Honoring the Past and Inspiring the Future

2019 Annual Conference

October 3 – 6, 2019
San Jose Convention Center

catesolannualconference.org

President's Welcome

Welcome to the 50th Annual CATESOL Conference in San Jose!

It is my pleasure to celebrate with you **fifty years of service** providing professional development for ESOL educators and advocating for us all in this field. We are here in the heart of Silicon Valley for four days to honor CATESOL's past and inspire our future.

Honoring the Past: In 1969, Gloria Jameson became CATESOL's first President. Since then forty-eight educators like you, who deeply appreciate their students and who care about their effectiveness in the classroom, have guided this organization to greater heights while deepening its roots. We have all of those presidents to thank for leading us to where we are today: a stronger and more expansive teacher-led organization.

Inspiring the Future: With deep roots, a whole new generation of educators can thrive and blossom. How can we as individuals inspire up-and-coming English language instructors? How do we continue to be inspired in every class? Who can we encourage and say thank you to?

I would like to say ***thank you*** to you. With caring and engaged members like you, we'll thrive for another fifty years.

Enjoy the conference!

Danielle Pelletier
CATESOL President 2017-19

Conference Co-Chairs' Welcome

Welcome to beautiful San Jose, the site for our 2019 Annual CATESOL Conference. This year also begins the celebration of our 50th year as an organization dedicated to advancing the quality of English language teaching and learning by supporting you – the professional dedicated to serving English language learners of all ages and at all stages of their education. The conference committee has worked diligently to create a program reflecting our desire to honor the past and inspire the future. We are honored to provide you with prestigious speakers from TESOL and from Asia as well as renowned leaders in English language teaching and cultural studies. We are also thrilled have CATESOL's first Advocacy Day featuring experts in advocacy at both the national, state, and local levels. While you are here, we encourage you to take advantage of opportunities to network with your colleagues, make new friends, learn, and enjoy. Whether your roots run deep into CATESOL's past or you are establishing your roots in the future of our profession, we sincerely hope you walk away knowing the valuable role you have in CATESOL and how important you are to our learners and to us.

Have a wonderful conference!

Judy O'Loughlin and Sydney Rice
Co-Chairs - 2019 CATESOL Annual Conference

FIND WHAT YOU ARE LOOKING FOR

CATESOL Annual Business Meeting 62
CATESOL Education Foundation Events
- Saturday Night Sizzle 62
- Friday FUNraising Game Night 33

CATESOL Town Hall 62
Concurrent Sessions 1 – 7 (Friday) 6-29
Concurrent Sessions 8 – 14 (Saturday) 38-61
Conference Committee 66
Conference Sponsors 69-71
Educational Level Rap Sessions 47-48
Exhibitors 67-68
Hotel Maps 72-73
Interest Group Networking and Business Meetings 31-32
Interest Group Workshops 30-31
Newcomers' Orientation 6,37
Plenaries
- Thursday Plenary 3
- Friday Plenary 20
- Saturday K–12 38
- Saturday Plenary 46

Poster Sessions A, B (Friday) C (Saturday) 19, 26, 58-59
Pre-conference Advocacy Day 3
President's Luncheon 19
President's Opening Reception 4
Publisher's Dedicated Hours
- Friday: 4:00 – 5:00 PM, Ice Cream Social 29
- Saturday: 4:00 – 5:00 PM, *Passport to Prizes Drawing* 4:45 PM 61

Schedule at a Glance 2
Sunday Workshops 63-65
TESL Graduate Student Mixer 33

WANT TO GO DIGITAL?

Don't want to carry this book?

View the digital version and get presenter materials at catesol2019.sched.com!
You can also look for a particular presenter, presentation, skill, level, or interest group.
Accessible as a website and as an app.
Create a login to save your schedule & get messages from presenters.
FREE for CATESOL 2019 attendees!

CATESOL 2019 SCHEDULE AT A GLANCE

San Jose McEnery Convention Center

Thursday, October 3, 2019

12:00 PM-1:00 PM	Check-in for the Advocacy Pre-Conference Session	Outside 210A
1:00 PM-5:30 PM	Advocacy Pre-Conference Session	
	Plenary: David Cutler, TESOL Policy and Communications Manager	210A
	Breakout sessions for K-12, Adult Ed, Comm. College, and other ESL professionals	211A/B, 212A
4:00 PM-8:00 PM	Conference Registration	Hall 1
7:00 PM-8:30 PM	Opening Plenary: Katie Dutcher	LL20AB
8:30 PM-10:00 PM	President's Opening Reception	LL Reception Area

Friday, October 4, 2019

7:00 AM-6:00 PM	Conference Registration	Hall 1
7:30 AM-8:15 AM	Newcomers' Orientation	Hall 1
7:30 AM-9:00 AM	Continental Breakfast	Hall 1
8:30 AM-5:00 PM	Publisher and Vendor Exhibits	Hall 1
8:30 AM-9:15 AM	Concurrent Session 1	Various
9:30 AM-10:15 AM	Concurrent Session 2	Various
10:30 AM-11:15 AM	Concurrent Session 3	Various
10:30 AM-11:30 AM	Poster Session A	Hall 1 Poster Area
11:00 AM-3:00 PM	Lunch Concession Areas	Hall 1 and LL
11:30 AM-12:15 PM	President's Luncheon*	LL21AB
12:30 PM-1:45 PM	Friday Plenary: Deborah Healey, TESOL Int'l Association	LL20AB
2:00 PM-2:45 PM	Concurrent Session 4	Various
2:00 PM-3:00 PM	President's Office Hour	Market Terrace
2:45 PM-3:45 PM	Poster Session B	Hall 1 Poster Area
3:00 PM-3:45 PM	Concurrent Session 5	Various
4:00 PM-5:00 PM	Ice Cream Social / Publishers' Dedicated Hour	Hall 1
5:00 PM-5:45 PM	Interest Group Workshops	Various
6:00 PM-6:45 PM	Interest Group Business Meetings	Various
6:00 PM-7:00 PM	Graduate Student Mixer	Il Fornaio, Westin
7:30 PM-10:00 PM	CATESOL Educational Foundation Friday FUNraising Game Night	LL Reception Area

Saturday, October 5, 2019

7:00 AM-1:00 PM	Conference Registration	Hall 1
7:30 AM-8:15 AM	Newcomers' Orientation	Hall 1
7:30 AM-9:00 AM	Continental Breakfast	Hall 1
8:30 AM-5:00 PM	Publisher and Vendor Exhibits	Hall 1
8:30 AM-9:15 AM	Concurrent Session 6	Various
8:30 AM-9:45 AM	K-12 Plenary: Huda Essa	LL20AB
9:30 AM-10:15 AM	Concurrent Session 7	Various
10:30 AM-11:45 AM	Saturday Plenary: Keith Folse	LL20AB
11:00 AM-3:00 PM	Lunch Concession Areas	Hall 1 and LL
12:00 PM-1:00 PM	President's Office Hour	Market Terrace
12:15 PM-1:00 PM	Educational Level & TESL Student Rap Sessions	Various
1:15 PM-2:00 PM	Educational Level Workshops	Various
1:15 PM-2:00 PM	Concurrent Session 8	Various
2:15 PM-3:00 PM	Concurrent Session 9	Various
2:30 PM-3:30 PM	Poster Session C	Hall 1 Poster Area
3:15 PM-4:00 PM	Concurrent Session 10	Various
4:00 PM-5:00 PM	Publisher's Dedicated Hour (*Passport to Prizes* drawing @ 4:30 PM)	Hall 1
5:00 PM-6:00 PM	CATESOL Business Meeting and Town Hall	210E
7:30 PM-10:00 PM	Saturday Night Sizzle (Raffle @ 8:15 PM & Auction @ 9 PM)	LL20AB & LL Reception Area

Sunday, October 6, 2019

9:00 AM-12:00 PM	Sunday Workshops**	211AB/CD, 212AB/CD

* Pre-paid at the time of conference ** Included in conference registration

Thursday, October 3, 2019

Pre-conference Session: CATESOL at 50 – Advocating for Our Learners and Programs — 1:00 – 5:00 PM

Plenary: Grassroots Advocacy and Understanding the Opposition — **211A**
David Cutler, TESOL International Association

David Cutler is the policy and communications manager at TESOL International Association. He received his bachelor's in social studies education from Ithaca College and his master's degree in public administration from Cornell University. His work at TESOL includes monitoring and responding to policies that impact English language teachers and learners, organizing the annual TESOL Advocacy & Policy Summit, and managing the association's communications initiatives. David's previous work experiences have included the District of Columbia Public Schools, American Federation of Teachers, and New York State Assembly.

Registration — 4:00 – 7:00 PM

Opening Plenary — 7:00 – 8:30 PM

Being Aware and Being Kind: How the Attitudes of Mindfulness Help — **LL20AB**
Katie Dutcher, Monterey Bay Meditation Studio

Mindfulness seems to be everywhere nowadays, so how does it relate to the language learning context? This presentation will introduce mindfulness, revealing how the attitudes of mindfulness, such as curiosity, openness, compassion, and non-judgment, can promote greater sustainability and efficacy for teachers and administrators. It will also explore how these ways of being can translate into greater success for language learners. Join Katie Dutcher, co-founder of Monterey Bay Meditation Studio, to learn practical ways to lean toward greater mindful awareness in your own life, which ripples outward to benefit all those around you.

Katie Dutcher has been an educator since 2004 in the field of ESL and has practiced meditation and mindfulness since 2009. A founding teacher at Monterey Bay Meditation Studio, Co-director of Mindful Education Project, and a Qualified Teacher of Mindfulness-Based Stress Reduction (MBSR), Katie currently teaches "Mindfulness for Graduate Students" at Middlebury Institute of International Studies at Monterey and is the author of two workbooks: "Transform Your Relationship to Anxiety" and "Courage Amidst Uncertainty." She has taught mindfulness in area schools from elementary through graduate level, and values collaboration with community organizations to make mindfulness and living meditation accessible and approachable

for all. Katie believes that cultivating greater awareness in each moment is key to a more satisfying life, and her teaching emphasizes authenticity, presence, vulnerability, and curiosity. She has special interests in reflective writing, practicing mindfulness in daily life, and awareness of the natural environment. Katie writes about mindfulness and teaches one-on-one at katiedutcher.com.

Presentation of Awards

Rick Sullivan Stipend
Sponsored by the CATESOL Education Foundation
Yiyuan Zhang, Pepperdine University

David E. Eskey Award
Sponsored by the CATESOL Education Foundation
Nicole Brun-Mercer, UC Berkeley

President's Opening Reception — 7:00 – 8:30 PM

Lower Level Reception Area

Following the Thursday evening plenary, please join us as we welcome conference attendees. Mingle with friends and meet new colleagues while celebrating the 50th Anniversary of CATESOL with music, appetizers and a no-host bar.

Introducing...

THE DIESOL PODCAST

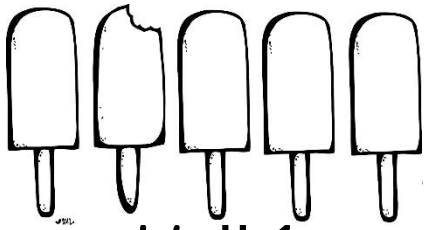
with Ixchell Reyes & Brent Warner

the ONLY EdTech in ESL podcast

- Made by Classroom Teachers
- Research Based Pedagogy
- Student Centered
- Focused on Tech Integration

DIESOL.org

ICE CREAM SOCIAL

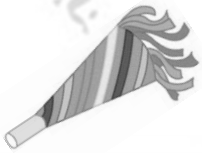


Hall 1

Sponsored by Cambridge University Press

Put on the bling! Gold is mandatory! ☺

Join us for the Saturday Night Golden Sizzle to celebrate



50 years of CATESOL!

Saturday, 7:30-10pm, in LL20AB

Dance to the music of the past 50 years, and enjoy some CATESOL birthday cake!

Enjoy a fun photo booth, no-host bar, lively raffle, and fabulous silent auction. Gold clothing/costumes encouraged!

Friday, October 4, 2019 — Schedule

EVENTS

Newcomers' Orientation	7:30 a.m. – 8:15 a.m.
Continental Breakfast	7:30 a.m. – 9:00 a.m.
Publisher and Vendor Exhibits	8:30 a.m. – 5:00 p.m.
President's Luncheon (pre-paid at conference registration)	11:30 a.m. – 12:15 p.m.
Ice Cream Social/Publishers Dedicated Hour	4:00 p.m. – 5:00 p.m.
Interest Group Workshops	5:00 p.m. – 5:45 p.m.
Interest Group Business Meetings	6:00 p.m. – 6:45 p.m.
Graduate Student Mixer	6:00 p.m. – 7:00 p.m.
CATESOL Educational Foundation Friday FUNraising Game Night	7:30 p.m. – 10:00 p.m.

SESSIONS

Concurrent Session 1	8:30 a.m. – 9:15 a.m.
Concurrent Sessions 2, 3	(2) 9:30 a.m. – 10:15 a.m.
	(3) 9:30 a.m. – 11:00 a.m.
Concurrent Session 4	10:30 a.m. – 11:15 a.m.
Poster Session A	10:30 a.m. – 11:30 a.m.
Plenary	12:30 p.m. – 1:45 p.m.
Concurrent Sessions 5, 6	(5) 2:00 p.m. – 2:45 p.m.
	(6) 2:00 p.m. – 3:30 p.m.
Poster Session B	2:45 p.m. – 3:45 p.m.
Concurrent Session 7	3:00 p.m. – 3:45 p.m.

Newcomers' Orientation

Susan Gaer, CATESOL President-elect — **Hall 1**

Is this your first CATESOL Annual Conference? Come for some breakfast, an informal welcome, and an explanation of how to make the most of the conference. Hear suggestions from experienced conference-goers and meet other newcomers. Get your questions answered!

Concurrent Session 1 — 45-minute sessions: 8:30 - 9:15 AM

Teaching Tips: 8:30 - 8:50 AM and 8:55 - 9:15 AM

Blueprint for Teaching Adult ESL: Research and Insights **LL20C**
Betsy Parrish, Cambridge University Press, Hamline University
K. Lynn Savage, Cambridge University Press

In this session, the presenters identify key findings from research that support communicatively based approaches, scaffolds for the development of academic language, close reading, and writing for multiple purposes, with practical examples for instructional activities for each.

Exhibitor/Commercial Session
Adult

Case Study: Socialized Interactions Impacting Learning Investment **211A**
Lijuan Mo and Jennifer Park, University of Southern California

The case study student is a 10th grade ELL with limited English proficiency. How he interacts with others in social contexts plays an important role in the learning investment. Active and positive interaction reinforces his investment whereas passive and negative interactions cause withdrawal.

Graduate Student Forum
K-12, Multi-level, New Teachers, Intercultural Communication, Non-Native Language Educators' Issues

Check It at the Door: Activities for Social/Emotional Learning **LL21E**
Alyssa Tobar and Cheryl Chan, American English Institute, California State University, Fresno
Jaydene Elvin and Andy Waldron, California State University, Fresno

Teachers and students alike can carry their emotions from outside into the classroom, sometimes preventing them from engaging in class work. This workshop will offer arts-based techniques for teachers to check their emotions before going into the classroom and to teach their students.

Practice-based Session
New Teachers, K-12, Adult, Community College, College/University, Intensive English Programs, Multi-level

Critical Multilingual Pedagogy in One Multilingual, Multicultural School **211D**
Esther Gross, The Center for Educational Technology
Jen Crawford, University of Southern California

A year-long qualitative study of bilingual teaching practices in an urban public K-8 Two-Way Immersion school demonstrates that language instruction is the interaction between language features and higher-level thinking skills that are embedded in real-world social, cultural, and political contexts.

Research-based Session
K-12, K-12

Digging for Treasure: Using Vocabulary Dilemmas to Unearth Cognitive Strategies **210B**
Christopher Stillwell, College of the Sequoias

Dependence on dictionaries can impede students' development of high-leverage reading strategies. The presenter will show how a "Desert Island Dictionary" activity challenges students to set dictionaries aside so they can discover and share strategies as they attempt to interpret an engaging text.

Workshop
Community College, K-12, Adult, College/University, Intensive English Programs, Multi-level

Earn Your Master's or Certificate in TESOL at the University of San Francisco **212C**
Sedique Popal, University of San Francisco School of Education

Consider earning your master's degree or certificate in TESOL at the University of San Francisco. Join us to learn more about the format and content of USF's TESOL master's and certificate programs, as well as career paths in TESOL.

Exhibitor/Commercial Session
College/University

ESL Teachers and Mental Health First Aid in the Classroom **210D**
Monica Rosso Tabrizi, IIS at Mission College

Han et. al (2016) show that international students experience acculturative stress, which has been associated with mental health issues such as anxiety and depression. The presenter, an IEP teacher, aims to share and practice tips learned during a mental health first aid training for educators.

Workshop
Intensive English Program, K-12, Adult, Community College, College/University, Multi-level, New Teachers, Administration/Leadership, Intercultural Communication, Non-Native Language Educators' Issues, Part-Time Educators

Grammar from the Past and into the Future **LL20D**
Randi Reppen, Cambridge University Press
Northern Arizona University

This session will explore how *Grammar and Beyond Essentials* (2019 Cambridge University Press) thematically integrates grammar and content to provide students with contextualized grammar instruction that addresses all skills.

Exhibitor/Commercial Session
Adult, Community College, College/University

Increasing Rigor for Academic and Workplace Success **210C**
Ronna Magy, Los Angeles Unified School District

How can adult ESL teachers increase instructional rigor to prepare ELLs for the demands of college and careers? In this presentation, participants engage in rigorous tasks which lead students to acquire some of the academic language, strategies, and critical thinking skills necessary for success.

Workshop
Adult, Community College, College/University, Intensive English Programs, Multi-level

---

Learning about CB21: Understanding the New Competency Framework and Implications for Compliance with AB705 in California **210F**
Randy Tillery, WestEd
Kathy Wada, Cypress College

The passage and implementation of AB705 in California has created far-reaching changes in practices for placement into college coursework, the design of credit and noncredit curriculum, and the coding of course levels in MIS—including revisions to the CB21 course levels and rubrics. In 2018-19, the Chancellor's Office and Academic Senate mandated that CB21 course levels and coding align more closely with Federal Educational Functioning Level descriptors. This session explores the changes to the CB21 Rubrics for ESL; how they build on

the Federal EFL's, CAI rubric, and other standards; and recommendations for how they should be used to inform curriculum.

