic settings, little research has examined mentorship in foreign language programs. This study investigated one IEP’s EFL peer-mentoring program by surveying program stakeholders. The presenters share weaknesses in the program and proposed recommendations for bridging current gaps. |
| 1032 Higher Ed Workshop | How to Use Linguistic Needs Analysis to Create Authentic Assignments  
Natalia Jacobsen  
This workshop reports the results of an action-research project focused on analyzing language-related needs of international graduate students in Statistics. The results provide a basis for developing a number of targeted pedagogic tasks (demonstrated during the workshop) and suggest next steps for further curriculum development in the Statistics EAP/ESP programs. |
| 1042 All SIGs Demo | Teach Writing Organization with Political Ads  
Nancy Overmann  
A topic sentence plus support is not just a writing convention; it’s the preferred style for academic communication. Political ads exemplify this style by making a strong claim, followed by bullet-point evidence. Use these ads to help students plan their writing and compose organized, persuasive papers with appropriate sentence connectors. |
| 2062 Adult Ed Presentation | Accelerating Access to Healthcare Careers through a Workforce Pathway  
Karen Rivas, Laurel Anderson, Chantal Ross, Heather Tatton-Harris  
Adult immigrants experience many hurdles reaching career and life goals. Embedding language instruction with career training accelerates ELLs on their journey. Learn about the development of a healthcare career pathway (vision to implementation), including curriculum and instructional innovations. Success stories and data illustrate effectiveness. Participants receive steps for pathway design. |
| 3012 Higher Ed Demo | Reflective Learning: The Unexpected Benefits of Learning Logs  
Kelli Rowedder, Anna Carroll  
After adapting structured learning logs (reflective journals) as an unconventional way to track attendance, the presenters discovered unexpected benefits. This presentation explains how weekly learning logs helped build relationships with students, served as weekly course evaluations, and provided feedback for lesson planning via this written dialogue between teacher and student. |
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<td>3022 Exhibitor</td>
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**Saturday Concurrent Session #2 Summaries 11:20-12:20pm**

**3022**

**Exhibitor**

**Saving Time Making Interactive English Language Teaching Materials**
Ben L. Grimley, Katie Cunningham of Speak Agent

Emerging technologies enable teachers to make their own digital and interactive ELT materials. This session will explore ways to super-charge lesson creation through “open educational resources,” peer collaboration, and online authoring tools. The results: faster content development, higher quality, and more creative ideas that work in the elementary classroom.

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**3052**

**Exhibitor**

**The World is your Classroom: Teach Abroad with the English Language Fellow Program**
Kristina Lykke of EL 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.

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**Cambridge**

**WITH THE RIGHT TOOLS**

**EVERY STUDENT CAN BE A GREAT WRITER**

**FINAL DRAFT**

Introducing a new corpus-informed writing series that teaches authentic academic language, develops critical thinking skills, and helps students recognize and avoid plagiarism.

Find out more:
Attend the Final Draft presentation presented by the ESL Specialist Katie Jurewicz.

