

Day	Session Start Time	Session Stop Time	Presentation Length	Presentation Title	Speaker Name(s)	Strand	Presentation Abstract
Both	Virtual						
Saturday, November 3	7:30 AM	2:30 PM		Registration			
Saturday, November 3	7:30 AM	9:30 AM		Continental Breakfast			
Saturday, November 3	8:00 AM	9:00 AM		Annual Meeting			
Saturday, November 3	9:00 AM	10:25 AM		Breakfast Plenary: Luciana de Oliveira	Luciana de Oliveira		
Saturday, November 3	10:25 AM	10:40 AM		Exhibitor's Raffle			Collect raffles by interacting with exhibitors. Prizes in books, items and many more...
Saturday, November 3	10:40 AM	11:50 AM	70	Literacy Strategies in a Co-Taught Secondary Content Class	Rachel Osso, Shannon Stevenson	Secondary Ed	This presentation will share tried-and-true strategies for implementing google apps into classrooms in order to support ELLs. These strategies support literacy, content knowledge, instructional planning, and data keeping.
Saturday, November 3	10:40 AM	11:50 AM	70	Transnational Child Migration: English Language (Re) Learning and Cultural Integration	Immaculee Harushimana, Aminata Diop, Shirley Sommers	Applied Linguistics	Transnational migrant children constitute a special type of second language learners, who experience language learning interruption in two phases. This presentation will provide understanding of who these children are, the complexity of their language and cultural socialization, and how to ensure their smooth transition back into the US classroom.
Saturday, November 3	10:40 AM	11:50 AM	70	Culturally Responsive Peace Education: A Proactive Approach to Conflict Resolution	Mariola Krol, Kelley Cordeiro	Secondary Ed	This workshop presents strategies for educators to help secondary level students develop empathy and positive self-identity by encouraging them to value their own culture and embrace it as an asset, as well as respectfully recognize perspectives different from their own and find ways to approach them without causing conflict.
Saturday, November 3	10:40 AM	11:50 AM	70	Bridging the Spoken and Written Word	Christopher Vasquez	Adult Ed	Creating meaningful connections among spoken and written words supports student learning but can be a challenge for ESOL teachers. This workshop explores Language Experience Approach and its creative method of drawing on the students' words and experiences to build literacy for all levels of language learners from beginning to college.
Saturday, November 3	10:40 AM	11:50 AM	70	Reading Poetry in Four Voices	John Balbi	Secondary Ed	Participants will engage in reading four poems written using four distinct font types to designate voice, proficiency level and collaboration. An analysis of the significance of font types and the supporting material will provide participants with the tools necessary to use this technique with other content areas as well.
Saturday, November 3	10:40 AM	11:50 AM	70	Scaffolding 2.0: Aligning Scaffolds to Text, Task, and Learner	Sandy Strock, Jessa Waterhouse	Multilingual Ed	Are you interested in taking scaffolding to the next level? In this workshop participants will learn to use resources like the NYS TOMs (Targets of Measurement) for English Learners, Bilingual Progressions, and a NYS-based text complexity rubric to craft differentiated scaffolds according to the needs of text, task, and learner.
Saturday, November 3	10:40 AM	11:50 AM	70	Writing for Dollars: Tips for Getting Grants	Laura Silver	Secondary Ed	Applying for a grant can help you elevate your teaching practice and your professionalism. We'll examine grants as a conduit to securing classroom supplies, creating opportunities for students and taking charge of your own professional development. You'll make a draft plan and will leave ready to tackle next steps.
Saturday, November 3	10:40 AM	11:50 AM	70	SUTW (Step Up To Writing) at Different Levels	Elena Dokshansky, Gabrielle Lockwood	Elementary Ed	The purpose of the co-presentation entitled "SUTW at Different Levels" is to demonstrate application of SUTW with ELLs of varied language performance levels in Stand-Alone and Integrate formats. Following Action Research format, co-presenters will showcase SUTW projects completed in 2017 – 2018 by elementary level ELLs, and will share resources.

Saturday, November 3	10:40 AM	11:50 AM	70	Empowering Immigrant and International College Students Through Civics	Natalia de Cuba	Higher Ed	ESL students often lack basic knowledge of US history and government. They might have college-level English, but no context for current issues or the discrimination they encounter. This session will provide (free) tools for multimedia civics lessons that build language skills as well as a solid foundation in the Constitution.