Invited Session
Community College

RLDGs = Student-Centered, Interactive Reading Discussions **211B**
Cristin Boyd, De Anza Community College

Students love Reading Leader Discussion Groups (RLDGs)! In this simple yet comprehensive activity, students participate actively in reading and discussion, build knowledge, increase confidence, and more. Handouts and instructions on implementing RLDGs provided and discussed.

Practice-based Session
Multi-level, Community College, College/University, Intensive English Programs

Service Learning for ESL: The "Conspicuously Underused" Learning Method **210G**
Ingrid Bairstow, Miracosta Community College

Service learning provides a meaningful arena where students apply language skills in the real world. This session presents a successful service-learning project in a community college ESL program. Session participants will learn how to design a service-learning project with their own students.

Practice-based Session
Community College, K-12, Adult, Community College, College/University, Intensive English Programs, Multi-level

Student-Led Speaking Assignments for Any Class **LL21D**
Lily Lewis, USC International Academy

Every teacher should have a few good "go-to" assignments. In this session, the presenter will share two easily adaptable and engaging student-led speaking assignments designed to promote student choice and autonomy: one targeting academic English and the other focusing on informal English.

Practice-based Session
Intensive English Programs, K-12, Adult, Community College, College/University, Multi-level, Intercultural Communication

Successful Engagement of Adult Learners **212B**
Patricia Reguerin, San Juana Ochoa, and Pancho Antonio, Escuela Popular

Adult learner and parent engagement in school can be challenging. Grounded in the work of Paulo Freire and popular education, Escuela Popular has taken a unique approach to successful engagement. We will share instructional strategies and support services used to support attendance and engagement.

Practice-based Session
Adult, K-12, Administration/Leadership

Supporting Reflective Practices in the Multilingual Writing Classroom **210E**
Alexis Bloom, San Francisco State University

The presenter will outline a curricular model informed by socio-cultural theories and pedagogical best practices designed to help writing instructors improve the integration of reflective practices in their writing classrooms. Sample reflective tasks designed using the model will be introduced.

Practice-based Session
College/University, Community College, Intensive English Programs

Thinking Outside the Classroom: Tutor-Training Materials for Novice Tutors **211C**
Jessica Marcela Racca, San Francisco State University

There is a need for tutor-training materials for students in university teaching programs that are unable to be formally trained. This presentation focuses on discussing specific strategies/suggestions that are organized by the three parts of the tutoring session: pre-, during, and -post.

Research-based Session
College/University, Community College

Unscripted: Releasing the Potential of Authentic Listening in ELT **212A**
Nathan Hall, Douglas College

This session focuses on the creation of more "meaning-focused" activities using authentic listening material (Nation & Newton, 2009). Participants will be given guidance on using authentic listening tasks in their own classroom along with tips on using technology tools to create and edit their own.

Practice-based Session
Intensive English Programs, K-12, Adult, Community College, College/University, Technology-Enhanced Language Learning

Use of Media to Inspire Advanced Learners to Think Critically **210H**
Jaime Haile and Niranjena Bhagat, ELS Center Thousand Oaks

A key challenge for ESL professionals is how to best engage advanced learners and stimulate critical thinking skills. This practice-based workshop addresses ways to use media to achieve this goal.

Practice-based Session
Intensive English Programs, Community College

Where Does Plagiarism Stop and Paraphrasing Begin: A Practical Strategy **LL21F**
Amy Russo and Michelle Hager, San Jose State University

Plagiarism is a hot-button issue in college for multilingual students who can face major consequences when accused of plagiarism, but they are often unequipped to understand what it is and how to avoid it. We will offer an inductive workshop that can be used in classrooms and learning centers.

Practice-based Session
College/University, Community College, Intensive English Programs, New Teachers, Administration/Leadership

Teaching Tips 8:30 – 8:50 and 8:55 – 9:15 AM

Literary Devices: Fun Ways to Teach Them! **212D**
Abedin Jamal, Urban Corps Charter School

Learning literary devices doesn't have to be boring. We can make learning literary devices more fun by using interesting topics such as jokes, popular song lyrics, memes, advertisements, etc. Students will be more engaged when they see the relevance and application of what they learn.

Teaching Tip
K-12, K-12, Adult, Community College, Intensive English Programs, Multi-level, New Teachers

Building the Habits of Mind in ESL Students Through Interactive Notebook **212D**
Patricia Viveiros, ELS Language Centers

This presentation is based on the habits of mind theory and how it can be applied through the interactive notebook in different ESL activities. This will help the student learn to build confidence and be ready to face new and challenging situations while learning a second language.

Teaching Tip
Multi-level, Adult, Community College, Intensive English Programs

---

Concurrent Session 2 9:30 – 10:15 AM
Concurrent Session 3 9:30 – 11:00 AM

Concurrent Session 2 9:30 – 10:15 AM

360 Photos for ESL Instruction **LL21C**
Susan Gaer, Santa Ana College

360 photos allow you to immerse your students in learning. In this workshop, participants will learn how to take a 360 photo with their phone and see some sample lessons using these photos with students. A resource website will be linked to the presentation.

Workshop
Materials Writers, K-12, Adult, Community College, College/University, Intensive English Programs, Multi-level, Technology-Enhanced Language Learning, Teaching English in the Workplace, Materials Writers

Becoming a Mentor for Student-led Grading of Their Own Written Assessments **211B**
Yuphadee Madan, ELS Educational Services

The discoveries of different approaches and methodologies in the past have led us to take up different roles in the ESL classroom. Moving forward, let's empower students in the ESL writing class by involving them in the process of objectively grading their own written assignments.

Practice-based Session
Intensive English Programs, K-12, Adult, Community College, College/University, New Teachers, Technology-Enhanced Language Learning, Materials Writers

Empowering Nonnative English Speaking Teachers **212C**
Sarah Zakraoui, San Francisco State University
Emma Donnelly, College of Alameda

This presentation revisits the native/nonnative dichotomy, hoping to raise awareness regarding the equity issue in the TESOL line of employment. How to make the TESOL profession more equitable? The speakers offer empowering recommendations to help NNESTs gain more prominence in the TESOL field.

Research-based Session
Non-Native Language Educators' Issues (NNLEI), Intensive English Programs, New Teachers, Administration/Leadership

From Warm-Up to Close-up, Use Every Classroom Minute Effectively! **LL21F**
Gene R. Urrutia, Parlier Unified School District
Jose Rodriguez, San Diego Community College

Getting frustrated because students are forgetting past lessons and learning skills? How can teachers integrate prior lessons with the five practices of clear instruction, discussion, effective feedback, formative assessments, and cognitive strategies? Learn five important strategies. Handouts.

Practice-based Session
Adult, K-12, Adult, Community College, College/University, Intensive English Programs, Multi-level, New Teachers

Getting Started with Live Online Tutoring **212A**
Lisa Chou, Academy of Art University

Live online tutoring can yield greater student understanding, but getting started can be challenging. The presenter will introduce two tech tools (Acuity and Zoom) to demonstrate an effective workflow process used by our Online Writing Lab and pitfalls to avoid for conducting live online tutoring.

Practice-based Session
Technology-Enhanced Language Learning, K-12, Adult, Community College, College/University, Intensive English Programs

Guided Self-Placement: Promoting Student Achievement Through Informed Choices **210E**
Elizabeth Wadell, Ángela Jiménez Velayos, and Rebecca Clayton, Laney College
Sean Trunk, Laney College, Pleasanton Adult and Career Education

Under AB 705, community college credit ESOL programs are exploring how to replace placement via testing with a meaningful and accurate alternative. Learn how one college is transforming ESOL placement through a contextualized, guided self-placement to create a more equitable enrollment experience.

Practice-based Session
Community College, College/University, Administration/Leadership

Lessons Learned from ESL Professionals to Inspire the TESOL Community **212B**
Soo Min Lee and Peter Byun, Alliant International University

This session discusses what individual ESL professionals can do to resolve inequality towards nonnativeness in TESOL. This is accomplished by exploring suggestions from TESOL professionals. Also identified are efforts at restructuring teaching practices, teaching philosophies, and pedagogy.

Practice-based Session
Non-Native Language Educators' Issues (NNLEI), K-12, Adult, Community College, College/University, Intensive English Programs

Personalized On-Ramps to Academic Success for English Language Learners **212D**
Todd Wamester, New Readers Press, a division of ProLiteracy Worldwide Voxy

Voxy is an effective digital English solution that helps learners acquire the language skills needed to achieve academic and career success. Learn how schools and adult education programs can use Voxy to personalize English instruction to meet the learner's needs and accelerate proficiency gains.

Exhibitor/Commercial Session
Adult, K-12, Community College, College/University, Multi-level, New Teachers, Administration/Leadership, Technology-Enhanced Language Learning, Teaching English in the Workplace

Positionalities Emerging from Language Socialization Affect a Learner's Identity **211A**
Yu Tang and Jennifer Park, University of Southern California

The case study focuses on three different positionalities an adult ESL learner experiences—the teacher, friends, and the community. The process of socializing with each of these groups influences how the learner perceives himself both academically and socially impacting their language acquisition.

Graduate Student Forum
Adult, New Teachers, Teaching English in the Workplace

Teachers Aligning Curriculum for the Benefit of Adult Learners **LL21E**
Branka Marceta, Capital Adult Education Regional Consortium, Sacramento County Office of Education

Capital Adult Education Regional Consortium wants to align curriculum and streamline pathways for adult learners. After three years of collaboration, creating, and networking by our ESL teachers, the presenter will share the results to benefit the ESL learners in the Greater Sacramento Region.

Practice-based Session
Multi-level, Adult

The Magic of Self-Selected Extensive Reading: What Every Teacher Needs to Know **LL20D**
Willy Ardian Renandya, National Institute of Education, Nanyang Technological University

In this featured session, we outline the numerous language learning benefits of self-selected extensive reading (ER), discuss recent research that provides compelling evidence demonstrating the effect of ER on language development, and call for a wider adoption of ER in all levels of education.

Invited Session
Multi-level, K-12, Adult, Community College, College/University

---

Writing Apprehension and Writing Self-Efficacy in Multilingual Composers **211C**
Mikenna Sims, California State University, Sacramento

The presenter will first share her findings of an action-research project in which the relationships among writing apprehension, writing self-efficacy, and writing performance were examined in multilingual postsecondary writers. Then, a discussion of applicable confidence-building tasks will follow.

Research-based Session
College/University, Adult, Community College

Concurrent Session 3 9:30 – 11:00 AM

Accelerated ESL, AB 705, and IGETC–Oh My! **210A**
Lawrence Hamilton Lawson, Palomar College
Tracy Fung, Palomar College

In response to AB 705, Palomar College's ESL Department revamped its Academic Track to increase rigor, ensure students were prepared for English 100, create an ESL equivalent of English 100, and obtain IGETC transferability for some of its courses. Come find out how.

Workshop
Community College, College/University

Are Our Students Ready for Hybrid Classes? Are WE? **210H**
Luz Navarrette García, Santa Rosa Junior College

Have you recently begun offering or thinking about offering hybrid classes? This blend of traditional classroom and online instruction can be very effective for language learners. In this discussion-based workshop, instructors will share best practices for hybrid language instruction.

Workshop
Technology-Enhanced Language Learning, Community College, College/University, New Teachers, Technology-Enhanced Language Learning

Building Meaningful Pathways from Adult School to College: Two Collaborations **LL20C**
Amanda Price and Brian Ng, College of Alameda
Stephanie Bolanos, Alameda Adult School

Interested in creating pathways between adult school and community college but not sure where to begin? In this session, panelists will share two successful yet distinct models of cross-institutional collaboration in which college classes are taught to adult school students at their school site.

Panel
Community College, Adult

Growth Mindset: Enhancing Language Development for Learners of All Ages **210B**
Marsha Chan, Sunburst Media

Why do some learners succeed at using English and others falter or fail? How do teachers and students address failure in the classroom? This interactive presentation will shine a light on attitudes and Professor Carol Dweck's research on growth mindset to develop abilities and intelligence.

Workshop
All, K-12, Adult, Community College, College/University, Intensive English Programs, Multi-level, New Teachers, Administration/Leadership

Reading and Writing Strategies for ESL learners **210G**
Nancy Bilbao, San Jose State University; Las Positas College; City College of San Francisco

Maximize your reading instruction with tried-and-true strategies, applicable to all reading levels. Based on Reading Recovery principles, these strategies foster independent, self-extending processing systems. Constructive-integration theory of how adults read and understand will also be explored.

Workshop
Community College, K-12, Adult

Repetition, Repetition, Repetition – Making an Old Idea New **210C**
Dennis Johnson, City College of San Francisco

Repetition involves doing something not only multiple times, but in multiple ways. With limited class time, we may be in a rush to cover material so quickly that students never achieve mastery. The presenter will suggest a variety of ways to make sure students have enough repetition to succeed.

Workshop
Adult, Community College, Multi-level, New Teachers

Self-generated Motivation: From Passive to Active Learning **211D**
Jemina Jones, Folsom Cordova Unified School District

Middle schoolers acquire self-regulated learning strategies through this easy-to-implement individualized plan intended to help the struggling learner overcome challenges. Workshop presents a step-by-step approach to set up and implement the 5-week plan. Approach adaptable for all learners.

Workshop
K-12, Multi-level

Texts That Promote Social Change in the Classroom and Beyond **210D**
Kimberly Ferrario, University of Southern California

The focus is on practices that will help teachers build community and social change through the use of mentor texts. Using texts through a critical literacy perspective promotes positive social-emotional learning and helps students enact social change in their classroom, home and communities.

Workshop
K-12, Adult, Community College, Multi-level, New Teachers, Part-Time Educators, Teaching English in the Workplace

What the Numbers Tell Us: Analysis to Action **210F**
Erin O'Reilly, Defense Language Institute Foreign Language Center

Language program administrators appreciate how data can inform decision-making processes, but moving from numbers to action can be challenging. Come explore how easily accessible data guides evidence-based decisions for faculty and curriculum support in an IEP context.

Workshop
Administration/Leadership, Intensive English Programs

Concurrent Session 3 10:30 – 11:15 AM

A New Way to Help Our Students Become More Comprehensible in Academic Situations **212A**
Ellen Lange, University of California, Davis

Recent pronunciation research suggests stressing only one or two content words in thought groups improves comprehension. In academic work, students need to use this intonation for listeners to understand their presentations. Attendees will learn this intonation and how to teach it to ESL learners.

Practice-based Session
College/University, Intensive English Programs, Teaching of Pronunciation Interest Group

A Revised TOEFL iBT®? What's Up with That? **212C**
Marian Crandall, Educational Testing Service TOEFL

A shorter TOEFL iBT test and a new TOEFL iBT score report launched in August 2019. We will discuss these changes, the research done to support them, the impact on test preparation for your students, and the resources that TOEFL provides to support academic English instruction at your institution.

Exhibitor/Commercial Session
Intensive English Programs

Enhancing Inclusion in the Classroom **LL21E**
Kerry Chow, University of Southern California
Prima Gonzalez, The ESL School at the New York Film Academy

How do we encourage students to embrace diversity and multiculturalism to thrive in the classroom and community? Two project-based activities will be highlighted: a student-led poster session and a process-driven short film. Attendees will learn dynamic, adaptable activities that promote inclusion.

Practice-based Session
College/University, Adult, Community College, College/University, Intensive English Programs, Multi-level, New Teachers, Administration/Leadership, Intercultural Communication, Part-Time Educators, Technology-Enhanced Language Learning, Teaching English in the Workplace

How to Make Grammar Effective and Fun? Create an eBook **211C**
Dina Papachristou, Cal Poly Pomona
Rita Kahn, Cal Poly Pomona; University of California, Riverside

Have you updated your teaching techniques to engage the modern student? Learn to create eBooks enriched with multimedia and interactivity to make grammar teaching and learning more effective and fun. Our research shows remarkable improvement in student engagement, motivation, and performance.

Research-based Session
College/University, K-12, Adult, Community College, College/University, Intensive English Programs, Technology-Enhanced Language Learning

---

Learning to Love to Read **LL21D**
Cory Koby, The Extensive Reading Foundation; Tezukayama Gakuin University

In this talk, I argue that younger learners are ideally suited for a learning approach known as Extensive Reading, and I offer practical advice for including ER in a comprehensive language program that, when done right, ignites the learner's love for books that can last a lifetime.

Invited Session
K-12, Reading

Moving Forward: Rhetorical Value of Multimodality in L2 Writing **211B**
Undarmaa Maamuujav, University of California, Irvine

Multimodal composing has a potential to promote rhetorical awareness and helps prepare students for the complex dynamics of communication in an increasingly digital environment. This research study looks into integrating multimodality in a L2 writing class to promote writing skills development.

Research-based Session
College/University, Community College, Intensive English Programs, Multi-level, Technology-Enhanced Language Learning

Multilingual Families' Student Identity and Implications for the Classroom **212B**
Kara A. Mac Donald and Sun Young Park, Defense Language Institute

The presentation describes the identity negotiation of multilingual students in California and how language use, culture and ethnicity impact identity. Recommendations for the classroom are made for recent ESL arrivals, long-term English learners, and/or proficient English speaking students in K-12.

Research-based Session
Multi-level, Intercultural Communication

Praxis and Graduate-level TESOL Service-learning Course Development **211A**
James Perren, Aliya Abulikemu, Hyunjun "Eddie" Cho, and Prany Kasem-Hendricks, Alliant International University

The objective of this presentation is to examine TESOL service-learning teacher training for developing praxis with academic content. The presenters describe graduate students' experiences developing an understanding of TSL praxis. Handouts will be available and audience comments welcome.

Practice-based Session
College/University, Community College, New Teachers, Administration/Leadership

Stand Up and Move – Review Activities that Keep Students Awake **LL21F**
Kitty Purgason, Biola University

Students need lots of review to acquire vocabulary, grammar, and subject-matter content, but typical review worksheets can put them to sleep. Learn seven ways to get students out of their seats and keep them awake and engaged as they review.