VISIT THE CAMBRIDGE BOOTH IN THE EXHIBIT HALL

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**cambridge.org/finaldraft**
<table>
<thead>
<tr>
<th>Room, SIG, Type</th>
<th>Saturday Concurrent Session #3 Summaries 2:00-3:00</th>
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| Rockville (1st Floor) | **Using Phonological Awareness to Teach Tricky Vowels**  
Robin Barr  
Developing phonological awareness is a crucial skill for language teachers. But how can teachers use it to inform their teaching? Participate in multi-modal activities raising your awareness of tense and lax vowels (e.g. ‘sheep’ vs. ‘ship’), then evaluate which differences are the most useful in helping your students be understood. |
| All SIGs Workshop | **Sing! Dance! Create! Arts Integration in the Adult ELL Classroom**  
Heather Tatton-Harris, Tara Villanueva  
Unlike in K12 programs, arts integration receives little attention in adult education. Through videos of students in action and a discussion connecting research-to-practice, presenters demonstrate the positive effects of arts instruction on motivation, fluency, pronunciation, and vocabulary acquisition. Participants take away simple ideas for integrating arts into their own classrooms. |
| Potomac (1st Floor) | **Dealing with Reluctant Participators: Strategies and Approaches**  
Julie Lake  
Though active engagement in the classroom can promote L2 pragmatic competence and proficiency, many students are often reluctant to participate. This presentation will share several strategies that will motivate even your most reticent speakers to speak in class and play a more active role in their own learning. |
| Adult Ed Workshop | **Promoting Pragmatic Competence in Grammar Instruction**  
Christine Bobal, Lily Jaffie-Shupe  
To succeed in higher education, learners are expected to use English not only correctly but also appropriately. ESOL instructors should provide opportunities for students to analyze, understand, and practice pragmatically-appropriate grammar use. The presenters will share and participants will create authentic practice activities to promote pragmatic competence with grammar instruction. |
| 1032 | **Clip, Snap, Drag & Go: Video Editing for Reflective Teaching**  
Kelly Wiechart, Jill Chiasson  
This session demonstrates how innovative, freely available video editing software can be used to rethink the traditional reflective teaching video. Presenters demonstrate how editing tools can be used to disrupt linearity and enact a micro development approach of complexity theory (Larsen-Freeman, 2008) to observe and analyze change patterns across multiple timescales. |
| 1042 | **Source-Crediting Conventions 101: A Systematic Approach**  
Donette Brantner-Artenie, Sigrun Biesenbach-Lucas  
The presenters describe their systematic approach to guiding advanced-level students in integrating source ideas with their own through a graduated, cumulative series of activities that engage students not only in practicing paraphrasing and source citation, but also in forging content ties and linguistic connections among the ideas in their writing. |
| 2062 | **Teacher Observations: Doing More with Less**  
Emily Naber, Ashley Lipps  
Teacher observations are key to improving program quality, but are also time consuming. This session will present an efficient and successful model and will share with participants observation tools used at one adult school in Washington DC where one administrator is responsible for supervising over 200 teachers. |
### Saturday Concurrent Session #3 Summaries 2:00-3:00pm

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<th>Room, SIG, Type</th>
<th>Saturday Concurrent Session #3 Summaries 2:00-3:00pm</th>
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| 3022 NNEST Workshop | The Learner as Teacher: Practical Views on Classroom Strategies that Work  
  John Mark King |
  Teachers with personal experience as language learners share practical activities and strategies to take into the classroom tomorrow to improve your confidence and make your classroom more effective. An interactive session where audience members will be able to share their own "keys to success".

| 3052 Exhibitor | Turn of Phrase ESL: Engaged, Contextualized Learning through Gamebooks  
  Rebecca Karli, Mary Slechta of Night Owls Press |
  Turn of Phrase ESL is an educational series that teaches idioms, phrasal verbs, and collocations in the form of chooseable path novels. Learn how its unique gamebook structure can help young adult and adult ELLs master natural communication patterns and broaden their understanding and use of English expressions.

### Saturday Concurrent Session #4 Summaries 3:10-4:10pm

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<tr>
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<th>Saturday Concurrent Session #4 Summaries 3:10-4:10pm</th>
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| Rockville (1st Floor) Higher Ed Presentation | Making Rhetorical Functions an Integral Part of Your Class  
  Bennett Lindauer |
  Rhetorical functions are the foundation of academic language, yet textbooks often do not adequately highlight the functions of a text. This presentation will demonstrate how teacher-developed materials can supplement textbooks and provide students with an understanding of a text beyond the sentence and paragraph levels.

| Potomac (1st Floor) All SIGs Demo | Teacher Hacks: Creative Solutions to Classroom Challenges  
  Becky Shiring, Lindsay Crifasi |
  A “hack”, a recent slang word, is defined as a clever solution to a tricky problem. In this presentation, participants will learn 15 “Teacher Hacks” to improve instruction and reduce workload. Presenters will demonstrate innovative ideas to address challenges in lesson planning, classroom management, professional development, and resource procurement.

| 1032 Exhibitor | What Every Immigrant Needs to Know  
  Heather Ritchie of Intercambio |
  This interactive workshop will illuminate the scope of legal, systematic and cultural knowledge a newcomer to the U.S. needs to succeed. A range of topics will be covered using, The Immigrant Guide to help participants understand how different life is in the US. Workshop will model how to teach information.