Saturday, November 3	10:40 AM	11:50 AM	70	Engaging the Heart & the Head through Critical Role Playing	Karen Densky	Teacher Ed	Participants will be surveyed about their current or past use of role plays. After a presentation of the rationale and the protocol, participants will take part in a critical role play. A debriefing session and discussion of context-specific application will follow.
Saturday, November 3	10:40 AM	11:50 AM	70	Beyond "Cultures": Recognizing the Individual Experiences of Refugee Learners	Lucas Edmond, Lisa Dickerman	Multilingual Ed	Based on our work with young (K-2) refugee learners at Rochester International Academy, we will discuss concepts and strategies related to effective instruction for the diverse learner population of refugees. We will introduce information about refugees' journeys, and then lead a discussion about how understanding this enhances classroom practices.
Saturday, November 3	12:00 PM	1:25 PM		Lunch Plenary (Ticketed Event): Rita MacDonald	Rita MacDonald		
Saturday, November 3	1:30 PM	2:05 PM	35	Augmented Reality Apps, Mobile Language Learning Settings and ELL's	Jasmin Cowin	Teacher Ed	Augmented Reality Digital Technologies (ARDT) presentation with a deep-dive into AR learning environments focusing on project-based learning scenarios in 3D virtual worlds: Emphasis on 1. Virtual Speech, a 3D setting where ESL students can practice public speaking skills. 2. Boulevard, conveying content-rich museum experiences, thereby creating new landscapes of storytelling.
Saturday, November 3	1:30 PM	2:05 PM	35	Using Journal Article Abstracts to Teach Reading Skills and Vocabulary	Christopher Collins	Higher Ed	Academic journals publish accessible, intellectually-stimulating articles that are an underutilized source of authentic texts for EAP classes. In this presentation, the benefits of using journal article abstracts - concise texts rich in content - as source texts for practicing reading skills and improving academic vocabulary knowledge will be introduced and explained.
Saturday, November 3	1:30 PM	2:05 PM	35	Experiencing Code-switching: Implications for ELLs in the Language Classroom	Beverly Beaudette, Jawan Nesheiwat	Bilingual Ed	Code-switching is a common phenomenon amongst bi- and multilingual speakers that goes largely misunderstood. Understanding when, how, and why code-switching happens and its implications on language teaching can give educators a deeper understanding of the multilingual mind, enabling them to determine appropriate use of code-switching in the ENL classroom.
Saturday, November 3	1:30 PM	2:05 PM	35	What Chinese International Students Think about English Names	Schmitt Leo, Derek Beacher, T. Schmitt	Applied Linguistics	A recent upsurge in the adoption of English names by Chinese has characterized many ESL classes. The presenter discusses the roots of these naming practices and analyzes research results of discussions with Chinese international students expressing their perspectives on this practice. The implications for identity and culture are considered.
Saturday, November 3	1:30 PM	2:05 PM	35	Featured: Teaching Earthquake Science to English Learners Through Guided Visualization	Alandeom Oliveira Luciana de Oliveira Carla Meskill	Secondary Ed	This presentation will tackle the question of how to best visually support ELs in content-language integrated science classrooms. Presenters will describe research on science teachers' visual pedagogies, will examine a lesson designed to visually scaffold ELs' understandings of earthquake waves, and will share teachers' reflections on the lesson and recommendations.
Saturday, November 3	1:30 PM	2:05 PM	35	Educational Technology with ELLs	Carmen Diaz	Teacher Ed	From high-tech to low-tech: an overview of several tools that can help teachers model, support language development and comprehension, and formatively assess ELLs. Utilizing these tools help teachers save time and empower students to be more independent.
Saturday, November 3	1:30 PM	2:05 PM	35	ELL With a Heart for Service Changes Lives	Mary Catherine Frazier	Secondary Ed	This presentation describes a multi-faceted English program (Making a Difference) for students from an impoverished neighborhood in India. This ELL curriculum design is unique. Its content is authentic to these students' lives. The English learning emerges from the students' socio-economic environments; thus, this can be a borderless success story anywhere.