Practice-based Session
K-12, Multi-level

The Ins and Outs of Classroom Management **LL21C**
Nancy Kwang Johnson, Pepperdine University

The session inspires instructors to implement classroom management strategies optimizing learning opportunities. What does classroom management mean to instructors and students? This interactive workshop challenges participants to engage in self-discovery exercises and explore management styles.

Graduate Student Forum
Adult, Multi-level

Using Oral Language as a Bridge to Academic Writing with Adult ELs **210E**
Betsy Parrish, Hamline University

Adult ELs' oral language can serve as a bridge to academic writing. The presenter demonstrates how to use interactive oral tasks to generate ideas and build academic language first, followed by a focus on the academic language connected to the genre to be written with examples at various levels.

Practice-based Session
Adult, Community College

Word Lists for Teaching Academic Language **LL20D**
Keith Folse, University of Central Florida

What is academic language? Just vocabulary? After defining academic language, we compare Academic Word List (Coxhead), New Academic Word List, (Browne, Culligan, & Phillips, Academic Vocabulary List (Gardner & Davies), Academic Spoken Word List (Dang, Coxhead, Webb). How do they compare?

Research-based Session
Intensive English Programs, K-12, Community College, College/University

Teaching Tips 10:30 AM – 10:50 AM and 8:55 – 9:15 AM

Flipgrid: Inspiring Online Discussions in All Classroom Environments **212D**
Suzanne Bardasz, UC Davis Division of Continuing and Professional Education

Online discussion forums have become an essential teaching tool. The introduction of new video apps, such as Flipgrid, has made online discussions even more creative and engaging. This presentation will describe how Flipgrid can be used to make engaging discussions inside and outside the classroom.

Teaching Tip
Technology-Enhanced Language Learning, K-12, Adult, Community College, College/University, Intensive English Programs, Multi-level, New Teachers, Administration/Leadership, Intercultural Communication, Teaching English in the Workplace, Teaching of Pronunciation, Materials Writers

Writing Classes and Using Cellphone or iPad **212D**
Hanieh Baradaran, ELS Center Thousand Oaks

Writing is one of the challenging issues in the learning process. We know that our students belong to the technology era, and they are completely intertwined with their cellphones. So let's try to get the most out of technology and provide our students a new method of teaching in writing classes.

Teaching Tip
Intensive English Programs, Adult, Community College, Intensive English Programs

---

Poster Session A 10:30 – 11:30AM

"Conversational Grammar" IEP Elective Class **Hall 1**
Nina Ito, University of Southern California International Academy

In grammar classes, instructors often assign in-class exercises that exclude speaking skills. This poster will contain materials from an IEP elective class that focuses on oral grammar review (can be student-led), speech acts, and a daily "mingle" in the center of the classroom.

Poster Session
Intensive English Programs, New Teachers

Ideas for Implementing Choice Theory into Project-Based Learning **Hall 1**
Monika Chung and Daniel Estay, Advance English Academy

This session will introduce teachers to how to implement choice theory in the classroom which will enable students take charge of their learning and connect their ESL learning to the real world in a practical way.

Poster Session
Intensive English Programs, Adult, Multi-level, Administration/Leadership

Identity Formation in Mixed-race TESOL Teachers **Hall 1**
Ashley Vargas, California State University, Sacramento

This study investigates the ways that being mixed-race affects TESOL teacher's identity formation and relationships with their colleagues/students. The results indicate that in various ways, their mixed-race identity impacts their personal identity, teaching approach, and professional relationships.

Poster Session
Multi-level, College/University, New Teachers, Intercultural Communication, Part-Time Educators

Language Teacher Development: Collaborative Transformation **Hall 1**
Robin Berube, Defense Language Institute

Facilitating teachers' continuous growth beyond the initial enthusiasm requires more transformative efforts than simple updates with latest knowledge in the field. The presenter will delve into the topic of teacher development based on what researches emphasize and provide practical examples.

Poster Session
Multi-level

Should I Stay or Should I Go? **Hall 1**
Kathleen Flynn, Glendale Community College

Deciding when to retire or even to request a reduced work load prior to retirement is a big step. The display will have a series of decision trees and a list of resources from STRS and Kiplinger's on planning your retirement. Having done both, I can answer questions about the process. Handouts.

Poster Session
Community College, Adult, College/University

President's Luncheon 11:30 AM – 12:15 PM

LL21AB

New members, continuing members, and Board members: Join us for this great opportunity to meet long-time professionals in the field, talk to new people, share stories, enjoy a meal together, and relax for a while. This is a ticketed event, so to attend you must have ordered your meal when registering for the conference.

Plenary 12:30 – 1:45 PM

Growing Up Digital: Intelligent Use of Technology **LL20AB**
Deborah Healey, TESOL International Association

Many, if not all, of our learners are accustomed to using technology in their own lives in this hyper-connected age. However, they may not be very good at learning with technology support. This talk will explore why and how teachers can enhance their own and their students' 21st century skills. It will offer suggestions based on TESOL's new initiative, the 6 Principles.

Dr. Deborah Healey is the 2019-2020 President of TESOL International Association. She has taught online and face-to-face teacher training courses, primarily focusing on technology in education. She has also taught both ESL and EFL at community colleges and language institutes. She is a contributor to two TESOL Technology Standards publications, as well as the *TESOL Encyclopedia of English Language Teaching*, the *Routledge Handbook of Language Learning and Technology*, *CALL Environments*, and *A Handbook for Language Program Administrators*. She has written and presented extensively in the US and internationally, most recently in Korea, Uruguay, Tunisia, England, Indonesia, Georgia, Croatia, Serbia, the West Bank, Colombia, Chile, Argentina, and Thailand. Her recent areas of research include gamification, massive open online courses, and online teaching approaches. Her doctorate is in Computers in Education.

Presentation of Awards

Ron Lee Technology Award
Sponsored by the CATESOL Education Foundation
Stephanie Thomas, San Diego Community College District

IEP Level Professional Development Award
Sponsored by ELS Learning Centers
Raymond Carson, University of California, Irvine, DCE

Community College Level Professional Development Award
Sponsored by National Geographic Learning
Ann Marcella Fontanella, City College of San Francisco

College/University Level Instructor Award
Sponsored by Alliant University
Renae D. Betten, University of California,Riverside, Extension, International Education Programs
Dr. Carla R. Liu, California Baptist University

College/University Level Graduate Student Award
Sponsored by Alliant University
Jennifer Michelle Evans, CSU, Northridge

Concurrent Session 5 **Sessions: 2:00 – 2:45 PM**
Teaching Tips: 2:00 – 2:20 and 2:25 – 2:45 PM

Concurrent Session 6 **2:00 – 3:30 PM**

Concurrent Session 5

Sessions: 2:00 – 2:45 PM
Teaching Tips: 2:00 – 2:20 and 2:25 – 2:45 PM

Adapting Materials and Activities for Multilevel Classes **LL20C**
Kitty Purgason, Biola University

Learn principles for using the same material with students at different levels to maintain student motivation and to save teacher time—by adjusting text, support, or task. Sample activities for reading, speaking, writing, vocab, and projects, applicable to a wide range of classes, are included.

Practice-based Session
Multi-level, New Teachers

Better Practices in Teaching Vocabulary in the Academic Speaking Class **LL20D**
Robyn Brinks Lockwood, Stanford University
Keith Folse, University of Central Florida

A challenge in teaching academic speaking is that teaching strategies is not sufficient. Students need more vocabulary to confidently participate in discussions, express an opinion, or counter a claim. What vocabulary is most needed to successfully communicate? What can teachers do?

Practice-based Session
College/University, Adult, Community College, Intensive English Programs

Culturally Responsive Pedagogy: Brain-Based Research for the Language Classroom **LL21D**
Kelly Metz-Matthews, San Diego State University

Research into cognitive science and learning suggests that students learn best when pedagogy is filtered through their cultural experiences. Drawing on her experience using culturally responsive pedagogy, the presenter will explore its uses in the culturally and linguistically diverse classroom.

Featured Session: 2018 David E. Eskey Memorial Award
Intensive English Programs, K-12, Adult, Community College, College/University, Intercultural Communication

Gamification for Grammar **211D**
Aleksandra Szuszkiewicz, REGIPIO

Let's leave the workbooks at home and teach English fluency and accuracy through games! Your students won't even notice they are learning patterns and rules while competing with each other and having fun. We will try out the games that will help you achieve your language aims.

Exhibitor/Commercial Session
Multi-level, K-12, Adult, Community College, College/University, Intensive English Programs, Multi-level, New Teachers, Non-Native Language Educators' Issues, Part-Time Educators

Honoring the Past and Promoting Community Through Equity-Minded Practices **212B**
Mariana Silva, Hillary Hartman and Rosie Treptow, MiraCosta College

Building a safe learning environment for adult ESL learners is one of instructors' ultimate goals. Creating an atmosphere where students feel valued means honoring their past experiences and inspiring them for the future. Attend this workshop to discover how to promote inclusivity in class.

Practice-based Session
Community College, College/University

How Teachers' Caring Practices Can Affect Students' Investment **211A**
Xu Liu and Jennifer Park, University of Southern California

The session is based on an ethnographic study which analyzes how a 9th-grade teacher's caring practices both match and mismatch a Hispanic case study student's various identities in an ELD class and the impact it has on the student's investment in English acquisition.

Graduate Student Forum
K-12

Redefining Blended Learning for the 21st Century **212C**
Suzanne Robinson, BurlingtonEnglish

BurlingtonEnglish is a blended learning curriculum with multiple facets. We will illuminate and highlight each aspect of the program while demonstrating its fluidity in the classroom. We satisfy both state and federal standards, making our curriculum ideal for schools, teachers and students alike.

Exhibitor/Commercial Session
Adult, Computer-Assisted Language Learning (CALL)

Rethinking the Basic Grammar Course for TESOL and K-12 Teachers **211C**
Scott Phillabaum and David Malinowski, San Jose State University

How should we teach basic English grammar to future teachers? Come survey activities that engage students in meaningful explorations of grammar and language use and examine how we can address the varied needs of future language teachers in TESOL and K-12 contexts.

Practice-based Session
College/University, K-12, Community College, New Teachers, Administration/Leadership

Strategic Reading: Promoting Automaticity, Comprehension, and Fluency in EAP **212A**
Harumi Oishi, Gifu Shotoku Gakuen University,
Pedro Ramos and Kourosh Ghaderi, San Francisco State University

Reading strategy instruction can effectively promote automaticity and increase both fluency and comprehension. In this study, a three-stage reading strategy curriculum evidences practical benefits, demonstrating the research-supported, automaticity-driven learning in an EAP classroom

Research-based Session
College/University, Intercultural Communication

Successfully Working with Students with Interrupted Formal Education (SIFE) **LL21E**
Alexis Ferreri, Oakland Unified School District

SIFE arrive daily in classrooms throughout the U.S. from countries impacted by gangs, poverty and war. They often have significant academic gaps and a history of trauma. This presentation provides an overview of SIFE, how their needs differ from non-SIFE, and practical strategies to support them.

Practice-based Session
K-12, Adult, New Teachers, Intercultural Communication, Teaching English in the Workplace

Using Digital Storytelling to Support Writing in the ESL Classroom **211B**
Carmen Waszak, MiraCosta Community College

Engage your students with digital storytelling. From sentences to paragraphs, learn how the digital storytelling process supports grammar and writing instruction. Participants will receive information about relevant resources, teaching tips, and view sample student video projects.

Practice-based Session
Adult, K-12, Community College, Intensive English Programs, Multi-level, New Teachers, Part-Time Educators

Teaching Tips 2:00 – 2:20 and 2:25 – 2:45 PM

Creating and Maintaining a Living Reader for Better Materials Management **212D**
Amanda Simons, San Diego State University

"My Fall teaching evaluations went from students complaining of being overwhelmed by materials, to Spring evaluations praising how organized materials were. What changed? I arranged handouts in a “Living Reader,” an evolving GoogleDoc with informative indexing that students could easily access

Teaching Tip
College/University, Adult, Community College, Intensive English Programs, New Teachers, Technology-Enhanced Language Learning, Materials Writers

Using Icebreakers and Energizers to Revive Classroom Conversation **212D**
Teresa Nguyen, Golden West College

Research imply that students are losing interest in conversation. Icebreakers and Energizers help students overcome this resistance by breaking down walls and opening pathways to communication. Leave the workshop with at least ten activities to use in the classroom to engage students in dialogue.

Teaching Tip
Community College, Adult, College/University, Intensive English Programs, Multi-level, New Teachers, Intercultural Communication, Part-Time Educators, Technology-Enhanced Language Learning, Teaching English in the Workplace

---

CATESOL President’s Office Hour 2:00 – 3:00 PM

CATESOL President's Office Hour **Market Terrace**
Danielle Pelletier, CATESOL President

Sit down with CATESOL President, Danielle Pelletier, and have your voice be heard. Perhaps you have a suggestion, a question, or a complaint. Or perhaps you'd just like to say "hi." All are welcome!

Special Session
Multi-level

Concurrent Session 6 2:00 – 3:30 PM

Academic Writing Groups: Cultivating a Community of Practice **210D**

Betsy Gilliland, University of Hawaii Manoa
Aylin Baris Atilgan Relyea, Santa Rosa Junior College
Kara Mac Donald and Erin O'Reilly, Defense Language Institute Foreign Language Center

Writing for publication extends practitioners' voices and potential influence across our field in the co-construction of knowledge. This presentation describes several models of academic writing groups. Presenters share recommendations and lessons learned from experience.

Panel
College/University, Community College, Intensive English Programs, New Teachers, Administration/Leadership, Non-Native Language Educators' Issues, Part-Time Educators, Teaching English in the Workplace

Bridging the Pragmatics Gap: Social Communication for Noncredit Adult ESL **210E**

David Olsher, Jasmine Giblin Ingaramo, Ryan Lee and James Chao, San Francisco State University

Want to teach social communication for adult students' everyday and professional lives? This panel presents projects that teach pragmatics skills, including business email, making doctors appointments, and small group discussions. See sample materials and discuss ways to adapt to your context.

Panel
Intercultural Communication, Adult, Intensive English Programs, Materials Writers

Chrome Apps and Extensions: Inspiring Digital Literacy! **210B**

Melinda Holt, Outreach and Technical Assistance Network (OTAN)
Alisa Takeuchi, Garden Grove USD

Google Apps and Chrome can be used to inspire student and teachers beyond a search! Use both to integrate language learning in classrooms with digital literacy as a backdrop. Learn how to search/install extensions, apps to use in/out of classroom, and ideas for innovative activities. Watch or BYOD (Bring your own device)!

Workshop
Adult, Adult, Community College, College/University, Intensive English Programs, Multi-level, New Teachers, Administration/Leadership, Part-Time Educators, Technology-Enhanced Language Learning

Defacing the Text: The Key to Active Reading **210H**

Michelle Chan, San Diego City College

When instructors assign readings, the expectation is students show evidence of having read them. What if they don't yet possess the skills to actively engage with texts? In this workshop, attendees will learn ways to help students read thoughtfully and create meaningful connections with any text.

Workshop
Community College, K-12, Adult, College/University, Intensive English Programs, New Teachers

Great Teaching Techniques! 210C

Richard Rose, West Valley Occupational Center

What is the difference between teaching and training? How long should teachers spend giving explanations? What is the value in asking students lots of questions? How can we regularly review in class? This workshop will give participants a chance to consider and discuss topics like these and more!

Workshop
Adult, Community College, New Teachers

Onward and Upward for Adult Students **LL21F**
Kara Rosenberg, Sequoia Adult School/Upward Scholars
Marta Lily Marcos, Upward Scholars Student
Linda Prieto, Executive Director, Upward Scholars
Erika Pretell, Upward Scholars Tutor

Education is crucial for the economic advancement of adult immigrants coming to the U.S. From a small Adult School program to a non-profit transitioning students to community college, Upward Scholars has grown from supporting 21 to 345 students in 9 years. Learn how to do it in your area!

Panel
Community College, Adult

Organizing Engaging Multi-media Project Based Learning with Minimal Computer Access **210F**
Rebekah Sidman-Taveau, Cañada College

This presentation explains concrete steps for organizing Project Based Learning (PBL). It describes a beginning multi-skill ESL class that delivered multi-media cultural presentations for a community event. Participants will enjoy creative examples and gain practical strategies for implementing PBL.

Workshop
Community College, Adult

Professional Development for Busy Educators: Keeping up with all the Changes! **210A**
Betsy Parrish, Hamline University

CCRS; NRS changes; new assessments! How do busy adult ESL educators keep up with everything, especially with limited resources for PD? Learn about personalized and engaging PD practices that allow administrators and teachers to stay up to date with current instructional demands and challenges.

Workshop
Adult, Community College

"Transitioning" to On-line Teaching: The Past and Now **LL21C**
Cristin Boyd, DeAnza Community College
Ingrid Greenberg, San Diego Continuing Education |Academic Senate Policy and Procedure Committee San Diego Community College District |Online Learning Pathways
Monica Cueva, San Diego Continuing Education; San Diego Community College District
Lin Zhou, University of Hawai'i Mānoa

Interested in teaching on-line? Curious about transitioning from physical to virtual teaching? Ready to face your fears tech fears? Three instructor-panelists—expert to novice—will share their experience; special focus on making the "transition." 50% panel discussion and 50% QA. Everyone welcome!

Panel
Multi-level, Multi-level, New Teachers, Technology-Enhanced Language Learning

Using Corpora to Facilitate Vocabulary Acquisition in University Students **210G**
Juli Kirkpatrick and Kimberley Briesch Sumner, University of Southern California

University students often want to improve their academic and social vocabulary but may not have enough contextual knowledge to make native-like choices. Learn about corpora and concordancers with fellow instructors and develop guided and independent activities to help students make solid lexical choices.

Workshop
College/University, Community College

Poster Session B 2:45 – 3:45 PM

Adult English Learners Read and Discuss Tender Topics with Children **Hall 1**
Julaine Rosner, Mission College
Marsha Chan, Sunburst Media

Explore best practices in helping adult English learners to increase confidence when reading aloud to children; examine children's literature about challenging situations. Learn about a Tender Topics project appropriate for all learners, and especially for non-native speakers who care for children.