| 1042 Adult Ed Higher Ed Demo | Increasing Student Engagement through Integration of Free Online Resources  
  Sevtap Frantz |
  Integrating technology into lessons can be time consuming yet stimulating. Instructors should find ways to keep their L2 learners motivated and actively involved. In this session, the presenter demonstrates how free online resources can be used in L2 to increase student engagement and active participation using Nearpod, Quizlet and PollEverywhere.
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| 1052 | See One, Do One, Teach One: Propelling Instructors Forward  
Charlotte van Londen, Debi Edick, Michael Robinson |
| Adult Ed Demo | MCAEL’s “See One, Do One; Teach One Approach” in Professional Development increases return-on-investment and accountability for outcomes by including classroom implementation and evaluation in instructor training. Participants who complete all components successfully become the experts and take on their own cohort in the “See One, Do One; Teach One Approach”. |
| 2062 | Then and There, Here and Now: 4 Ways that Overseas Teaching Can Jumpstart Your TESOL Career  
Rebecca Wilner, Megan Calvert, Samantha Parkes |
| All SIGs Panel | Teaching abroad is exciting, but returning to a competitive job market is daunting. In this session, panelists advise participants how to translate overseas teaching experience into fulfilling employment in the US. They describe how leadership, professional development, pedagogical and educational opportunities have influenced their employment trajectories in the US. |
| 3012 | No More Reading Slides! Pecha Kucha in the Classroom  
Anna Rozzo |
| Adult Ed Higher Ed Workshop | Pecha Kucha (“chit-chat” in Japanese) is a presentation format designed to optimize audience engagement through a constrained time frame and effective selection of imagery. This format requires learners to express themselves more concisely and provides instructors with a realistic time limit for managing multiple student presentations. Participants should bring devices. |
| 3022 | Career Readiness, Civics, and Academic Prep: Text and Tech Solutions  
Bill Bliss of Pearson Education |
| Exhibitor | This presentation will offer strategies for integrating career and academic readiness, civics, and basic language learning through classroom activities, technology solutions, and digital games that maximize student interaction, motivation, individualized learning, and success. The newly-expanded Side by Side PLUS with eText and digital FunZone will be provided to all participants. |
| 3052 | Using Short Fiction to Discover Critical Pathways to Academic Content  
Stephanie Gollobin |
| Adult Ed Presentation | Short fiction is a powerful tool to introduce adult students to the rigors of academic content. In this classroom-tested approach, learners are guided through a process of empathizing with characters, identifying embedded themes, and critically questioning texts, transitioning students smoothly to academic content and critical thinking, researching, and writing. |
ELTS is the publisher, distributor, and exclusive training services provider for the COLOR VOWEL® Chart, a visual-kinesthetic tool that helps learners identify, perceive, and acquire the sounds of English.

Visit our booth for special conference pricing. Save 10% with coupon code “WATESOL” at www.colorvowelchart.org
### Sunday Concurrent Session #1 Summaries 9:00-10:00am

<table>
<thead>
<tr>
<th>Room, SIG, Type</th>
<th>Session Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1032</td>
<td>Online Lesson Plans for Financial Literacy and Consumer Protection</td>
<td>Miriam Burt, DeAnna Coon</td>
</tr>
<tr>
<td>Adult Ed Workshop</td>
<td>This bring-your-own-device session introduces an online resource for teaching financial literacy and consumer protection content while promoting language development, critical thinking, and web navigation skills. The resource’s features include lesson plans in English and Spanish, differentiated for beginning and intermediate levels. Participants explore the resource’s application to their instructional contexts.</td>
<td></td>
</tr>
<tr>
<td>1042</td>
<td>Same Old Grammar Errors? Try Something New</td>
<td>Andrew Screen</td>
</tr>
<tr>
<td>Higher Ed Presentation</td>
<td>Many learner errors in grammar are common and predictable. How can corrective feedback help students minimize these errors? Little research has explored the effectiveness of video corrective feedback. This presentation, by a grammar instructor in a university IEP, examines student and teacher perceptions of the effectiveness of video corrective feedback.</td>
<td></td>
</tr>
<tr>
<td>1052</td>
<td>Fluency Strategies for Students Who Speak Arabic with Picture Books</td>
<td>Ana Lado, Reem Almarwani, Hanadi AlShogiran</td>
</tr>
<tr>
<td>K12 Workshop</td>
<td>How can you accelerate the development of English oral and written fluency of speakers of Arabic? Picture Books that provide models can be an ideal resource for teaching with singing, reciting, rehearsing and modeling strategies. Come and find the ideal books for increasing fluency of English learners who come from languages that do not have a Roman Alphabet. Leave with a list of ideal picture books for all ages that match specific communicative language teaching strategies focused on fluency.</td>
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### Sunday Concurrent Session #2 Summaries 10:10-11:10am