Saturday, November 3	1:30 PM	2:40 PM	35	Training Effective Writing Groups: A Critical Friends Model	David Olio Jr., Kimberly Kim	Higher Ed	Focus: a writing group feedback model that not only structures effective student-to-student discussion about developing students' writing projects but also details scaffolded strategies to empower students collaborators. Please bring (five) copies of one's own directions for a past or upcoming assignment to share in an abbreviated writing group discussion.
Saturday, November 3	2:05 PM	2:20 PM	15	BREAK			
Saturday, November 3	2:20 PM	3:30 PM	70	Infusing Instructional Technology in the English Language Learner Classroom	Katie DiGregorio	Secondary Ed	User-Friendly technology for both teachers and students to promote engagement and language acquisition in the English Language Learner classroom. Participants will learn strategies and tools to integrate instructional technology immediately. The tools shared promote autonomy, mastery and meaningful connections for all learners.
Saturday, November 3	2:20 PM	3:30 PM	70	One District's Strategies to Curb Summer Slide	Annette Shideler, Elizabeth Scaduto	Elementary Ed	SUMMER SLIDE! - innocuous words which are so devastating for ELLs. This workshop will detail one district's strategy to combat the problem with data-driven 'intentional' summer school. Teachers and their student teachers pre-designed lessons to address issues identified during the school year. This workshop will share the results of our initiative.
Saturday, November 3	2:20 PM	3:30 PM	70	Experiencing Vocabulary: Two Approaches to the Heart of Self-Expression	Suzanne Kaplan-Fonseca	Higher Ed	Streamline teaching practices with two innovative approaches for teaching vocabulary across levels, topics, and skill areas. Students learn to choose words deliberately for effective communication through methods that encourage students to ask themselves, "What do I mean?" reducing the number of times they hear the question, "What do you mean?"
Saturday, November 3	2:20 PM	3:30 PM	70	Teaching and Developing Argumentation Skills and Citizenship through Contemporary Controversies	Vincent Pham	Secondary Ed	This workshop examines how English Language Learners develop argumentation skills and sense of citizenship (Cruz, 2013) through analyzing contemporary controversies such as Gun Control and Confederate Statues. Participants will re-conceptualize teaching content building curricula to simultaneous inquiry and skills-building without devolving into a pure history or pure language arts approach.
Saturday, November 3	2:20 PM	3:00 PM	40	Policies and Practices of TESOL teacher education programs	Seonhee Cho	Teacher Ed	This session is a business meeting for teacher educators in TESOL teacher preparation programs to discuss current issues involving teacher education. Discussion topics include, but are not limited to challenges and successes related to clinically-rich programs and partnerships with local K-12 schools, provision of CTLE workshops, online courses, and accreditation.
Saturday, November 3	2:20 PM	3:30 PM	70	Co-teaching Turnkey Workshop for ENL and Content Area Teachers	Sharifa Din, Carmen Diaz	Secondary Ed	Struggling to support all ELLs in high school content classes? Do teachers send you materials to translate for your students as "ENL support"? Workshop participants will collaborate on customized materials to turnkey to teachers in order to improve strategies and increase the frequency of support for our ELLs.
Saturday, November 3	2:20 PM	3:30 PM	70	Advocating for English Language Learners - 10 Simple Things To Do	Monica Baker, Rebecca Garrard	Elementary Ed	Assessments of English Language Learners within the school setting are difficult to accomplish in an ethical and valid manner. During this workshop, participants will learn what standardized assessments can be used and how to utilize alternate methods such as dynamic assessments.
Saturday, November 3	2:20 PM	3:30 PM	70	ELevate Your Instructional Practice	Susanne Peña, Leslie Mendez	Multilingual Ed	ENL/bilingual classroom teachers will be able to expand their knowledge on how to enhance their lesson plans to meet the diverse learning and linguistic needs of multilingual learners at various stages of language acquisition. Participants will be able to address needs of multilingual learner using WIDA and NYSESLAT levels.
Saturday, November 3	2:20 PM	3:30 PM	70	Connecting Students' Individualized Education Plans to the English Language Classroom	Chelsea Mixon	Special Ed	The individualized education plan (IEP) is more than a form—it is a road map for providing disability-related services and supports across all instructional contexts. For many ENL teachers, the IEP is difficult to access. In this workshop, educators will explore IEP components and their roles in English language instruction.