Poster Session
Community College, Adult

IEP Sustainability via Flexible, Modularized, Softskills-focused Programming **Hall 1**
Sarah Moyer and Summer Cremo, University of California, Riverside

The changing nature of English language study requires that IEPs provide flexible programming for a variety of student schedules, curriculum models for use across different types of programming, and curriculum that develops English language skill proficiency alongside global softskill competencies.

Poster Session
Intensive English Programs, College/University, Intensive English Programs, Administration/Leadership

Making Learning Relevant: Language Students and Teachers as Researchers **Hall 1**
Carolyn O'Gorman-Fazzolari, Southwestern College

What does empowerment mean in language education? A good education prepares students as researchers who can “read the world” and seek insights within a social justice and equity framework. This presentation examines the power in empowering language educational practices.

Poster Session
New Teachers, K-12

"Parachute Kids," Literacy, and First-Year College Writing **Hall 1**
Stefan Frazier and Cynthia M. Baer, San Jose State University

"Parachute kids" come to the U.S. as teens, do well enough in high school, and enter college. With language abilities similar to traditional "just-arrived" ESL students but officially unidentifiable, these students possess specific traits and challenges. Here, we investigate their literate lives.

Poster Session
College/University, K-12, Community College

Trauma-Informed, Culturally Responsive Teaching with Situational Approach in ESL **Hall 1**
Elizabeth Eastman, University of San Francisco

Adult LatinĚ learners in an ESL class in San Jose face barriers to SLA and integration, including culture shock, trauma, and affective factors. Trauma-Informed Teaching and Culturally Responsive Teaching within the context of the Situational Approach yields positive results.

Poster Session
Adult, Community College, Intensive English Programs, Multi-level, New Teachers, Administration/Leadership, Intercultural Communication, Part-Time Educators, Materials Writers

---

Concurrent Session 7 3:00 – 3:45 PM

Blend Past and Present Grammar Teaching Strategies to Achieve Fluency? **LL20C**
Gretchen Bitterlin, San Diego Continuing Education

Learners often pass grammar tests but cannot use the new pattern outside the classroom. Why not? The presenter demonstrates a series of interpretive, productive, and interactive activities from the past and present to help learners achieve fluency in new grammar patterns in a contextualized lesson.

Practice-based Session
Adult, Community College, New Teachers

Culturally Responsive Teaching Strategies in the ESOL Classroom **LL21E**
Kevin Oh, Xiaotian Zhang, Shanshan Gao, and Yi Guan, University of San Francisco

ESOL teachers often ask “how do we actually make lessons culturally responsive?” The presenters will share practical tips for integrating fun, innovative, and interactive Culturally Responsive Teaching into ESOL lessons. Participants will leave the session with ready-to-use activities.

Practice-based Session
Community College, K-12, Adult, College/University, Intensive English Programs, Multi-level, New Teachers, Intercultural Communication, Technology-Enhanced Language Learning

Efficient Conferences: Teach the Writer, Not the Writing **211C**
Abigail Christensen, Palo Alto Adult School

Step away from correcting and into conferencing. This session will give practical ideas for efficient, impactful writing conferences at all levels. Create learner-focused writers with habit trackers, conference preparation, and teacher supported editing.

Practice-based Session
Multi-level, K-12, Adult, Community College, College/University, Multi-level, New Teachers

Home-Away-From-Home: Creating Classroom Culture via Language Socialization **212D**
Kimberly Ferrario and Ekaterina Moore, University of Southern California

The focus is on implicit and explicit classroom practices that will help teachers create a positive learning culture in their classrooms. Practices are examined through a language socialization lens, which come from two different contexts: a Russian Heritage Language School and US public schools.

Research-based Session
K-12, Adult, Community College, Intensive English Programs, Multi-level, New Teachers, Administration/Leadership, Intercultural Communication, Part-Time Educators

How to Motivate ESL Learners Under Assembly Bill 705 **211A**
Yuying Lyu, San Jose State University

According to Gardner, integrative motivation is the key to helping learners who stay in target language environment succeed in ESL learning. This presentation explores how AB705 may demotivate recent-arrival learners and how teachers can help these students face language and culture barriers.

Graduate Student Forum
Community College, Intensive English Programs

Inspiring the Future: We Can All Be Digital Citizens **212A**
Rita Van Dyke-Kao, Santiago Canyon College
Laura Jacob, Mt. San Antonio College

Are you empowering your 21st century students to become digital citizens who are active and ethical participants in the global community? Come learn and discuss how all instructors can be intentional about incorporating effective and engaging digital citizenship activities in the ESL classroom.

Practice-based Session
Adult, K-12, Community College, College/University, Intensive English Programs, Multi-level, New Teachers, Part-Time Educators, Technology-Enhanced Language Learning, Teaching English in the Workplace, Online Teaching

Off-the-Shelf Board Games that Inspire Students to Communicate **LL21D**
Jessup Yenser and Pete Torrez, Santa Monica College

The presenters show how to choose, adapt, and use modern board games to motivate students to communicate in your ESL class. They demonstrate some of their favorite games as well as scaffolding activities to help prepare students to play. The handout includes activities, resources, and game lists.

Practice-based Session
Community College, K-12, Adult, Community College, College/University, Intensive English Programs, Multi-level

"SLIPPING IN SLANG"– Know It or Risk Embarrassment! **212B**
David Burke, Slangman Publishing

Author "Slangman" David Burke gives an informative and hilarious presentation on the importance of teaching slang & idioms–those pesky, confusing, terms which must be learned to avoid embarrassment, avoid costly mistakes in business, achieve true fluency, and open the doors to American culture.

Exhibitor/Commercial Session
Adult, Adult, Community College, College/University, Intensive English Programs, Multi-level, Teaching English in the Workplace

Strategies for Developing Positive Group Dynamics in Language Classrooms **211D**
Jun Li, JSerra Catholic High School

This presentation focuses on developing positive group dynamics in the classroom. Practical strategies will guide teachers through Dornyei and Murphy's stages of group formation with the goal of cultivating a cohesive group in which the affective filter has decreased and cooperation has increased.

Practice-based Session
Intercultural Communication, K-12, Adult, Community College, College/University, Intensive English Programs, New Teachers, Intercultural Communication

Teach Abroad with the English Language Fellow Program **212C**
Jenny Hodgson, U.S. Department of State, English Language Programs
Knop Reilly, U.S. Department of State

Learn how you can enhance English language teaching capacity abroad through paid teaching fellowships for U.S. TESOL professionals. As a Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

Exhibitor/Commercial Session
Adult, K-12, Adult, Community College, College/University, Intensive English Programs, Intercultural Communication

Teaching ESL Through Creative Writing: A Practical Proposal **211B**
Melissa Kuhn Fornari, Mendocino College
Jennifer Clark, Mendocino College

This session focuses on creative writing activities based on contemporary literary prose. We discuss how creative writing can be integrated into ESL classes and the way it can be used to promote autonomy, creative expression, and interactional skills in the ESL classroom.

Practice-based Session
Adult, Adult, Community College, College/University, Intercultural Communication

The Future of Pronunciation Teaching—What's in Store? **LL20D**
Donna Brinton, Educational Consultant

Murphy and Baker (2015) trace four "waves" in pronunciation teaching history, each with identifiable philosophies and methodological trends. To determine what is in store in the fifth "wave," this session identifies trending practices that will dominate pronunciation teaching in the future.

Research-based Session
New Teachers, Technology-Enhanced Language Learning, Teaching of Pronunciation, Materials Writers

---

Publishers' Dedicated Hour 4:00 – 5:00 PM

Hall 1

Participate in the *Passport to Prizes* drawing by visiting Exhibitors' booths. Get your "passport" stamped as you learn about new titles, editions, and opportunities.

Ice Cream Social
Enjoy some complimentary ice cream and meet up with colleagues on Friday afternoon in the Exhibits Hall. During this time, you can also meet publishers' representatives and ask questions.
Sponsored by Cambridge Univerity Press

Interest Group Workshops 5:00 – 5:45 PM

Academic Writing Forum: Fostering a Community of Practice **210H**
Research Writers' Interest Group
Kara Mac Donald, Defense Language Institute and Chapter Council Chair-elect
Erin O'Reilly, Defense Language Institute and Research Writers IG Co-chair

The workshop describes how to select a publication and draft an article while initiating a community of practice. Attendees engage in writing analysis utilizing provided unpublished writing samples, examine developing a thesis statement, organizing an argument, citing sources, and mechanics.

Interest Group Workshop: Research Writers' Interest Group
Multi-level, Research Writers IG

Get Inspired to Teach ESL Online with Canvas **210G**
Online Teaching Interest Group
Ryan Detwiler and Kristi Reyes, MiraCosta College and OT-IG Co-Coordinators

Canvas is an open-source platform that is robust in potential while still easy to use for both faculty and students. Learn how you could use this LMS for blended or hybrid online ESL teaching while incorporating best practices and standards for quality online instruction.

Interest Group Workshop: Online Teaching Interest Group
Multi-level, Online Teaching

Integrating Google Suite Tools into Your Workplace English Programs **210F**
Teaching English in the Workplace Interest Group
Cavazzi Bentley, Saddleback College and TEW-IG Coordinator
Nora Mitchell, Berkeley City College and CATESOL Secretary

An interactive workshop looking at ways of integrating Google Suite tools into your English in the Workplace curriculum. You'll interact with these tools to see how they enhance classroom collaborative group projects and offer ideas of how you can integrate them into your classes.

Interest Group Workshop: Teaching English in the Workplace Interest Group
Adult, Teaching English in the Workplace

Resources Beyond Textbooks for Teaching Pronunciation **210A**
Teaching of Pronunciation Interest Group
Marsha Chan, Sunburst Media and Ellen Lange, UC Davis ToP-IG Co-coordinators

Learn about helpful Internet sources to study pronunciation points, add pronunciation tips to a class, or refer students to self-help. The presenters will also review research on pronunciation related to improving pronunciation teaching. Participants will be invited to share go-to resources.

Interest Group Workshop: Teaching of Pronunciation Interest Group
Multi-level, Pronunciation

Teacher Identity: The Personal and the Professional **210C**
Non-Native Language Educator Issues Interest Group
Anita Seralathan, San Francisco State University and NNLEI-IG Co-coordinator
Jovana Garcia, Mt. Diablo Adult Education and NNLEI Co-coordinator

This panel will focus on the evolving nature of teachers' professional and personal identities, exploring various aspects of how our identities are shaped over time and through significant events both inside and outside of the classroom.

Interest Group Workshop: Non-Native Language Educator Issues Interest Group
Multi-level, Non-Native Language Educators' Issues

Tech Tools You Can Use: A TELL-IG Panel Discussion **210B**
Technology Enhanced Language Learning Interest Group
Brennan Pardee, Gabby Communications International, Inc. and TELL-IG Assistant Coordinator
Kimberly Guppy, L.A. City College and TELL-IG Coordinator
Suzanne Bardasz, UC Davis
Martha Martha, Los Angeles City College

The Technology-Enhanced Language Learning Interest Group's panel of ed tech experts will demonstrate some of the latest tools you can use in a variety of teaching situations, and for a variety of student levels.

Interest Group Workshop: Technology-Enhanced Language Learning
Multi-level, Technology-Enhanced Language Learning

Interest Groups: Raps/Networking/Meetings 6:00 PM – 6:45 PM

Business Meeting and Networking: Academic Writing: Fostering a Community of Practice **210H**
Kara Mac Donald, Defense Language Institute and Chapter Council Chair-elect
Erin O'Reilly, Defense Language Institute and Research Writers IG Co-chair

Are you currently working on a writing project or have a slated project? The session provides an overview of academic writing conventions and tips on how to make progress and meet deadlines on long-term writing projects or jump-start a new writing project while developing a community of practice.

Interest Group Networking/Business Meeting
Multi-level, Research Writer-IG

Business Meeting and Networking: Teaching English in the Workplace Interest Group **210H**
Cavazzi Bentley, Saddleback College and TEW-IG Coordinator
Nora Mitchell, Berkeley City College and CATESOL Secretary

If you are teaching or interested in teaching English in the Workplace, then join our Business Networking meeting. Come share your experience with a group of likeminded peers and learn from our triumphs and challenges. Bring your thoughts and ideas as we plan the direction of the TEW Interest Group

Interest Group Networking/Business Meeting
Adult, Teaching English in the Workplace

Business Meeting and Rap Session: Online Teaching Interest Group **210C**
Ryan Detwiler and Kristi Reyes, MiraCosta College and OT-IG Co-Coordinators

Come participate in the Online Teaching discussion. Meet and network with colleagues. Share ideas and resources. Get inspired. See you there!

Interest Group Networking/Business Meeting
Multi-level, Online Teaching

Business Meeting: Materials Writers Interest Group **210G**
Myo Kyaw Myint, Mission College and MW-IG Coordinator

This session will bring together members interested in being a part of the Material Writers' Interest Group. We will be exploring various ways to contribute to writing materials relevant to our students. We will hear from our colleagues who have published and who will be sharing their experiences.

Interest Group Networking/Business Meeting
Multi-level, Materials Writers

Business Meeting and Rap Session: Non-Native Language Educators' Issues Interest Group **210E**
Anita Seralathan, San Francisco State University and NNLEI-IG Co-coordinator
Jovana Garcia, Mt. Diablo Adult Education and NNLEI Co-coordinator

The business meeting will focus on electing new coordinators, reviewing the past year's activities and progress, and looking towards future development and growth of the group.

Interest Group Networking/Business Meeting
Multi-level, Non-Native Language Educators' Issues

Business Meeting and Networking: Teaching of Pronunciation Interest Group **210A**
Marsha Chan, Sunburst Media and Ellen Lange, University of California, Davis ToP-IG Co-coordinators

Teachers of pronunciation are TOPs! Experienced members and newcomers, enjoy light refreshments, meet like-minded colleagues, share, listen and learn. TOP Coordinators will announce the results of the CATESOL TOP-IG Survey 2019. We'll discuss TOP-IG activities and exchange teaching tips.

Interest Group Networking/Business Meeting
Multi-level, Teaching of Pronunciation

Business Meeting and Rap Session: Technology-Enhanced Language Learning **210B**
Kimberly Guppy, Los Angeles City College and TELL-IG Coordinator
Brennan Pardee, Gabby Communications International and TELL-IG Assistant Coordinator

Technology-Enhanced Language Learning Interest Group Rap Session and Business Meeting to elect new leadership for 2020.

Interest Group Networking/Business Meeting
Multi-level, Technology-Enhanced Language Learning

TESL Student Mixer

6:00 – 7:00 PM

Il Fornaio, Westin

Graduate students: Dont miss this informal social gathering to network, share academic experiences, and discuss future careers and professional development.

Friday FUNraising Game Night

7:30 – 10:00 PM

Lower Level Reception Area

Join the CATESOL Education Foundation for entertainment, networking, and competition. Bring your friends and take on the challenges against others in Pictionary, Say What?, Bucketball, Spell What?, Cornhole, & more. Win prizes and enjoy some sweets too. Small entry fee designed to get friends together: 1 for $10, 2 for $15, 3 for $20, 4 for $25, and 10 for $50. Come for a bit or stay a while!

AZUSA PACIFIC
UNIVERSITY
God First Since 1899

Now enrolling for spring!
Apply by December 13.

Scholarships available to start your TESOL program

The TESOL programs at Azusa Pacific equip teachers with the vision and skills to educate diverse populations of English learners, both locally and internationally. Graduates have taught around the globe in more than 40 countries, bridging cultural and linguistic differences to make a meaningful impact in the lives of their students.

- Enjoy practical training in a program taught by experienced faculty.
- Gain valuable teaching tools grounded in a Christian worldview.
- Choose from flexible program formats tailored to meet your needs.

ONLINE | ON CAMPUS | FIELD-BASED

PROGRAMS OFFERED:

M.A. in TESOL
Certificate in TESOL
Certificate in TEFL

Find Your TESOL Program Today! apu.edu/tesol

23490

English for Child Care

Language Skills for Parents & Providers

Marianne Brems
Marsha Chan
Julaine Rosner

Topics for high-beginning to low-intermediate language learning adults include: Health and safety; Preventing accidents; Reporting incidents; Treating illnesses and injuries; Stages of infants, toddlers, preschoolers, school-age children.

222 pages ISBN: 978-1-932318-36-4

Inspires excitement and gratitude! Meets the needs of early childhood professionals. Reflects best practices. Kudos! –Judy Macdonald, Director, Cornerstone Preschool, FL

The only books that focus on both language proficiency and child development!

Both books support parents, nannies, au pairs, teachers, and others who interact with children. –Patti Cornell, Destination Imagination, CT

Practical activities prepare learners to work with, raise, and educate children in an English-speaking environment. – Margarita Perez, Worcester State Univ., MA

An excellent source book for parents and child care providers. Fun, engaging, and culturally sensitive. –Kristin Navarro, Continuing Education Child Care, Howard CC, MD

English language pathway to child development

English for Child Development

Language Skills for Parents & Providers

Marianne Brems
Marsha Chan
Julaine Rosner

Insightful second book builds valuable communication skills and child development knowledge of bilingual early childhood educators. –Karen N. Nemeth, Language Castle LLC, PA

Topics for intermediate to high-intermediate language learning adults include: Social-emotional, motor, cognitive, and linguistic development; Describing and documenting development

264 pages ISBN: 978-1-932318-37-1

Sunburst Media www.sunburstmedia.com Tel/Fax (408) 245-8514

OXFORD
UNIVERSITY PRESS

VISIT US:
BOOTH
407

TALKING ABOUT ADVANCED LEARNERS:

AN OXFORD ADULT ESL CONVERSATION

8:30 – 9:15 AM
SATURDAY, OCTOBER 5TH
ROOM LL21C

Oxford Adult ESL Conversations

LOVE ADULT ESL

In this podcast, host Jayme Adelson-Goldstein is joined by educators, influencers, and advocates of Adult ESL for candid conversations about topics important to you.