<table>
<thead>
<tr>
<th>Room, SIG, Type</th>
<th>Session Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1032</td>
<td>Helping Adult ELLs Meet Language Demands of College &amp; Careers</td>
<td>Becky Shiring, Heather Tatton-Harris</td>
</tr>
<tr>
<td>Adult Ed Workshop</td>
<td>Increasingly rigorous adult ESL classes are a reality, and one area of focus is academic language. Do teachers know how to integrate academic language at all levels of instruction? Let’s unpack what it represents and explore promising practices for teaching academic language at all levels of adult ESL.</td>
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<tr>
<td></td>
<td>This presentation was delivered by Patsy Vinogradov, Susan Finn-Miller, and Betsy Parrish at TESOL 2015. They have graciously allowed us to present their content at WATESOL.</td>
<td></td>
</tr>
<tr>
<td>1042</td>
<td>Efficient Teachers, Autonomous Students: Class Websites and Their Creation</td>
<td>Anna Rozzo</td>
</tr>
<tr>
<td>Adult Ed Higher Ed Presentation</td>
<td>Class websites enable instructors to be organizationally creative and encourage students to self-differentiate. In this workshop, participants will gain an understanding of the advantages of class websites and they will learn how to design one themselves. Participants should bring devices.</td>
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</tr>
<tr>
<td>Room, SIG, Type</td>
<td>Sunday Concurrent Session #2 Summaries 10:10-11:10am</td>
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<tr>
<td>1052 All SIGs Workshop</td>
<td>Sound Awareness/Pronunciation Games to Enliven Your Classes&lt;br&gt;Shirley Thompson, Megan Calvert</td>
<td></td>
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<tr>
<td>1052 All SIGs Workshop</td>
<td>Wondering how to make your pronunciation instruction more engaging and effective? In this session you will learn and participate in a variety of fun, stress-free games for beginning to advanced levels that focus on the most critical aspects of pronunciation: stress, rhythm, and intonation.</td>
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<tr>
<th>Room, SIG, Type</th>
<th>Sunday Concurrent Session #3 Summaries 11:20-12:20pm</th>
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<tbody>
<tr>
<td>1032 Adult Ed Workshop</td>
<td>Preparing ESL Learners for High School Equivalency Exams&lt;br&gt;Miriam Burt, DeAnna Coon</td>
</tr>
<tr>
<td>1032 Adult Ed Workshop</td>
<td>Adult English learners may struggle with the language and content needed to pass high school equivalency exams. In this workshop, participants try out collaborative tasks using high-school equivalency content and identify the language skills required for developing content knowledge while also building problem-solving and critical thinking skills.</td>
</tr>
<tr>
<td>1042 Higher Ed Workshop</td>
<td>Meeting the Unique Challenges of Saudi Learners in American IEPs&lt;br&gt;Betsy Lindeman Wong</td>
</tr>
<tr>
<td>1042 Higher Ed Workshop</td>
<td>How can IEP instructors help Saudi learners overcome educational and cultural challenges in order to successfully transition to degree programs? Explore research-based strategies to help this unique group of learners develop the critical-thinking, reading, and writing skills needed for degree programs. Leave with an action plan for your teaching situation.</td>
</tr>
<tr>
<td>1052 K12 Demo</td>
<td>Teaching Writing Using the ACCESS Rubric&lt;br&gt;Darcy Scott</td>
</tr>
<tr>
<td>1052 K12 Demo</td>
<td>The writing rubric for the ACCESS test measures linguistic complexity, vocabulary, and language control. This session explores a system for improving students' writing in these three elements, including lessons for pre-writing, writing, and editing. It incorporates writing collaboratively, motivating students for growth, and providing useful feedback to students.</td>
</tr>
</tbody>
</table>
Presenter Profiles

**Reem Almarwani** a graduate student at Marymount University where she pursues her Master of Education in Professional Studies with a concentration in TESOL. She is from Jeddah, Saudi Arabia where she got her bachelors degree from King Abdulaziz University in English Language.

**Hanadi AlShogiran** is currently a graduate student at Marymount University pursuing her masters degree in Professional studies with a concentration on TESOL. Her educational interests are related to TESOL, SLA, ESL, CLT (communicative language teaching).

**Alanoud Saleh Alzahrani** obtained her Bachelor’s Degree in Saudi Arabia and is planning to study Public Policy in the United States. She has been accepted at Georgetown University.