Saturday, November 3	2:20 PM	2:40 PM	20	Read it, Graph it, Write it!	Rebecca Wolf, Heather Murphy	Higher Ed	Summary writing is essential for college writing. Many university assignments include summarizing and synthesizing materials, but international students lack the experience and confidence to summarize effectively, often resulting in plagiarism. Learn to scaffold academic texts so students can write clear, well-organized summaries that are free of plagiarism.
Saturday, November 3	3:00 PM	3:20 PM	20	Appropriate Assessments in Secondary Biology Classrooms: Dissecting Multiple Choice Questions	Jennifer Daddino	Secondary Ed	Do you find it challenging to assess your multilingual learners' content knowledge in secondary science classrooms when using Regents style questions? Then this teaching tip is for you! Learn how to dissect NYS Living Environment Regents style multiple choice questions in order to create differentiated assessments.
Saturday, November 3	3:00 PM	3:20 PM	20	Using Poems and Soundscapes to improve Stress and Linking	Elliot Hirshon	Higher Ed	Prominence may affect comprehension more than segmental features. This is particularly noticeable for students from China and Japan where the L1 is a syllable-timed language. This teaching tip will show how to break poems into soundscapes to develop an awareness and production of prominence and linking in students' speech.
Saturday, November 3	3:10 PM	3:30 PM	20	Dilemma of Teaching Culturally Relevant Pedagogy and its Possible Solution	Seonhee Cho	Teacher Ed	The presenter reports her experience regarding teaching culturally relevant pedagogy to pre-service teachers and her initial dilemma to not rely on cultural stereotypes, while addressing cultural differences. She shares her own understanding of culturally relevant pedagogy and classroom applicability by using students' cultural resources (funds of knowledge) and interests.
Saturday, November 3	3:30 PM	4:10 PM	40	Exhibitors' Coffee			
Saturday, November 3	3:30 PM	4:10 PM	Poster	Effects of Instruction on the Acquisition of English Collocations	Tiffany Chiu	Adult Ed	The complexity in the meaning and usage of collocations are especially challenging for English Language Learners (ELLs) to acquire. Do ELLs best acquire collocations from explicit or implicit instruction, and intentionally or incidentally? A summary and analysis of recent studies will be presented, in addition to research and pedagogical implications.
Saturday, November 3	3:30 PM	4:10 PM	Poster	Multi-Causal Variance in the Order of L2 Morpheme Acquisition	Mark Romig	Applied Linguistics	Is the order that adult English Language Learners acquire grammar the same for everyone? By looking at the role of the first language and student's awareness of linguistic form and meaning, this study shows that prior experience does matter and gives tips on how to facilitate acquisition.
Saturday, November 3	3:30 PM	4:10 PM	Poster	The role of accuracy and fluency in the development of complex syntax	Reid Evans	Applied Linguistics	From a complexity theory perspective, this presentation discusses the diachronic development of L2 proficiency focusing specifically on the interconnectedness of syntactic complexity, accuracy, and fluency. The results indicate the critical role of accuracy and fluency in the emergence and development of complex syntax, specifically during periods of bifurcation.
Saturday, November 3	3:30 PM	4:10 PM	Poster	Interdisciplinary lens for optimizing Incidental Vocabulary Acquisition	Sue Min Park	Applied Linguistics	Vocabulary is a significant building block in language learning. Although the effectiveness of incidental vocabulary acquisition has been claimed in the field of SLA, little attempt has been made to incorporate other fields' perspectives. This study proposes how deep appreciation of incidental vocabulary acquisition is possible through equipping interdisciplinary lens.
Saturday, November 3	3:30 PM	4:10 PM	Poster	Fostering teenagers' metacognitive skills through the implementation of reading tasks	Daniela Martinez	Bilingual Ed	Fostering teenagers' metacognitive skills through the implementation of reading tasks is a project thought for teenagers who do not read on a daily basis.