FOR MORE INFORMATION:
ORDER (800) 542-2442

VISIT www.oup.com/elt
EMAIL elt.marketing.us@oup.com

Saturday, October 5, 2019 Schedule

EVENTS

Newcomers' Orientation	7:30 a.m. – 8:15 a.m.
Continental Breakfast	7:30 a.m. – 9:00 a.m.
Publisher and Vendor Exhibits	8:30 a.m. – 5:00 p.m.
President's Office Hour	12:00 p.m. – 1:00 p.m.
Publishers' Dedicated Hour	4:00 p.m. – 5:00 p.m.
Passport to Prizes Drawing	4:45 p.m.
CATESOL Business Meeting and Town Hall	5:00 p.m. – 6:00 p.m.
Saturday Night Sizzle	7:30 p.m. – 10:00 p.m.
CATESOL Education Foundation Auction	7:30 p.m. – 9:30 p.m.
CATESOL Education Foundation Raffle	8:15 p.m.

SESSIONS

K-12 Plenary: Huda Essa	8:30 a.m. – 9:45 a.m.
Concurrent Sessions 8, 9	(8) 8:30 a.m. – 9:15 a.m.
	(9) 8:30 a.m. – 10:00 a.m.
Concurrent Session 10	9:30 a.m. – 10:15 a.m.
Saturday Plenary: Keith Folse	10:30 a.m. – 11:45 a.m.
Educational Level and TESL Student Rap Sessions	12:15 p.m. – 1:00 p.m.
Educational Level Workshops	1:15 p.m. – 2:00 p.m.
Concurrent Session 11	1:15 p.m. – 2:00 p.m.
Concurrent Sessions 12, 13	(12) 2:15 p.m. – 3:00 p.m.
	(13) 2:15 p.m. – 3:45 p.m.
Poster Session C	2:30 p.m. – 3:30 p.m.
Concurrent Session 14	3:15 p.m. – 4:00 p.m.

Newcomers' Orientation

Susan Gaer, CATESOL President-elect **Hall 1**

Is this your first CATESOL Annual Conference? Come for some breakfast, an informal welcome, and an explanation of how to make the most of the conference. Hear suggestions from experienced conference-goers and meet other newcomers. Get your questions answered!

K-12 Plenary

8:30 – 9:45 AM

LL20AB

Building CommUNITY and Achievement Begins with Our Names!
Huda Essa, Culture Links

Join the author of Teach Us Your Name and TEDx Speaker, Huda Essa, in learning how overcoming challenges and effective community building can begin with one of the things we all have in common, our names, as an important part of our identities. This seemingly simple idea can be used to build critical consciousness skills and connections among students and staff, regardless of their backgrounds. Learn how names serve as an amazing resource you can immediately use to build confidence, decrease bias, increase student achievement, and strengthen your entire community!

Huda Essa is a TEDx Speaker and the author of the motivational children's book, *Teach Us Your Name*, focused on empowering children to take pride in their many identities while showing respect for themselves and others. This book is sold both individually and was selected as a component of *Teacher Created Materials' Culturally Authentic and Responsive Text Collection.* Huda continues to write culturally authentic and relevant children's books with her next book, *Common Threads* to be released in August. She is also currently writing for education professionals focusing on overcoming limitations of unconscious bias in order to best serve their school communities so as to allow for staff, students, and families to reach their greatest potential for success in our ever-changing world. Additionally, she is the producer of a series of short films focused on matters of social justice.

Presentation of Award
Secondary Level Student Essay Contest
Sponsored by National Geographic Learning
Michael Cho, JSerra Catholic High School

Concurrent Session 8

45-minute sessions: 8:30 - 9:15 AM
Teaching Tips: 8:30 - 8:50 AM and 8:55 - 9:15 AM

Concurrent Session 9

8:30 – 10:00 AM

Concurrent Session 8

Connecting IEP Students with University Through an Innovative Course **211D**
Rameshor Bhandari, California State University, Los Angles/ Los Angeles Community College District

The presenter elaborates how he implemented an IEP course for advanced students who lacked motivation in English classes that used traditional resources and demonstrates how IEP students can practice English with university officials in an authentic situation. Assessment activities will be shared.

Research-based Session
Intensive English Programs, Adult, Community College, College/University, Materials Writers

Embedding Conference Experiences in MA TESOL Curriculum **211B**
Jennifer Miyake-Trapp and Weina Chen, Pepperdine University

Based on experiential (Kolb, 1984) and situated (Lave & Wenger, 1991) learning, the design, implementation, and evaluation of intentional conference participation embedded in MA TESOL curriculum will be presented. Conferences are a powerful nexus of theory and practice, roots and innovation.

Research-based Session
College/University, College/University, New Teachers, Administration/Leadership, Intercultural Communication, Non-Native Language Educators' Issues

Hybrid ESOL Classes: Blending the Past and Future **LL21D**
Deborah Brooks and Erika Lachenmeier, Laney College
Danitza Lopez, Diablo Valley College
Deborah Robiglio, Glendale College

ESOL students can thrive in the expanding online environment! Learn about a successful multi-level hybrid program at Laney College. In this interactive presentation, we will share our tech tools and hybrid handbook and discuss our best practices that help students in and beyond ESOL.

Practice-based Session
Community College, Intensive English Programs, Technology-Enhanced Language Learning

Inspiring Adult Learners to Participate in Census 2020 **212A**
Lori Howard, CASAS
Jennifer Parker-Adib, Campbell Adult and Community Education

It is crucially important for adult learners to participate in Census 2020. Census data directs $675 billion in federal funds to local and state governments each year. Come learn about Census 2020 instructional materials and an EL Civics COAAP you can use in your classroom. Materials provided.

Practice-based Session
Adult, Community College

Inspiring Models for Integrated Education and Training for Adults **LL21E**
Margaret Teske, CASAS
Heidi McFadden and Yelena Zimon, Fremont Adult and Continuing Education

Integrated EL Civics (IELCE) curriculum supports Integrated Education and Training (IET) to prepare adult English learners for the workforce. Presenters demonstrate program models, curriculum, assessments, and support services. Could these models work for your program?

Practice-based Session
Adult, Community College, Administration/Leadership, Teaching English in the Workplace

International Students Writing Across the Curriculum: Prompts and Interactions **212C**
Jan Frodesen and Amy Joy Lashmet, University of California, Santa Barbara

The increase in international freshmen entering U.S. colleges and universities has renewed interest in identifying writing required in general education courses. Topics include analysis of writing prompts across the disciplines, student and instructor interviews, and implications for EAP courses.

Research-based Session
College/University, K-12, Community College, Administration/Leadership

Multimodal FX: Teaching Infographics to Adult English Learners **210H**
Lynne Diaz-Rico, California State University, San Bernardino

Information in graphics form is an important modality, satisfying the needs of the adult English learners for involvement, autonomy, relevance, and identity. Infographics augment academic language, making important issues comprehensible using strategies to help graphics convey complex information.

Workshop
Adult, Community College, College/University, Intensive English Programs, Multi-level

Newscasts in ESL: Using Authentic Content to Connect the Classroom to the World **LL21F**
Grazia Mora and Celine Signorini-Bakan, California College of Communications

Developing listening and speaking skills is crucial to the success of students. This presentation shares creative ways to use authentic content, specifically newscasts, radio and video news reports, to develop students' linguistic and cultural skills, and empower them to navigate the real world.

Practice-based Session
Adult, Community College, College/University, Intensive English Programs, Technology-Enhanced Language Learning

Reflections on Learning English as a Foreign Language **211A**
Aysegul Cetintas, San Jose State University

In this study, the author observes the English learning experiences of a high school sophomore in an English as a foreign language (EFL) context under the light of several second language acquisition (SLA) theories at the same time and explores how learning takes place in this particular context.

Graduate Student Forum
Multi-level, Multi-level, New Teachers

Talking about Advanced Learners: An Oxford Adult ESL Conversation **LL21C**
Katherine Akey, Oxford University Press USA
Jayme Adelson-Goldstein, Lighthearted Learning
Jenni Currie Santamaria, Oxford University Press

Participate in a live podcast of Oxford Adult ESL Conversations! Jayme Adelson-Goldstein (*Oxford Picture Dictionary*, *Step Forward*) hosts the co-author of Step Forward 5 and trainer Jenni Currie Santamaria in a candid conversation on advanced adult learners. Come for the chat, leave with takeaways!

Exhibitor/Commercial Session
Adult, Community College, Multi-level

The Journey of a Writing Rubric: Origins, Challenges, Changes, Refining **211C**
Daniel Johnson, University of the Pacific International

Calling all writing rubric enthusiasts! Join me on the "journey of a rubric" in our university-based IEP. We will examine challenges we faced at various stages and how we responded during the refinement of our highest-level writing course. There will be time for exchanging ideas. Handouts provided.

Workshop
College/University, Community College, College/University, Intensive English Programs

Teaching Tips: 8:30 - 8:50 AM and 8:55 - 9:15 AM

Working Memory Strategies to Enhance Second Language Vocabulary Development **212D**
Malihe Eshghavi, University of San Francisco

Working memory plays a key role in supporting ESL learners during language acquisition. This presentation exhibits a set of strategies to enhance working memory that may benefit ESL learners in the retention and retrieval of words in real-life interactions.

Teaching Tip
Adult, Community College

Vocabulary Journals That Promote Student Practice **212D**
Elizabeth Baldwin, University of the Pacific International

This presentation will draw on the research by Keith S. Folse (2004). The presenter will explain how Folse prescribes an "optimal listing procedure" for vocabulary notebooks and share her experience using this approach in an IEP environment.

Teaching Tip
Intensive English Programs, Adult, Community College, College/University, New Teachers

---

Concurrent Session 9 8:30 – 10:00 AM

Bridging the Pragmatics Gap: Social Communication for University ESL **LL20C**
David Olsher, Kathleen Wheater, Satomi Abe, Michael Walsh, Sujung Nam, William Priest,
And Wenyi Yang, San Francisco State University

Want to teach social communication skills for university students? This panel presents projects that supplement existing courses to teach asking for advice, making excuses, writing email requests, and giving peer feedback. See sample materials and discuss ways to adapt to your teaching context.

Panel
Intercultural Communication, Community College, College/University, Materials Writers

Dear Teacher, When Will I Use This? Cultivating Authenticity in the L2 Classroom **210G**
Elizabeth Metzler, San Diego City College and San Diego State University
Nicole Siminski, Palomar College

Find authentic writing genres for English Learners and move past the five-paragraph essay with cross-disciplinary genres: Open Letters and Case Studies. Presenters model assignments that cultivate authenticity. View samples and workshop new assignments using text sets adaptable to multiple contexts.

Workshop
Community College, College/University

Digital Resources to Inspire the Beginning ESL student **210E**
Alisa Takeuchi, OTAN, Garden Grove AE

Technology is tough for beginning ESL students. Past lessons can still be used, but if we can incorporate technology, we enhance our students' future! The presenter will introduce resources appropriate for this level and demonstrate how to teach the students to use them successfully! Watch or BYOD (Bring your own device.).

Workshop
Adult, K-12, Adult, Community College, College/University, Intensive English Programs, Multi-level, New Teachers, Administration/Leadership, Intercultural Communication, Non-Native Language Educators' Issues, Part-Time Educators, Technology-Enhanced Language Learning, Teaching English in the Workplace, Teaching of Pronunciation, Materials Writers

Expanding the Agency of Associate Faculty (PTers) **LL20D**
Kathy Haven and Heather Jellison, San Jose Community College
Lisa Bell, Evergreen Valley College

Strategies and shared experiences to encourage elevating the value of associate faculty and their respective agency on campus.

Panel
Part-Time Educators, Community College

Fun with Critical Thinking **210A**
Carolyn Dupaquier and Monica Snow, California State University, Fullerton

Does your curriculum include critical thinking skills? If not, should it? The audience will discover fun, innovative ways to utilize critical thinking skills in multiple contexts. Participants will leave with great ideas for future activities and other useful resources.

Workshop
Intensive English Programs, K-12, Adult, Community College, College/University, Multi-level, New Teachers, Intercultural Communication, Part-Time Educators

OUR THINKING TOOLBOX: The Reading-Writing Thinking Connection **210D**
Yuki Yamamoto and Sylvia Garcia-Navarrete, Southwestern College
Joel Levine, Dean of Southwestern College

In a time of sea change with AB705, we are faced with some serious challenges to our daily teaching practices. OUR THINKING TOOLBOX workshop can help you address your new course/program needs especially the integration of reading and writing skills through thinking. Handout provided.

Workshop
Community College, K-12, Adult, College/University, Intensive English Programs, Multi-level, New Teachers

Promote Voice, Critical Thinking, and Community with Student-Made Textbooks **210C**
Tina-Marie Parker, Palomar College

Need the perfect textbook? Let students make it! Learn how one class created their own textbook with personal stories, comprehension questions, and contextualized grammar activities. Explore ways to adapt this project to your classroom, scaffold effectively, and publish through Creative Commons.

Workshop
Community College, K-12, Adult, Community College, College/University, Intensive English Programs, Multi-level

Using the Triple E Framework for Quality Tech Integration **210B**
Kristi Reyes, Mira Costa Community College
Susan Gaer, Santa Ana College

Do you want to integrate technology in your classroom? The Triple E framework is the easy way to integrate technology. It includes easy-to-use rubrics for engaging, enhancing, and extending learning goals. The presentation will explain the framework and give ideas for your classroom practice.

Workshop
Technology-Enhanced Language Learning, College/University, Intensive English Programs, Multi-level, New Teachers, Administration/Leadership, Intercultural Communication, Technology-Enhanced Language Learning, Teaching English in the Workplace, Materials Writers

Widening the Circumference of Idiom Education **210F**
Norma Garcia and Joseph Schwaller III, Cal Poly, Pomona

Using prior SLA research theories, this presentation expands what qualifies as an idiom and gives techniques on teaching idioms under this expended definition. The definition includes, but is not limited to, phrasal verbs, collocations, metaphors, similes, expressions, and, to an extent, slang.

Workshop
Multi-level, Community College, New Teachers, Intercultural Communication

Concurrent Session 10 9:30 – 10:15 AM

Be Inspired with CAEP Technical Assistance Project **212A**
Diana Batista, Sacramento County Office of Education

Be inspired by CAEP Technical Assistance Project with customized professional development activities, resources for ESL programs on the Caladulted.org website, and specialized technical assistance which can support your program. Learn about promising practices. BYOD (Bring your own device.) to this interactive session.

Practice-based Session
Adult, Administration/Leadership

Building on Background Knowledge in the Dual Language Classroom **212C**
Jenifer Crawford, University of Southern California, Rossier School of Education
Esther Gross, The Center for Educational Technology

Effective dual language teachers leverage students' lives and language skills using real-life personal, social, cultural, and political knowledge and experiences to encourage a critique of inequitable social structures and support academic language development that leads to social action.

Research-based Session
K-12, Intercultural Communication

Feedback on Their Writing: Clear and Comprehensive Through Color Coding **210H**
Charmaine Phipps, Chaffey College

Learn how to give effective feedback on writing assignments without overburdening yourself or overwhelming your students. The presenter will show a strategy for using color in teaching and giving feedback in your grammar/writing courses.

Practice-based Session
Community College, Adult, College/University, Intensive English Programs, Multi-level, New Teachers, Part-Time Educators

How Standards Prepare Our Adult ESL Students for the Future **LL21E**
Rob Jenkins, National Geographic Learning, Santa Ana College School of Continuing Education

The real purpose of the adult ESL classroom experience is to prepare students for academic success, employment, and real world experiences. In this interactive workshop, learn how following standards helps ensure success beyond the classroom using *Stand Out* published by National Geographic Learning.

Exhibitor/Commercial Session
Adult, Adult, Community College

Japanese Lesson Study as a Method to Improve Instructional Practice **211B**
Sarina Molina, University of San Diego

In this session, participants will be introduced to Japanese lesson study, a method of lesson analysis with the goal of improving instructional practice. Using video vignettes, attendees learn ways in which to apply this tool to evaluate and improve practice within their respective settings.

Practice-based Session
All administrators and teachers, College/University, New Teachers, Administration/Leadership

Preparing Students to Speak in Academic and Professional Contexts **LL21C**
Kelly Sippell, University of Michigan Press
Robyn Brinks Lockwood, Stanford University

Despite years of study, students are often overwhelmed or rendered speechless when they must converse in English in academic and professional settings. This session shares materials designed to better prepare students for the language and structure of common interactions, such as office hours.

Exhibitor/Commercial Session
College/University, Intensive English Programs

Preparing Teachers with Mixed-Reality Classrooms **211D**
Lia Kamhi-Stein, Ravy Lao, Nairi Issagholian, California State University, Los Angeles

Presenters describe student teachers and faculty attitudes toward the implementation of mixed-reality classrooms—involving having student teachers teach simulated classes displayed on a TV—in the teaching practicum and make recommendations for their implementation in TESOL teacher preparation.

Research-based Session
New Teachers, College/University

Service-Learning Materials that CATESOL Teachers Want **LL21D**
James Perren, Alliant International University
Trisha Dowling, Washtenaw Community College

This session presents practical resources and organizational content for TESOL service-learning such as community partnerships, spoken language and pragmatics, literacy, and technology and assessment. There is a growing demand for TESOL service-learning materials. Handouts will be distributed.

Practice-based Session
Multi-level, Adult, Community College, Intensive English Programs, Multi-level, New Teachers, Intercultural Communication, Part-Time Educators, Materials Writers

Strategies for Teaching Multilevel Classes **LL21F**
K. Lynn Savage, City College of San Francisco

Challenged by multilevel classes which need to build community and develop the skills of learners at different proficiency levels? Experience whole-group and cross-ability activities that build community. Review activities for break-out like-ability groups that do not require teacher facilitation.

Practice-based Session
Multi-level, Adult

The Invisible Classroom: How to Teach Students You Don't See **211C**
Betty Lou Leaver, MSI Press, LLC

This presentation dives into personality psychology and cognition, exploring how classrooms become dysfunctional. Sample classrooms are used to walk teachers through the heuristics of predicting the level of harmony in the classroom and identifying steps that can be taken to manage dysfunction.

Exhibitor/Commercial Session
Adult, K-12

Transnational TESOL Teacher-Scholars in a Changing Sociopolitical Climate **212B**
Bita Bookman, Santa Rosa Junior College

This session reports the results of a qualitative study that explored the transnational identities, positionings, and teaching/research/service practices of five foreign-born transnational teacher-scholars across the United States. The research method, findings, and implications are discussed.