**Laurel Anderson** is a Health Literacy Instructor at Carlos Rosario International Public Charter School.

**Robin Barr** is Linguist-in-Residence at American University and teaches in the MA TESOL program. She has a Ph.D. in Linguistics from Harvard University, and does research in psycholinguistics.

**Sigrun Biesenbach-Lucas** is Associate Teaching Professor at Georgetown University. She has taught ESL and Teacher-Training courses, has led numerous workshops, is co-author of Pearson’s Next Generation Grammar, Level 4, and is a contracted writer for Oxford University Press.

**Christine Bobal** is a full-time ESOL instructor at Virginia Tech Language and Culture Institute in Fairfax, VA. She holds a master’s degree in English and a TESOL certificate from GMU.

**Christina Brady**, Undergraduate Pathway Coordinator at INTO Mason, teaches composition to graduate and undergraduate students and has taught writing since 1994, in the US, the United Arab Emirates, and Japan.

**Donette Brantner-Artenie** is an Assistant Teaching Professor in the EFL Program at Georgetown University. She has conducted teacher training workshops, is co-author of Pearson’s Next Generation Grammar, Level 4, and is a contracted writer for Oxford University Press.

**Miriam Burt** has been an adult ESOL practitioner for years. She has taught, trained teachers, evaluated programs, and provided evidence-based technical assistance to people and programs in the U.S. and abroad.

**Angela Calarco**, MA MBA, has taught adult ESOL for 10 years in the U.S., France, and Burkina Faso.

**Megan Calvert** has taught in France, Kyrgyzstan and Turkey and currently teaches adult ESL at Montgomery College. Her interests include pronunciation, English for Specific Purposes and Task-Based Language Teaching.

**Anna Carroll** has an MA in TESOL from the School for International Training Graduate Institute.

**Jill Chiasson** is a graduate of American University’s MA-TESOL program and Senior Consultant for EduVista Consulting, LLC.

**DeAnna Coon** has experience planning adult ESOL and High School Equivalency programs. She has taught, trained teachers, evaluated instruction, and written curricula for programs in the U.S. and abroad.

**Lindsey Crifasi** is a pre/low-literacy instructor at Carlos Rosario Public Charter School. She has also taught digital literacy to ELLs of all levels.

**Debi Edick** is the Coordinator of Adult English Literacy Programs at MCPS, Linkages to Learning Program.
Islam Farag is a second-year Master’s student in the Department of English, linguistics track, at Missouri State University and is also a graduate teaching assistant.

Sevtap Frantz is a Swiss born, Turkish-American citizen who has been working as an ESL teacher for the past seven years. She holds a Master’s Degree in Curriculum and Instruction with an ESL specialization from the George Washington University and a Cambridge University CELTA (Certificate of English Language Teaching to Adults) Certificate. Currently, she has been working as an Assistant Professor at the Prince George’s Community College as an ESL teacher. She enjoys working with adult ESL learners and is inspired to work with multi-lingual diverse learners.

Stephanie Gallop is an EFL Instructor in the Center for Language Education and Development at Georgetown University, where she teaches various levels of academic writing and presentation English courses.

Stephanie Gollobin earned her MAT from the University of Southern California. She has since conducted action research regarding blogs, L2 reading, field trips, and realia that engages her adult students.

Hilla Israeli has been teaching Hebrew as a foreign language to Department Of Defense personnel for over ten years, and Esol to Montgomery County residents for the past three years.

Natalia Dolgov Jacobsen is Teaching Assistant Professor of English for Academic Purposes at George Washington University. Her research interests include second language acquisition, applied cognitive linguistics, and task-based language teaching.

Lily Jaffe-Shupe is an ESOL instructor at Virginia Tech Language and Culture Institute in Fairfax, VA. She holds a master's degree in Linguistics with TESOL concentration from Syracuse University.

Ana Lado is Professor in the School of Education and Human Services of Marymount University. She got her Ph.D. in Applied Linguistics from Georgetown University in Washington, D. C. Her main subject of interest is teaching of ELLs with Children's Books. She has written a book for teachers titled “Teaching Beginner ELLs Using Picture Books: Tellability” and articles about the subject.

Julie Lake holds a Ph.D. in Linguistics and is an ESL Fellow at the Graduate Legal Writing Program and Language Center at Georgetown University Law Center.

Bennett Lindauer - Before coming to Georgetown, Bennett taught ESL in Taiwan and in New York City. At Georgetown, in addition to teaching, he has developed special programs, and trained novice teachers.