Saturday, November 3	3:30 PM	4:10 PM	Poster	Engage Students in Creative Writing with Unfinished Stories	Walton Burns	Higher Ed	Engage students in creative writing with unfinished stories. With this innovative tool, students are given an intriguing short story that ends on a cliff-hanger that they have to resolve. Participants will experience activities that use unfinished stories to get students writing creatively. A handout includes example stories and activities

Saturday, November 3	3:30 PM	4:10 PM	Poster	Student Perceptions of Intensive English Programs in North America	Ling Zhai, Bing Zhou, Yan Gao	Higher Ed	This presentation is a description of an advanced Academic Writing course that is designed to help Chinese students succeed in university classes in American colleges. It explores strategies and provides hands-on materials on how to teach the following skills: summarizing, paraphrasing, writing a response, an annotated bibliography.
Saturday, November 3	3:30 PM	4:10 PM	Poster	Formation of ESL Graduate Students' Perception of Reading-on-Screen and Reading-on-Paper	Yiren Kong, Ling Zhai	Higher Ed	This study looked at the formation of three advanced level ESL graduate students' perception of reading-on-screen and reading-on-paper through exploring their past life and reading experience, using Sociocultural Theory as a lens. Different aspects such as language proficiency, familiarity with mediums, and mastery of reading strategies helped shape participants' perception.
Saturday, November 3	3:30 PM	4:10 PM	Poster	3D Printing Project & The NYS TESOL Teacher's Materials Grant	Aiko Pletch	Higher Ed	This poster will detail the hybridization of an L2 first-year composition course that aims to close English language proficiency gaps and maximize class time. The rationale for hybridization, including merits of backwards course design, DSP, and flipped classrooms, will be highlighted, as will design and implementation of one module.
Saturday, November 3	3:30 PM	4:10 PM	Poster	Closing the Proficiency Gap: Hybridizing the L2 Composition Classroom	Vanessa Guida	Higher Ed	This poster will detail the hybridization of an L2 first-year composition course that aims to close English language proficiency gaps and maximize class time. The rationale for hybridization, including merits of backwards course design, DSP, and flipped classrooms, will be highlighted, as will design and implementation of one module.
Saturday, November 3	3:30 PM	4:10 PM	Poster	Teaching pronunciation: Sequencing prosodic features within authentic tasks	Paul Quaintance	Higher Ed	Participants will learn how to teach and assess the control of salient prosodic features through tasks and activities that have broad communicative purposes while focusing narrowly on particular features of pronunciation.
Saturday, November 3	3:30 PM	4:10 PM	Poster	Teaching and Learning with Second Language Acquisition at Heart	Guerlene Pierre-Louis	Teacher Ed	Teaching is our calling, but if students aren't learning, data will record our falling! Second Language Acquisition is our rescue. A new mind frame with the tool to change our practice is key. Understanding the stages is key. Planning with Second Language Acquisition is the door to Victory Highway.
Saturday, November 3	3:30 PM	4:10 PM	Poster	Connecting Students Through Experiences in Inquiry	Lisa Swovick	Teacher Ed	This presentation will highlight the presenter's experience with the creation and implementation of an integrated language learning curriculum that allows students opportunities for collaboration with peers and for interaction with the wider community. This course fosters students' confidence in their language skills and the ability to connect with the community.
Saturday, November 3	3:30 PM	4:10 PM	Poster	Bitcoin, Blockchain and IoT for Educators	Jasmin Cowin	Teacher Ed	This poster session will explain and present in easy to understand non-technical language and infographics: 1. Cryptocurrencies like Bitcoin, which represent much more than digital economic innovations. 2. The blockchain and blockchain principles. 3. Potential applications for to the Internet of Things (IoT) and Smart Systems for educators and educational institutions
Saturday, November 3	3:30 PM	4:10 PM	Poster	What Training Do Teachers Need to Work Effectively with ELs?	Solange Lopes Murphy	Teacher Ed	The purpose of this presentation is to share the results of a study on the extent to which school professionals misidentify ELs' behaviors as indicators of learning disabilities. Recommendations on professional training to discriminate struggles in acquiring a second language from those originated from a learning disability will be provided.
Saturday, November 3	3:30 PM	4:10 PM	Poster	Exploiting course book material for individual learners	Ozge Ozsoy	Teacher Ed	This poster presentation will outline practical, creative, and inclusive ways that course book material could be exploited to sensitively cater for individualistic differences and maximise the opportunities for learning.