Research-based Session
Administration/Leadership, College/University, New Teachers

Teaching Tips — 9:30 – 9:50 and 9:55 – 10:15 AM

Small Group Conferences: A Scaffold to Peer Review **212D**
Shalle Leeming, California College of the Arts

Peer review is a time-honored and effective approach to teaching writing but can be a challenging new activity type for developing writers. The presenter shares an approach to prepare for more autonomous and effective peer review. Activity-structuring guidelines and student worksheets will be provided.

Teaching Tip
Community College, College/University, Intensive English Programs

Reducing Writing Anxiety: From Analysis to Production **212D**
Sara Sadeghilar, Glendale Community College

Looking for ways to make teaching writing more collaborative and less stressful for students? Come participate in this interactive workshop to take away a pedagogically meaningful activity you can apply next time you teach writing.

Teaching Tip
Community College, Intensive English Programs

Plenary — 10:30 – 11:45 AM

LL20AB

40 Years of Teaching: Lessons I Taught, Lessons I Learned
Keith Folse, University of Central Florida

Following the conference theme of "Honoring the Past and Inspiring the Future," Keith Folse will use personal narratives to share his varied experiences teaching lessons in different languages—English, French, and Spanish—in the U.S., Saudi Arabia, Malaysia, Kuwait, and Japan for four decades. At the same time, he will also discuss lessons he has learned along the way that have helped him teach better and his strategies that have helped him survive and thrive in four decades of teaching. If you are an experienced teacher, you may end up listening and nodding in agreement. If you are new to teaching, you just might appreciate the TESOL profession even more.

Dr. Keith Folse is Professor of TESOL at the University of Central Florida where he teaches in several programs including the undergraduate, graduate, and doctoral levels. He has presented at CATESOL many times on practical topics involving the teaching of grammar, speaking, vocabulary, and writing. He has written more than 60 books, with the first published when he was 24 years old and heading to teach in Saudi Arabia. He has also taught in Malaysia, Kuwait, and Japan, in addition to the US. Some trivia: Though he has never lived in California, he has attended all but one CATESOL annual conference since 1997—and loves this event and the o rganization.

Presentation of Awards

IEP Level Student Essay Contest
Yumi Sato, Orange Coast College

Community College Level Student Essay Contest
Sponsored by Townsend Press
Hiba Estrada Munguia, Mira Costa College

CATESOL President's Office Hour — 12:00 – 1:00 PM

CATESOL President's Office Hour — **Market Terrace**
Danielle Pelletier, CATESOL President

Sit down with CATESOL President, Danielle Pelletier, and have your voice be heard. Perhaps you have a suggestion, a question, or a complaint. Or perhaps you'd just like to say "hi." All are welcome!

Educational Level Rap Sessions — 12:15 – 1:00 PM

ELPAC: Tracking Student and Teacher Experiences — **210C**
Ondine Gage, CATESOL K-12 Level Chair and California State University, Monterey Bay
Kara Mac Donald, Defense Language Institute

Now that the English Language Proficiency Assessments for California (ELPAC) have been implemented, come join other K-12 educators to discuss the benefits and challenges of the ELPAC and other K-12 successes or struggles.

Educational Level Rap Session
K-12

Engaging Underprepared Students: What Can We Do to Support Student Success? — **210F**
Undarmaa Maamuujav, College/University Level Chair and University of California, Irvine
Bahiyyih Hardacre, College/University Level Assistant Chair and California State University, Los Angeles

In this Rap Session, we will mediate a discussion on supporting underprepared students to achieve success. Our discussion will center on three parts: Identifying students' readiness for learning, implementing practices that support students, and offering additional help to meet students' needs.

Educational Level Rap Session
College/University

How Has Service Learning Prepared Us for Our Future Teaching? — **210G**
Ruoyu Fu, Califirna State University, Fullerton

Service learning is a great opportunity for TESOL students to make a difference and make connections between the courses we are learning and real ESL sites. Join us to share your own experiences and discuss the influences of service learning on your future career.

Educational Level Rap Session
TESL Students

Identifying and Sharing Evolutionary Opportunities within IEPs **210H**
Sarah Moyer, CATESOL IEP Level Chair and University of California, RIverside

With the overall decline in student enrollment in IEPs, some schools have viewed this as an opportunity to reshape or redefine themselves. Join our session to discuss how your IEP addresses the needs of students and instructors of today and how long-term solutions can be established.

Educational Level Rap Session
Intensive English Programs

The Future of Adult Education **210E**
Roz Tolliver, CATESOL Adult Level Chair and Fairfield-Suisun Adult School
Elza Hess, Pittsburg Adult Education Center

How can Adult Ed be an equal and valued partner in California's educational system? Which financial partnership model do you think is preferable (and sustainable) for AE? What about the DSAE or the hiring of underqualified teachers? Bring your lunch and discuss the restructuring of Adult Ed.

Educational Level Rap Session
Adult

Welcome to AB705: New Challenges and Benefits for ESL faculty **210D**
Craig Rutan, Academic Senate for California Community Colleges Data and Technology Specialist
Leigh Ann Shaw, Skyline College

Craig Rutan and Leigh Anne Shaw discuss AB705, including non credit and credit ESOL in AB705, English versus ESOL placement, how to assess post-assessment. Please bring your questions, data and school challenges.
Note: Double session running during the rap and workshop slots.

Educational Level Rap Session
Community College

Concurrent Session 11 1:15 – 2:00 PM

A Standard Student with Low Language Literacy or a Child with Disabilities? **212C**
Yu Cui, University of Southern California

The presentation focuses on a case study of Jalessa, who had been classified as a low literacy ESL student and then was diagnosed as autistic. I will describe Jalessa's situation before and after her diagnosis and to discuss the equity crisis within this case by using literacy and discourse theories.

Research-based Session
K-12, Intensive English Programs, Multi-level, New Teachers, Administration/Leadership, Intercultural Communication, Non-Native Language Educators' Issues, Technology-Enhanced Language Learning

Beginning-Intermediate ESL Writing Lessons Incorporating the Writing Process **210C**
Donna Price, San Diego Continuing Education

Invigorate and update your writing lessons! Ensure that your students communicate effectively in writing. The presenter demonstrates three short writing lessons that incorporate the writing process for beginning-intermediate level ESL writers.

Workshop
Adult, Multi-level, New Teachers

Brave Spaces and Socio-Emotional Investment in the Spanish Immersion Classroom **211A**
Camillia Trombino, University of Southern California-Rossier School of Education

Through the lens of raciolinguistics (Paris & Alim, 2019; Flores & Rosa, 2015) and the identification of non-standard Spanish communicative repertoires, this ethnographic study questions what qualifies standards of (im)proper language in a secondary Spanish-English dual immersion classroom of Latinx majority.

Graduate Student Forum
K-12, Intercultural Communication

Build a Google Site to Inform and Motivate Students **LL21C**
Cindy Wislofsky, San Diego Community College District

Keeping students informed of course content and assignments is not new. Providing that in a digital format is now ideal! Learn how to create a class website to organize your course using Google Sites, an easy, free website-builder to upload syllabi, photos, links, videos, documents, and more.

Practice-based Session
Adult, K-12, Intensive English Programs, Multi-level, New Teachers, Technology-Enhanced Language Learning

Building Reading Skills Across Levels: Text Structure and Citation Strategies **210B**
Lisa Gonzalves, Alameda Adult School/UC Davis
Ronna Magy, LAUSD (ret.)

Research indicates that applying strong academic reading skills can lead to adult ELL student success in college and career transitions. In this workshop, participants explore explicit strategies to teach analysis of text structure and citation of evidence with Literacy – Advanced level students.

Workshop
Adult, Community College, Multi-level, New Teachers

Community Service-Learning in an Intensive English Program Context **211C**
Jasmine Giblin Ingaramo, James Chao and Ryan Lee, San Francisco State University

This presentation describes the development of a service-learning course in an intensive English program to help provide meaningful opportunities for international students to use English outside of the classroom.

Practice-based Session
Intensive English Programs, Community College, College/University, Administration/Leadership, Intercultural Communication, Materials Writers

Creative, Innovative, and Empowering Curricula for Low-Literacy Learners **212B**
John Rodgers, Wenyi Yang, and Natalia Vyalykh, San Francisco State University

Developing English language curricula for Low-Literacy artisans who want to express the stories behind their work is challenging. The presenters share the process—an analysis of the learners' lived experiences—that informed the basis of the language tasks and activities in this curriculum.

Research-based Session
Adult, Low literacy learners

Decolonizing the Literacy Classroom for Emerging Bilinguals **LL21E**
Kelly Metz-Matthews, San Diego State University

Literacy instruction can reinforce inequalities produced by imperialism. Drawing on her experience running nontraditional literacy workshops, the presenter examines the need for decolonized curricula for emerging bilinguals and offers methods instructors might use to decolonize their classrooms.

Practice-based Session
Intensive English Programs, K-12, Adult, Community College, College/University

Developing Self-Directed Learners **210F**
Bahiyyih Hardacre, College/University Level Assistant Chair and California State University, Los Angeles
Undarmaa Maamuujav, College/University Level Chair and University of California, Irvine

This session discusses strategies to develop self-directed learners to promote learner autonomy. The techniques we discuss include helping students plan their approach to assignments, providing students with opportunities to assess their work, and building their understanding about their learning.

Educational Level Workshop
College/University

Digital Literacy in ESL **210E**
Roz Tolliver, Fairfield-Suisun Adult School and Adult Level Chair
Elza Hess, Pittsburg Adult Education Center and Adult-level Assistant Chair

Are you teaching your adult ESL students about URL's and ABC's? It is essential that they be literate in more ways than one for college and career readiness. Attend this interactive workshop and learn how to incorporate technology skill building into your lessons.

Educational Level Workshop
Adult

Empowering and Motivating English Learners Through Goal Setting Sessions **LL21D**
Rocio Figueroa, Ensemble Learning

Goal setting sessions can revolutionize a student's approach to their own language learning journey. Join us as we examine strategies that empower students by analyzing testing data to create attainable goals that enable students to take ownership of their learning and success beyond school.

Practice-based Session
K-12, Multi-level, New Teachers, Administration/Leadership

Implement Blended Learning with ESL Library **212D**
Ben Buckwold, ESL Library

Great teachers need great content. Learn how to use ESL Library's printable and digital lessons for in-class and remote use. Our content helps spur conversation, debate, and interaction between ELLs while our platform allows learners to have more control over their own learning.

Exhibitor/Commercial Session
Multi-level, Adult, Intensive English Programs, Multi-level, New Teachers, Technology-Enhanced Language Learning

Improve Your Students' Listening and Engagement with FluentKey **212A**
Hollin Wakefield and Mandy Wakefield, FluentKey

Students do not get enough authentic, engaging listening practice. Meet FluentKey, an exciting new way to make listening fun and meaningful with interactive videos. Motivate students and track their progress. Save time and make your life easier with our library of videos, quizzes, and games. And it's free.

Exhibitor/Commercial Session
K-12, K-12, Adult, Community College, College/University, Intensive English Programs, Multi-level, Technology-Enhanced Language Learning, Computer-Assisted Language Learning, Online Teaching

Mischief Managed: A Participatory Approach to Classroom Management **210A**
Christopher Stillwell, College of the Sequoias

Participatory action research (PAR) techniques can develop students' language skills as they co-create classrooms conducive to learning. Session participants will experience PAR techniques themselves as they identify common classroom management concerns and access insights from peers.

Workshop
Community College, K-12, Adult, College/University, Intensive English Programs, Multi-level, New Teachers, Intercultural Communication

Plagiarism, Paraphrasing, and Citing Sources: The Situation in 2019 **LL20C**
Marc Manganello, University of the Pacific International

Recent developments suggest that emphasis on paraphrasing in writing classes may do more harm than good if it misleads learners to believe that avoiding plagiarism is primarily a matter of eluding detection. A better approach may be to stress the positive value of citing sources in academic writing.

Practice-based Session
College/University, Community College, Intensive English Programs

Practical Ideas for Practicing Vocabulary in Academic Writing **LL20D**
Keith Folse, National Geographic Learning
University of Central Florida

This session identifies important vocabulary that students need for successful academic writing. Using examples of practical activities, some from the *Great Writing* series, we will consider how you can easily use these with your students so they are more likely to produce better academic writing.

Exhibitor/Commercial Session
College/University, K-12, Adult, Community College, College/University, Intensive English Programs

Teacher Professional Development through Communities of Practice **210H**
Donna Brinton, Educational Consultant

Typically implemented with classroom learners, a community of practice (CoP) can also be implemented with ESL/EFL teachers for the purpose of professional development. This session presents two case studies of CoPs—one with EFL teachers in Southeast Asia and another with adult ESL teachers.

Research-based Session
Multi-level, Multi-level

Teaching Computational Thinking to Multilingual Students Through Inquiry-Based Learning **211B**
Sharin Jacob, University of California, Irvine

Multilingual students represent one of the fastest growing populations in the US, yet they are dramatically underrepresented in computer science courses and careers. The purpose of this study is to examine how inquiry is used during CS instruction to meet the needs of multilingual students.

Graduate Student Forum
K-12, Technology-Enhanced Language Learning

Teaching the Pronunciation of the High-frequency Liquids L and R **LL21F**
Marsha Chan, Sunburst Media

This interactive session elucidates the major characteristics of /l/ and /r/, points out physical and auditory elements that influence their perception and production, and gives participants tools and procedures to help students pronounce these high-frequency liquids more accurately. Really!

Practice-based Session
Teaching of Pronunciation, Adult, Community College, College/University, Intensive English Programs, Multi-level, New Teachers, Technology-Enhanced Language Learning, Teaching English in the Workplace, Materials Writers

Turtle to Teacher: Strategies to Overcome Shyness and Develop Confidence **211D**
Alyssa Tobar and Cheryl Chan, American English Institute, California State University, Fresno
Jaydene Elvin and Andy Waldron, California State University, Fresno

Standing in front of 30 pairs of eyes can be a daunting task. For shy teachers, this experience can be especially scary. Our interactive workshop explores arts-based methods and offer techniques for overcoming that anxiety and becoming an amazing educator.

Practice-based Session
New Teachers, K-12, Adult, Community College, College/University, Intensive English Programs, Multi-level

Welcome to AB705: New Challenges and Benefits for ESL Faculty **210D**
Craig Rutan, Academic Senate for California Community Colleges Data and Technology Specialist
Leigh Ann Shaw, Skyline College

Craig Rutan and Leigh Anne Shaw discuss AB705 including non credit and credit ESOL in AB705, English versus ESOL placement,and how to assess post-assessment. Please bring your questions, data and school challenges. **Note:** Double session running during the rap and workshop slots.

Educational Level Workshop
Community College

Concurrent Session 12 2:15 – 3:00 PM
Concurrent Session 13 2:15 – 3:45 PM

Concurrent Session 12 2:15 – 3:00 PM

Classroom Strategies for Overcoming Internal Barriers to Learner Success **212C**
Kristi Reyes, CALPRO and MiraCosta College

Adult learners sometimes face internal barriers that can limit their potential for success in our classes, but there are things we can do to help students develop strategies for overcoming barriers. Learn how to incorporate these strategies, build students' self-efficacy and promote growth mindset.

Practice-based Session
Adult, Community College, Multi-level

Developing an Academic Reading Course for Japanese English Education Majors **211B**
Pedro Ramos, Joemarlin Cotter and Kourosh Ghaderi, San Francisco State University
Harumi Oishi, Gifu Shotoku Gakuen University

EAP courses demand a specialized strategy and skill set and nowhere is this more true than in EFL contexts. The presenters describe a curriculum project that addresses reading skills and strategies targeting features specific to academic texts with hopes to improve Japanese learner outcomes.

Practice-based Session
College/University, Community College

Helping Learners Explore Career Pathways While Developing Technology Skills **LL21D**
Bill Bliss, Language and Communication Workshop

How can we integrate employment preparation and digital literacy for adult learners? This presentation will offer strategies for using open career resources (free apps and websites) and presentation tools to help students explore career options, prepare for employment, and develop technology skills.

Practice-based Session
Adult, K-12, Community College

How to Speak English Fluently and Effectively **212A**
Oscar Garcia-Sanchez, Need2Say LLC

ELLs struggle to speak English fluently and confidently because teaching speaking, listening and pronunciation has never been easy, especially when you have students from different nationalities. Teachers often do not have the time to focus on individual needs. This presentation presents a solution for helping students improve their oral skills.

Exhibitor/Commercial Session
Intensive English Programs, K-12

Needs Analysis of the ESL College Community: Addressing the Disconnect **211D**
Nancy Frampton, Sergio Lemus, and Jose Alvarez Torres, Madera Community College Center
Elizabeth Villalobos, Reedley College

Learn how one community college is better serving its community through a cross-sectional team of institutional research, instructional faculty, and student services practitioners. Presenters will share the demographic context, research steps, and outcomes of the research project.

Research-based Session
Community College, Adult, Administration/Leadership

Offering and Adapting Effective Writing Support Services to Meet Changing Needs **211C**

Cathy Vimuttinan, Jacob Ludwig, Anna Striedter, and Gabseon Sunny Lee, University of California, Irvine

UCI's Academic English Program offers workshops and tutoring sessions to support our writing courses. Our data show increased pass rates and positive student feedback. We will provide tips on implementing such services, measuring satisfaction and success, and using these data to meet changing needs.

Practice-based Session
College/University, Community College, Administration/Leadership

OTAN Resources for Adult Education **212D**

Anthony Burik, Outreach and Technical Assistance Network (OTAN), a California Adult Education State Leadership Project

This workshop focuses on OTAN website resources for ESL/EL Civics/Citizenship and other adult ed programs. We will explore online tools for preparing classroom activities and creating a blended learning environment, various professional development opportunities, and ways to stay connected to OTAN.

Exhibitor/Commercial Session
Adult, Community College, College/University, Intensive English Programs, Multi-level, New Teachers, Technology-Enhanced Language Learning,

---

Teachers as Scholars: Demystifying the Academic Publishing Process **210H**

Mark Roberge, San Francisco State University and CATESOL Journal Associate Editor
Rebekah Sidman-Taveau, Cañada College and CATESOL Journal Co-editor
Robert Kohls, San Francisco State University

CATESOL publications editors explain the ins and outs of academic publishing. We discuss audience and editor expectations, submissions policies, review and revision processes, and ideas for article topics. Anyone interested in publishing is encouraged to attend. Q&A to follow.