Ashley Lipps is the Test & Training Resources Coordinator at the Center for Applied Linguistics, a teacher at Washington English Center and has an MA-TESOL from Monterey Institute of International Studies.

Solange A. Lopes-Murphy is Associate Professor in the Department of Special Education, Language, and Literacy at The College of New Jersey. Her research is on cultural intelligence and language teaching.

Emily Naber is the Director of Curriculum and Instruction at Washington English Center, has 4 years of experience teaching ESL, and is a candidate for an MAT-TESOL from Trinity Washington University.

Nancy Overman has taught ESL for over 30 years - at Georgetown and in France, Japan, China, and Panama. She is interested in materials development and web-based exercises.

Samantha Parkes teaches EAP at the University of Miami’s Intensive English Program. She taught EFL as a Peace Corps Volunteer in Moldova and as an English Language Fellow in Nicaragua.

Heather Ritchie is a PD Specialist at Carlos Rosario International Public Charter School. She has taught ESOL/EFL, locally and abroad, to students of all ages around the world. She is a former WATESOL President and currently serves as MAACCE President.
Karen Rivas is a Vice Principal at Carlos Rosario International Public Charter School.

Michael Robinson is an Instructor at MCPS in the Linkages to Learning Program.

Harvey Rosenbaum, PhD in Linguistics, has taught adult ESOL for 20 years in Montgomery County. He was awarded a WATESOL research grant and has presented several times at WATESOL.

Chantal Ross is the ESL co-teacher for the CNA course at Carlos Rosario International Public Charter School.


Anna Rozzo’s teaching philosophy is summarized by the following values: linguistic inquiry, student autonomy, experiential learning, social justice, and authenticity. Her interests include second language acquisition and immigrant empowerment.

Darcy Scott has been an elementary ESOL teacher in Prince George’s County since 2008.

Andrew Screen teaches in the Intensive English Program at Georgetown University. He enjoys experimenting with new and creative ways of enhancing learning for his students.

Becky Shiring is an Instructional Coach at Carlos Rosario Public Charter School and the 2015 winner of the Association for Adult Literacy Professional Developers David A. Baker Rising Star Award.

Heather Tatton-Harris is the Curriculum Coordinator at Carlos Rosario International Public Charter School.

Shirley Thompson has taught ESL in K-12, higher ed and adult ed both in the US and overseas. She now focuses on training teachers to teach pronunciation effectively and joyfully.

Charlotte van Londen is the Manager of Programs at MCAEL. Prior to this role, she was the Adult Education ESL Specialist for the State of Maryland.

Tara Villnueva is the Arts Integration Specialist at Carlos Rosario International Public Charter School.

Kelly Wiechart is a doctoral candidate at Indiana University in Literacy Culture Language Education, adjunct faculty in American University’s MA-TESOL program, and co-founder of EduVista Consulting LLC.

Rebecca Wilner directs the Panama Bilingue program at AU, and teaches courses in AU’s School of Education. She was a Senior English Language Fellow in Panama, and taught ESP in Spain.

Betsy Lindeman Wong is an adjunct instructor at Northern Virginia Community College’s American Culture and Language Institute and co-author of the video-based ESL textbook, Project Success 1 (Pearson Longman, 2014).

Heather Gregg Zitlau is an EFL Instructor in the Center for Language Education and Development at Georgetown University, where she teaches a variety of academic and business English courses.
WATESOL Executive Board

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<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
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Special Interest Group Chairs (SIG) & Other Group Entity Leaders

<table>
<thead>
<tr>
<th>SIG</th>
<th>Chair(s)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Ed</td>
<td>Jennifer Estenos, Melissa Parks</td>
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<tr>
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<td>Becky Shiring</td>
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<td>Higher Ed</td>
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</tr>
<tr>
<td>NNEST</td>
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<td><a href="mailto:bradytesolpe@gmail.com">bradytesolpe@gmail.com</a>, <a href="mailto:mlrui@american.edu">mlrui@american.edu</a></td>
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Special thanks to outgoing Board Members for their service to the WATESOL organization:

- Melanie Baker (Higher Ed chair)
- Alex Galen (Adult Ed Chair)
- Steven Humphries (Treasurer – served 2 years)
- Sarah Lane (PD chair)
- Chantal Ross (Adult Ed SIG – served 3 years)
A YEAR OF PROFESSIONAL DEVELOPMENT IN JUST 4 DAYS!

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