Saturday, November 3	4:15 PM	4:50 PM	35	Listen Up!	Todd Mitchell	Secondary Ed	Listening is the language modality we use most often in school. However, do our students really know how to listen closely and critically? How can ELLs learn the academic language for listening? This presentation will provide a sample lesson, teaching strategies, and plenty of resources.
Saturday, November 3	4:15 PM	4:50 PM	35	Positioning ESL Teachers' Roles in the Co-Taught Classroom	Kelley Cordeiro	Elementary Ed	Using the theoretical framework of Positioning Theory (Davies & Harre, 1990), this paper explores how words and actions influence the perceived expertise, status, and contribution of the ESL Co-teacher in the mainstream classroom, and how this may in turn impact ELLs' access to mainstream curriculum and integrated learning opportunities.
Saturday, November 3	4:15 PM	4:50 PM	35	Proposal to Adopt a Revised Blueprint for ELL Success	Jonathan Bar-On, Jeffrey Rodriguez, Benjamin Bergerson, Laura Rabhan	Bilingual Ed	Through analyzing test scores and curriculums between New York and California, this team has created revisions to the Blueprint for ELL Success. With the help of TESOL members (namely Dr. Juliet Luther) their goal is to have their revised Blueprint passed and adopted on a Statewide level.
Saturday, November 3	4:15 PM	4:50 PM	35	Creating Experiences Through Wordless Books: Connecting to Self and Beyond	Mary Carpenter	Applied Linguist	Wordless books create valuable learning experiences for ELLs with diverse linguistic and cultural backgrounds. Learners need the safe spaces to explore language use and validate their experiences. Participants will explore the potential of wordless books to connect and expand the insights and proficiency skills of language learners of all ages.
Saturday, November 3	4:15 PM	4:50 PM	35	Sense of Belonging and Engagement: Muslim College Students' Persistence	Mohamed Yacoub	Multilingual Ed	Muslim students are more likely to experience stereotyping, and harassment, due to anti-Muslim rhetoric and sentiment. This presentation qualitatively examines the perception of two Muslim students in regards to their experiences and perception of sense of sense of belonging and engagement on campus.
Saturday, November 3	4:15 PM	4:50 PM	35	Tools for Teachers: Discourse Moves That Keep ELLs Talking	Samuel Jackson	Teacher Ed	Teachers spend much time prompting beginning level ELLs to talk in class. Without effective teaching strategies, however, getting them to talk in class is challenging. In this session the presenter will provide "discourse moves", as a research-based practice to better equip teachers with specific strategies to keep ELLs talking.
Saturday, November 3	4:15 PM	4:50 PM	35	Immersive versus Non-Immersive Approaches to ESOL at the University Level	Amanda Brown, Robert Lally, Laura Lisnyczyj	Higher Ed	Using an intervention-based research design, this study examines the impact of immersive versus non-immersive pedagogies implemented by two teachers in four university-based ESOL courses at a CEFR-B2 proficiency level. Analyses focus on student learning outcomes, learner preferences for pedagogical approach, and instructor observations. Implications for "target-language-only" policies will be discussed.
Saturday, November 3	4:15 PM	4:50 PM	35	Teach Abroad with the English Language Fellow Program	Robert Palisin Curtis Chan	Higher Ed (Commerical)	Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U. S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.
Saturday, November 3	4:15 PM	4:50 PM	35	Strategies and Tips for Teachers of ELLs and edTPA Support	Linda Grimm	Teacher Ed	This workshop offers an overview of edTPA tasks and will help pre-service teachers and new in-service teachers consider ways to plan, teach, assess and reflect on student learning. This workshop will also provide a variety of teaching strategies and classroom tips helpful to anyone who works with ELLs.
Saturday, November 3	4:15 PM	4:50 PM	35	Rhetorical Moves in Teaching Philosophy Statements: A Genre Study	Yuanheng (Arthur) Wang	Applied Linguistics	This discourse analytic study identifies the rhetorical moves faculty deploy to structure their teaching philosophy statements for university teaching awards. Findings show that these moves are realized through concrete discursive and linguistic practices. The study helps to demystify the writing of teaching statements as a particular type of promotional genre.