Board-sponsored Session
All

The Case for Rejecting Subordinating Conjunctions (Because Grammar!) **212B**

Jessup Yenser, Santa Monica College

Do your students struggle with the concept of a subordinating conjunction? Let's follow linguists down a fascinating path in treating subordinating conjunctions as prepositions and, in the process, simplify part of speech identification, sentence structure, and comma rules for our students.

Research-based Session
Community College, K-12, Adult, Community College, College/University, Intensive English Programs, Materials Writers

Using Trauma-Informed, Culturally Responsive Teaching with the Situational Approach **211A**
Elizabeth Eastman, University of San Francisco

In an adult Basic Life Skills course in San Jose, the teacher uses Trauma-Informed, Culturally Responsive Teaching within the context of the Situational Approach. Participants will receive an overview of the approach, discuss its application, and receive handouts on the key features and resources.

Graduate Student Forum
Adult, Community College, Intensive English Programs, Multi-level, New Teachers, Intercultural Communication, Part-Time Educators, Materials Writers

Writing with Google Docs **LL21F**
Richard Weinroth, San Diego Continuing Education, San Diego Community College District

Learn how to help your students become better writers and navigate electronic submission of their work. Google Docs is a free program offering a slimmed down version of MS Word appropriate for all levels of instruction. You don't have to be a techy to master Google Docs and neither do your students!

Practice-based Session
Adult, Community College, Multi-level, New Teachers, Technology-Enhanced Language Learning, Teaching English in the Workplace

Zoom in the ESL Classroom **LL21E**
Roz Tolliver, Fairfield-Suisun Adult School

Want to give your busy adult students fewer reasons to miss class? What about 24-hour access to previous classes from a smart device or computer? Come learn how to use Zoom, a user-friendly video conferencing platform, to take your teaching into the 21st century and help meet your students' needs.

Practice-based Session
Adult, Community College, College/University, Intensive English Programs, Part-Time Educators, Technology-Enhanced Language Learning

Concurrent Session 13 2:15 – 3:45 PM

Active Teaching Reading /Vocabulary: 5 Low-Prep Techniques **210E**
Neda Sahranavard, University of California, Irvine; Saddleback College

Involving students in the process of teaching and learning reading/vocabulary enhances comprehension, learning, and retention. Learn how to create fun and engaging classes that personalize and maximize learning by using authentic materials and meaningful activities with minimum prep time.

Workshop
College/University, Adult, Community College, College/University, Intensive English Programs, Multi-level, New Teachers, Technology-Enhanced Language Learning, Teaching English in the Workplace

Celebrating Collaboration: Forging a Path from Adult School to College **LL20C**
Julaine Rosner and Marina Broeder, Mission College
Christine Berdiansky and Sarah Gitter, Santa Clara Adult Education

A college and adult school teamed up to prepare a diverse population for careers in early childhood education by offering Child Development and contextualized English at the adult school. Discover initiatives fostering this collaboration, the various roles involved, and the outcomes for students.

Panel
Community College, Adult

Conversation Partners vs. Language Coaches for ITAs **210G**
Belinda Braunstein, University of California, Merced
Dawn Takaoglu and Emily Montgomery, University of California, Davis

Programs that provide international teaching assistants (ITAs) with regular opportunities to communicate with undergraduate students can be mutually beneficial to ITAs and the undergraduate participants. This presentation compares a conversation partner model with an undergraduate-as-coach model.

Panel
College/University, Administration/Leadership, Intercultural Communication, Teaching of Pronunciation, International Teaching Assistants

Critical Thinking: Applying SWOT Analysis as Teachers **210A**
Jillanne Thomas, University of Calfornia, Irvine
Ruoyu Fu, California State University, Fullerton

Borrowing business' SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats), we apply it to the call to build Critical Thinking (CT) in academic writing courses. This model paints the broader picture for instructors to make strategic choices, here, to implement CT in the classroom.

Workshop
College/University, K-12, Adult, Community College, Intensive English Programs, Multi-level, New Teachers, Part-Time Educators

Everyone is Welcome Here: Community College, Education for the People **LL20D**
Julie Carey, Alicia Aguirre, Danielle Pelletier, and Melissa Maldonado, Cañada College
Jennifer Castello, ALLIES
Irma Zoepf, Upward Scholars

How can community college truly serve its community in an AB705 world? Join a panel of ESL faculty and community leaders partnering to serve their immigrant neighbors. Learn from their successes and challenges forming pathways throughout the community and into college, and leave with a toolkit.

Panel
Community College, Adult, Administration/Leadership

Honoring the Role of Listening in Our Learners' Future Success **210B**
Jayme Adelson-Goldstein, Lighthearted Learning
Lori Howard, CASAS
Sylvia Ramirez, MiraCosta College

Effective listening is key to communication but a difficult skill for adult English learners to master. Participants work with several standards-based and contextualized focused listening tasks that allow learners to see immediate results in their community, classroom, and workplace interactions.

Workshop
Adult, Community College, Intensive English Programs, Multi-level, New Teachers, Technology-Enhanced Language Learning

It's Your Word: Physical Vocabulary and Promotion of Learner Autonomy **210F**
Jonathan Maiullo, College of the Redwoods

Consider how teachers with no experience in theater can use a range of improvisational activities in vocabulary instruction to promote learner autonomy and lower the affective filter. Practice classroom-tested activities and adapt these activities to your unique teaching context.

Workshop
K-12, Adult

Teach Out of Your Seat **210C**
Lisa Palm, Santa Clara Adult Education

Stand up! Learning while moving has been proven beneficial to students. Come practice techniques integrating kinesthetic activities, using simple props and building a collaborative atmosphere. Join us for an energetic session where you will leave with over 20 ways to teach out of your seat!

Workshop
Adult, Multi-level

The Future of ELT in Asia: Prospects and Challenges **LL21C**
Willy Ardian Renandya, National Institute of Education, Nanyang Technological University
Mae-Ran Park, Pukyong National University
Masaki Oda and Supong Tangkiengsirisin, Thammasat University

Following a brief discussion on past successes and challenges of ELT in different parts of Asia, we present our views on key theoretical advances and research findings that might shape the future of language teacher education and ELT practices in Japan, Korea, Singapore, Taiwan, and Thailand.

Invited Session
Multi-level, College/University

Visually Modeling Reading Strategies: EMME in the Classroom **210D**
Elizabeth Specker, American River College

Work with your students on their pre-reading strategies and help them retain and use them outside the classroom. An EMME workshop can help students make connections with their own reading habits. Participate in this workshop with reading worksheets, an expert reader video, and sample questionnaires.

Workshop
Multi-level, K-12, Adult, Community College, College/University, Intensive English Programs, Technology-Enhanced Language Learning

Poster Session C 2:30 – 3:30 PM

California's Wall Against ESLs in Elementary Education **Hall 1**
Anna Braden, University of San Francisco

California's teacher licensure exams serve as barriers that keep ESLs out of elementary education. There is a large gap between the passing rate of Native English Speakers (NESs) and ESL speakers (ESLs). This contributes to the shortage of elementary and bilingual educators and decreases diversity.

Poster Session
K-12, New Teachers, Non-Native Language Educators' Issues

Cool Ice Breakers for Week 1 **Hall 1**
Patricia Do Carmo and Erkal Zerrin, San Jose City College

Interested in captivating your students' interest and setting the tone for a positive classroom environment in the first week of class? Come learn quick and fun ice breakers that will lead to a strong sense of camaraderie among students! Take lesson plans that you can use right away in your classes!

Poster Session
Community College, Adult, Community College, College/University, Intensive English Programs, Multi-level, New Teachers

Developing a Needs Analysis for a Community-based ESL Program **Hall 1**
Hitoshi Horiuchi, Lam Lok Sang, and Kerry Fogarty, California State University, Los Angeles

Taking classes is not always feasible for adults needing functional English-language skills, for a variety of reasons. However, these adults often utilize other community resources, such as the city library. This presentation explores the needs analysis process for a community-based ESL program.

Poster Session
Adult, those interested in community-based programs

Encounters with Discrimination: A Collection of Writings by ESL Students **Hall 1**
Myo Kyaw Myint, Mission College

This poster session aims to show what has been done at Mission College to allow ESL students to share their personal experiences with regard to equity. Journals containing students' writings will be distributed free to anyone interested in promoting social justice and celebrating diversity.

Poster Session
Community College, Multi-level, Materials Writers

Generation 1.5 Students and AB 705: A Call for Collaboration **Hall 1**
Michael Westwood, Bakersfield College

AB 705 placement guidelines fail to adequately address Generation 1.5 students who are being placed into mainstream composition courses with teachers unprepared to serve them. This presentation will describe Generation 1.5 students and argue for greater interdisciplinary collaboration.

Poster Session
Community College, Community College, College/University, Multi-level, New Teachers, Materials Writers

Teaching with Empathy: Fostering Learning beyond the Classroom **Hall 1**
Aziz Qureshi, American Language Institute, California State University, Long Beach

Beside academic challenges, ESL learners come across peculiar problems that may hinder their learning process. This presentation illustrates some potential strategies for ESL teachers to help learners beyond the classroom in order to give them confidence and overcome some of the learning barriers.

Poster Session
Intensive English Programs, Adult, Community College, College/University, Multi-level, New Teachers

---

Concurrent Session 14 3:15 – 4:00 PM

Brain-Based Research: Practical Tips for Language Teachers **212D**
Stacy Hagen, Pearson Azar Associates

Advances in brain research are shedding new light on ways to practice language more effectively. Of interest are findings in these areas: repeated and spaced practice, working memory, pattern seeking, and toxic stress. Included in this presentation are suggestions for a variety of exercise types.

Exhibitor/Commercial Session
College/University, Adult

Building Global Awareness: My Name, My Identity **LL21D**
Yee Wan, Santa Clara County Office of Education

Join us in exploring the global competence framework through teaching lessons on name and identities to engage and empower students from diverse linguistic and cultural backgrounds. Participants will have access to stories and resources that can develop global awareness and respect in the classroom.

Featured Session
K-12, Community College, College/University, New Teachers, Administration/Leadership, Intercultural Communication

---

Communication Card Games Promote Listening, Pronunciation, Grammar, and Vocabulary **LL21E**
Marsha Chan, Sunburst Media and Mission College

Enliven your class with engaging card games. Teach and review points of pronunciation, listening, grammar, vocabulary, and communicative language. Objectives, procedures, materials, rewards, and caveats will be presented. Audience participation is encouraged. Come ready to play, learn, win prizes!

Exhibitor/Commercial Session
Adult, K-12, Community College, College/University, Intensive English Programs, Multi-level, New Teachers, Teaching of Pronunciation

Corpus Linguistics: What Every ESL Teacher Needs to Know **212B**
Gena Bennett, Educator & Consultant
Jack Hardy, Emory University

This session will provide a brief overview of the principles of corpus linguistics, followed by discussion and explanation of its use in the classroom, including how to make applications from relevant corpus research and tools and tips for developing student-based corpus activities and materials.

Practice-based Session
Intensive English Programs, Adult, Community College, College/University, Technology-Enhanced Language Learning

Directed Self-Placement for ESL/Multilingual Students in Writing Programs **211B**
Priyanvada Abeywickrama, San Francisco State University

Instead of a single timed writing test, Directed Self-Placement (DSP), an alternate writing placement process, is being used successfully in many college writing programs. This study investigates the usefulness of DSP in relation to ESL/Multilingual students in writing courses.

Research-based Session
College/University, Community College

How Does Music Aspect Significantly Enhance Second Language Acquisition？ **211A**
Qiuhua Feng, University of Southern California

The presentation will provide an insightful overview of how music impacts Second Language Acquisition. It emphasizes the language learning environment in an ELD class that embeds music aspects of a chosen case study student, Yong.

Research-based Session
K-12, Adult, Community College, College/University, Intensive English Programs, New Teachers, Intercultural Communication, Part-Time Educators

Nurturing Students' Well-Being in the Classroom **LL21F**
Reiko Komiyama, California State University, Sacramento
Marina Filistovich, Elk Grove Adult and Community Education
Elvira Harris, The Highlands Community Charter School

How well are we supporting students' psychological needs in the classroom? This presentation illustrates how the concepts of the three basic psychological needs originating in Self-Determination Theory can help teachers re-examine their classroom activities to nurture students' sense of well-being.

Practice-based Session
Adult, K-12, Community College, College/University, Intensive English Programs, New Teachers

The Future of Citizenship Preparation: Tech Up for Census, Civics, Citizenship **211C**
Jennifer Gagliardi, Outreach and Technical Assistance Network (OTAN)

An introduction and update on resources appropriate for citizenship preparation. This session is a demonstration on how to teach the citizenship students to use them successfully and what you need to know when delivering your lessons and instruction. Watch or BYOD.

Workshop
Adult, Community College, Multi-level, New Teachers

Undergraduate Advising for Retention of International Students **212C**
Faith Litchock-Morellato, Wentworth Institute of Technology

Are best practices being utilized to even the playing field while advising undergraduate international students? The following will be explored: a theoretical framework of student success and a collaborative approach including all college/university actors to bolster student success and retention.

Research-based Session
College/University, Community College

Using a Generative Learning Model to Approach Mentor Texts **210H**
Amanda Simons, San Diego State University

This session investigates some of the theory, practices, and benefits of using a mentor text as a springboard for students to generate their own academic essay outline. The presenter will share tips and best practices to guide students as well as some ideas that will motivate student engagement.

Practice-based Session
College/University, Adult, Community College, Intensive English Programs, Multi-level, New Teachers

Using Online News Articles for and beyond Error Correction **211D**
Monica Rosso Tabrizi, Institute for International Studies, Mission College

Gadgil and Nokes-Malach (2012) show the benefits of collaborative error correction tasks. The presenter will share using eighteen categories of grammar errors found in online news articles she collected for fillers and for extension activities such as discussions on language use and discrimination.

Workshop
Intensive English Programs, K-12, Adult, Community College, College/University, Multi-level, Intercultural Communication, Non-Native Language Educators' Issue

---

Publishers' Dedicated Hour 4:00 – 5:00 PM

Hall 1

Participate in the *Passport to Prizes* drawing by visiting Exhibitors' booths. Get your "Passport" stamped as you learn about new titles, editions, and opportunities.

***Passport to Prizes* Drawing** **4:45 p.m.**

In your conference bag, you'll find your *Passport to Prizes* flyer. Visit 15 participating exhibitors in the Exhibits Hall to get their signatures. Turn in your flyer with all 15 signatures to the Exhibitors information booth in the Exhibits Hall by Saturday at 4:30 p.m. to be entered into a raffle for prizes. You must be present at the 4:30 PM drawing to win.

CATESOL Annual Business Meeting

5:00 – 5:30 PM

210E

CATESOL is a member-funded and member-run organization, and all members are invited to attend and participate. The meeting will include updates and reports from the 2018-2019 Board members and installation of newly elected Board members for 2019-2020.

CATESOL Town Hall

5:30 – 6:00 PM

210E

Come meet and greet CATESOL Board members in an open forum to discuss matters of importance to CATESOL members. This is your opportunity as a member to talk with the CATESOL leadership and learn how to become involved with your professional organization. Light refreshments will be provided.

Saturday Night Sizzle

7:30 – 10:00 PM

Lower Level Reception Area

Put on the bling! Gold is mandatory 😊!
Join us for the Saturday Night Golden Sizzle to celebrate 50 Years of CATESOL. Dance to the music of the past 50 years and enjoy some CATESOL Birthday Sweets. Take some fun pictures in our photo booth and visit our no-host bar. Dress in costume (anything gold will do) and enjoy the many fabulous items up for auction during the evening.

CATESOL Education Foundation Silent Auction **7:30 – 9:30 p.m.**
Support CATESOL through your bids on silent auction items. Near the end of the Saturday Night Sizzle, the CATESOL Foundation will announce winners of the silent auction.

CATESOL Education Foundation Raffle **8:15 p.m.**
During the Saturday Night Sizzle, the CATESOL Foundation will have its famous raffle where you can win fabulous prizes. Winners must be present. Tickets for the raffle are available all day Friday and Saturday at the CATESOL Foundation table in the Exhibits Hall. If you do not get a chance to purchase them beforehand, you can still get some before the event. Please see the CATESOL Foundation table for details.

Put on the bling! Gold is mandatory 😊!

Sunday's Workshops 9:00 AM – 12:00 p.m.

Oral Communication for Graduate Students **211AB**

Jane Freeman, University of Toronto

Incoming L2 international graduate students often have more experience reading and writing in English than listening and speaking. In North America, however, such students are surrounded by English spoken in a range of accents and paces containing unfamiliar colloquial expressions. Many are also new to the genres of graduate communication. Since speaking and listening are first-order processes – processes acquired in a first language without formal instruction – international L2 students may struggle to participate in English conversations without having strategies to improve. To address these needs, the University of Toronto offers an Academic Conversation Skills (ACS) course that helps graduate students develop strategies for increasing their clarity and confidence when conversing in English: strategies related to conversational microskills, paralinguistics, and tacit cultural assumptions. This workshop will outline the course's curriculum and give participants opportunities to try out some of the strategies proven most popular with students.

Freeman, J. (2016). Designing and building a graduate communication program at the University of Toronto. In Simpson, S. (Ed.). *Supporting graduate student writers: Research, curriculum, and program design*. Ann Arbor, MI: University of Michigan Press.

Jane Freeman, founding Director of the Graduate Centre for Academic Communication (GCAC) at the University of Toronto, designed the three courses from which the workshop's activities are drawn: Academic Conversation Skills, Oral Presentation Skills for Non-Native Speakers of English, and Oral Presentation Skills for Professional Master's Students. She has published on the research that led to her design of the ACS course and on the design and development of GCAC. She completed a B.A. and B.Ed. at Queen's University, a Master's degree at the University of Warwick, and a Ph.D. at the University of Toronto.

Get Dramatic in the Classroom **211CD**

Alice Savage, Lone Star College: North Harris

Explore various ways in which drama can inform English language teaching in this experiential workshop. The session begins with community builders and their role in reducing affect. This orientation is followed by activities for working on pronunciation, including prosody exercises to help deliver implicit messages. Participants then "move" on to drama-based kinesthetic grammar practice and a discussion of embodied learning. Next attendees engage with sketches and character driven scenes to explore the hidden language of pragmatics. Playing the role of students, they will apply this awareness of social signaling to improvisation games and roleplays. Finally, participants will discuss possibilities for staging and even writing short plays with their students.

Savage, A. (2019). *The drama book: Lesson plans, activities, and scripts for the classroom*. Branford, CT: Alphabet Publishing.

Alice Savage is an English language teacher, materials writer and frequent presenter on using drama and theater in ELT. The author of several short plays and a book on using drama to teach English language skills, she is especially interested in how theater training can help students emerge as personalities in the new language.

Integrated Pedagogy for the AB705 Classroom **212AB**

Jose Cortes and Melissa Reeve, Solano Community College
Brent Warner, Irvine Valley College

With the aim of improving transfer-level English completion by degree-seeking students, many CA community colleges are re-designing their credit ESL pathways to integrate reading, writing and grammar instruction. Are you ready to teach the new curriculum? This workshop will engage instructors in designing integrated reading-writing assignments for ESL classes across a range of skill levels, from high-beginning through advanced courses that transition students to transfer-level English. Participants will explore ways to select level-appropriate reading materials; develop and scaffold meaningful, text-based writing prompts; and incorporate contextual, just-in-time language instruction.

Henson, Leslie (May 2019). "Streamlining the Path for English Language Learners." https://accelerationproject.org/Portals/0/Documents/Cap_Gazette_2019_May_WEB.pdf

Rodriguez, Olga et al. (April 2019). "English and a Second language in California's Community Colleges." https://www.ppic.org/wp-content/uploads/english-as-a-second-language-in-californias-community-colleges.pdf

Jose Cortes is an English and ESL professor at Solano Community College. Cortes' experience as a remedial English student early in his college journey now fuels his drive to accelerate students' pathways and to replace a deficit model of education with a capacity mindset. Cortes participated in the California Acceleration Project's community of practice in 2016 and joined the CAP leadership team in 2017. He has presented at national and state conferences on accelerated pedagogy in ESL and English, and on strategies for increasing students' self-efficacy. Cortes holds a Master's Degree in Education: Reading and Language and a certificate in TESL from Sonoma State University.

Melissa Reeve is an English and ESL professor at Solano Community College. Through participation in the California Acceleration Project (CAP), Reeve helped develop Solano's accelerated English curriculum starting in 2011–12, and in 2015 she redesigned the ESL program to reduce exit points through the integration of reading, writing, and grammar instruction. Reeve now serves on the AB 705 ESL Work Group, which is developing implementation guidelines and recommendations for the field. She also serves as ESL coach for CAP, leading professional development workshops and giving conference presentations on accelerated, integrated ESL and on high-leverage moves to meet the goals of AB 705. Reeve holds a master's in Teaching English as a Second Language from the University of Hawai'i, Manoa.

Brent Warner is an Assistant Professor of ESL at Irvine Valley College. IVC's ESL department, where Warner's teaching focus is on academic writing, is among the early adopters of acceleration in ESL. Warner's work with the California Acceleration Project began in the summer of 2016, and in 2018 he was invited to serve on the CAP Leadership Team for ESL. He is a regular speaker, presenter, and podcaster on technology integration in education. Warner holds a Master's Degree in Teaching with an emphasis on TESOL from the University of Southern California.

Not the Five-Paragraph Essay! Towards Transferable Writing Practices **212CD**

Dana Ferris, University of California, Davis
Betsy Gilliland, University of Hawai'i Mānoa
Ann M. Johns, San Diego State University

The five-paragraph essay (5PE) continues to be very popular, particularly in ESL/EFL circles: however, considerable research has determined that this pedagogical template should not be the center of writing instruction. In this workshop, we will discuss why the 5PE is inadequate but still persists and then turn to alternatives to this form by presenting genre-based tasks, completing genre analyses, and designing assessment. Participants will be actively involved and questions and comments will be encouraged.

Caplan, N. A., and Johns, A. M., eds. (2019). *Changing practices for the L2 writing classroom: Moving beyond the five-paragraph essay*. Ann Arbor: University of Michigan Press.

Dana Ferris is Professor and Director of the University Writing Program at the University of California, Davis. Her research and writing have focused on second language readers and writers and on response to student writing. She is currently the co-editor of the *Journal of Second Language Writing* and is the author or co-author of nine books and over 60 articles and chapters

Betsy Gilliland is Associate Professor of Second Language Studies at the University of Hawai'i Mānoa. She teaches and researches second language adolescent literacies and language teacher development. Currently the chair of the TESOL International Second Language Writing Interest Section, she is co-editor of the *Journal of Response to Writing* and has published articles, book chapters, and a book (co-authored with Shannon Pella), *Beyond "Teaching to the Test": Rethinking Assessment and Accountability with English Language Learners*

Ann M. Johns, Professor Emerita, Linguistics & Writing Studies at San Diego State University, has devoted her academic career to teaching and researching academic writing at the undergraduate level. Her work includes five books, more than 100 book chapters and articles, and consultancies in 30+ countries.

Conference Committee

Conference and Advocacy Day Co-chairs	Judith O'Loughlin and Sydney Rice Bette Empol, Pre-conference Assistant
Program Co-chairs	Margi Wald and Kimberley Sumner
Plenary Speakers and Social Media	Amy Pascucci
K-12 Plenary and Strand	Kristi Ward
Open Plenary Reception Coordinator	Kara MacDonald
Sunday Workshops	Margi Wald
Poster Sessions	Shane Liliedahl
Graduate Student Programs Co-coordinators	Agnes Fu and Snow Zhu
Saturday Night Sizzle Coordinator	Monica Snow Sharmin Khan and Janet Kitajima, Assistants
President's Luncheon	Sharmin Khan and Janet Kitajima
Newcomer Sessions	Susan Gaer
Exhibits	Rita Kahn Dina Papachristou, Assistant
Program Book and Program Book Editor	Ellen Lange
Conference Treasurer	Don Sillings
APP and Webmaster	Belinda Braunstein
A/V and Internet	Katalin Gyurinda
Awards Coordinator	Helen Nam
Awards Certificate Coordinator	Alicia Jaqubino
Evaluations Coordinator	Suzanne Bardasz
Volunteer Coordinator	Sharon Stranahan
Advertising Chair	Jeff Mattison
Sponsorships, CATESOL Education Foundation	Margaret Teske
Food and Beverage Coordinator	Sheila Martinelli
Signs and Bag Stuffing	David William Greif

Exhibitors

Alliant International University
Brenda Marques
1000 South Fremont Avenue #5
Alhambra, CA 91803
562-483-3681
brenda.marquez@alliant.edu
Booth: 203

Burlington English
Suzanne Robinson
4800 N Federal Hwy, Suite E207
Boca Raton, FL 33431
925-448-7988
suzanne.r@burlingtonenglish.com
Booth: 301

California Teachers Association
1705 Murchison Drive
Burlingame, CA 94010
650-697-1400
www.cta.org
Booth 202

Cambridge University Press
Annette Acosta
1 Liberty Plaza 20th Floor
New York, NY 10006
212-337-5000
aacosta@cambridge.org
Booths: 204, 205, 206

CASAS
Lori Howard
5151 Murphy Canyon Road
San Diego, CA 92123
858-292-2910
lhoward@casas.org
Booth: 107

Educational Testing Service / TOEFL
Marian Crandall
660 Rosedale Road, MS L-50
Princeton, NJ 08541
609-683-2668
mcrandall@ets.org
Booth: 401

Grand Canyon University
Elaine Karamanos
3300 West Camelback Road
Phoenix, AZ 85017
602-247-4763
elaine.karamanos@gcu.edu
Booth: 304

Hameray Publishing Group, Inc.
Alejandro Valtierra
5212 Venice Blvd
Los Angeles, CA 90019
866-918-6173
info@hameraypublishing.com
Booth: 100, 101

iTEP International
Cristiane da Silva
13841 Vanowen St Apt 209
Van Nuys CA 91405
818-887-3888
kamankale@hotmail.com
Booth: 305

MSI Press, LLC
Betty Lou Leaver
1760-F Airline Hwy., #203
Hollister, CA 95023
831-578-0290
Editor@msipress.com
Booth: 208

National Geographic Learning
Andrew O'Shea
200 Pier 4 Blvd
Boston, MA 02210
415-304-9897
Andrew.oshea@cengage.com
Booths: 403, 404, 405
Need2Say

Oscar Garcia-Sanchez
1424 11th Street South Apt C
Birmingham, Al 35205
205-623-9844
oscargs@need2say.com
Booth: 406

New Readers Press /Ed-Tex
Valerie Tholl
15235 Brand Blvd, Suite A-107
Mission Hills, CA 91345
818-898-3340
edtexbooks@aol.com
Booths: 108, 109

Northeastern University
Alanta Hider
6024 Silver Creek Valley Road
San Jose, CA 95138
408-707-3847
a.hider@northeastern.edu
Booth: 103

Notre Dame de Namur University
Brad D. Washington
1500 Ralston Avenue
Belmont, CA 94002
650-508-3506
bwashington@ndnu.edu
Booth: 200

Outreach & Technical Assistance Network (OTAN)
Marjorie Olavides
P.O. Box 269003
Sacramento, CA 95823
916-228-2590
molavides@otan.us
Booth: 106

Oxford University Press
Katherine Akey
198 Madison Avenue
New York, NY 10016
212-726-6350
Katherine.akey@oup.com
Booth: 407

Pearson
Malgorzata Jaros-White
221 River Street
Hoboken, NJ 07030
862-377-5258
malgorzata.jaros-white@pearson.com
Booths: 104, 105

REGIPIO, LLC
Aleksandra Szuszkiewicz
154 W Broadway #200
Salt Lake City, UT 84101
801-541-9258
officeusa@regipio.com
Booth: 300

Robotel Inc.
Gerry Sullivan
4175 Bexley Dr
Brookfield, WI 53045
450-680-1448
gsullivan@robotel.ca
Booth: 102

Slangman Publishing
David Burke
12665 Village Lane #1539
Playa Vista, CA 90094
323-481-9500
david@slangman.com
Booth: 400

Sunburst Media
Marsha Chan
513 Inverness Way
Sunnyvale, CA 94087
408-245-8514
marsha@sunburstmedia.com
Booth: 402

The U.S. Department of State
English Language Programs
Maggie Steingraber
3300 Whitehaven ST NW
Washington, D.C. 20007
202-687-5554
outreach@elprograms.org
Booth: 408

UC San Diego Extension
Andrew Koppert
8950 Villa La Jolla Dr, Suite A124
La Jolla, CA 92037
858-246-2740
akoppert@ucsd.edu
Booth: 209

University of Michigan Press
Jason Contrucci
839 Greene Street
Ann Arbor, MI 48104
734-763-3237
contrucc@umich.edu
Booth: 207

University of San Francisco School of Education
Sedique Popal
2130 Fulton Street
San Francisco, CA 94117
415-422-4212
lklope@usfca.edu
Booth: 302

Workplace ESL Solutions
Ronna Timpa
286 Andover Ridge Court
Henderson, NV 89012
702-280-2288
rtimpa@yahoo.com
Booth: 303

Special Vendors:

Massage Therapist
Debbie Massey-Arnold
408-250-3439
debluvsmassage@gmail.com

Sponsors

Thank you to these Sponsors of the CATESOL 2019 Conference!

Alliant International University: Sponsoring College/University Instructor Award and College/University Level Graduate Student Award

CATESOL Education Foundation: Sponsoring Sunday Workshops, David E. Eskey Award, Ron Lee Technology Award, Rick Sullivan Award

Cambridge University Press: Sponsoring Ice Cream Social

California Teachers' Association: Sponsoring President's Opening Reception

English Language Centers: Sponsoring Intensive English Programs Level Professional Development Award

National Geographic Learning/Cengage Learning: Sponsoring Secondary Level Student Essay Contest and Community College Level Professional Development Award

Pearson: Sponsoring Conference Bags

Santa Rosa Junior College: Sponsoring Newcomer's Orientation

Townsend Press: Sponsoring Community College Level Student Essay Contest

University of Michigan Press: Sponsoring Sunday Coffee & Tea

Individual Sponsors

Gold Circle ($500 or more)

Michael Akard
Anonymous
Suzanne Bardasz
Gretchen Bitterlin
Anthony Burik
Marsha Chan
Karen Dennis
Eleanor Black Eskey
Kathleen Flynn
Susan Gaer
Ondine Gage
Robert Holcomb
Rob Jenkins
Ellen Lange
Penny Larson
Ron Lee
Mark Wade Lieu
Kara McDonald
June McKay
Dorothy Messerschmitt
Sarah Moyer
Danielle Pelletier
Kara Rosenberg
Karen Russikoff
K. Lynn Savage
Kevin B. Staff
Margaret Teske
Jennie Watson

Silver Circle ($250 – 499)

Belinda Braunstein
Donna Brinton
Terease Chin
Juan Carlos Gallegos
John Liang
Donna Price
Mariana Silva
Sally Winn

Bronze Circle ($25-$249)

Jayme Adelson-Goldstein
Gregory Anderson
Kathi Bailey
William (Bill) Baker
Cristin Boyd
Frank Briski
Christine Bunn
Frances Cahill
Joanne Cheethan
Jinhee Choun
Dave Coleman
Ryan De La Vega
Robert Dickey
Jessica Edmond
Jan Frodesen
Elizabeth (Betsy) Gilliland
Tricia Hoste
Allison Joye
Lia Kamhi-Stein
Rebecca Sidman-Taveau
Grace Kim
Thomas Leavens
Branka Marceta
Helen Nam
Judith O'Loughlin
Sylvia Ramirez
Thoibi Rublaitus
John Robertson
Rita Wong

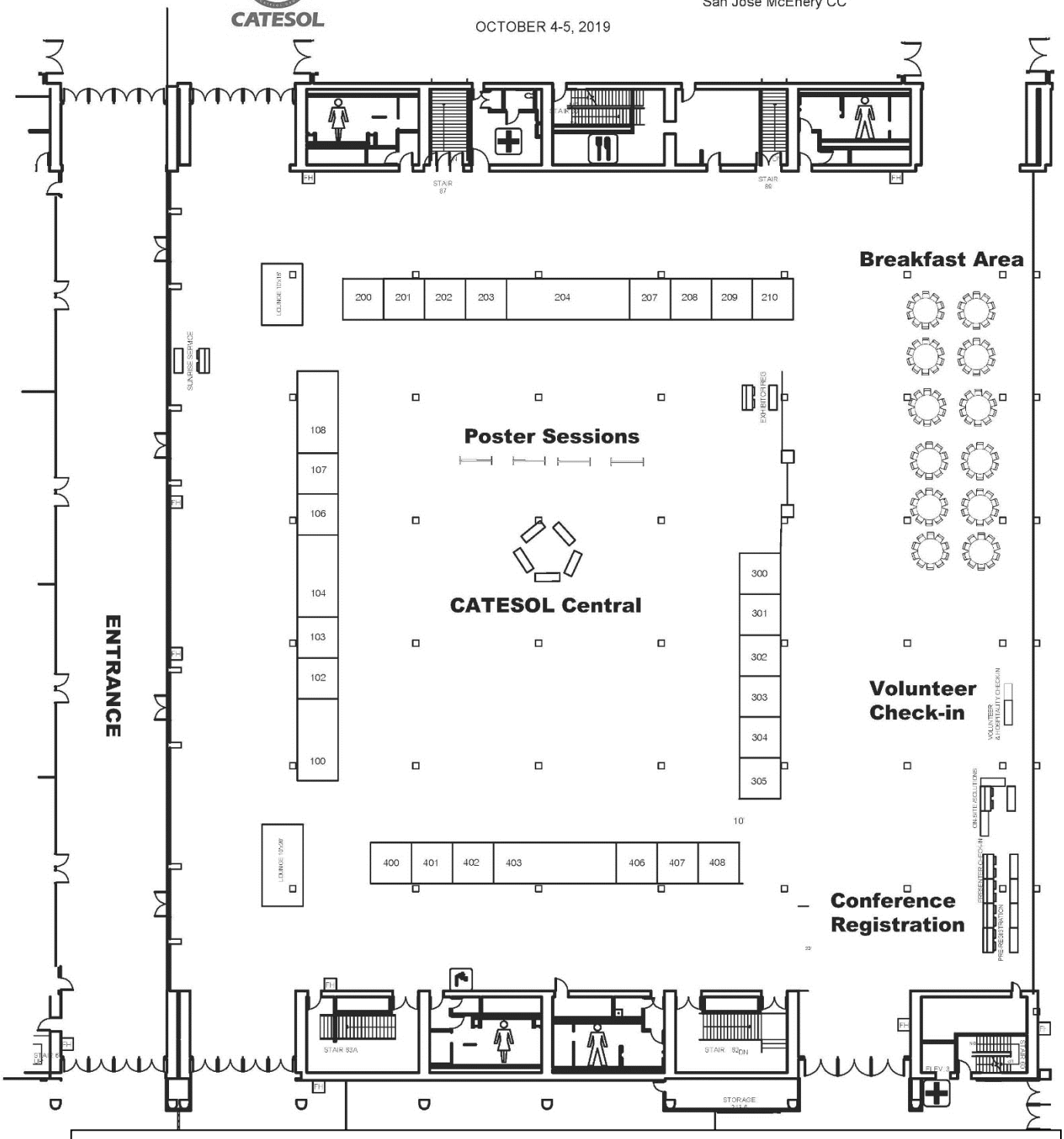
SAN JOSE
MCENERY CONVENTION CENTER

50th CATESOL

CATESOL EXHIBIT HALL

San Jose McEnery CC

OCTOBER 4-5, 2019



EXHIBITOR LOCATIONS

Alliant…108,109	Hameray…100,101	N. Dame de Namur…200	Sunburst Media…402
Burlington…301	iTEP…305	OTAN…106	ELprograms…408
CTA…202	MSI Press…208	Oxford…407	UCSD Extension…209
Cambridge…204-206	NatGeo…403-405	Pearson…104,105	U. Michigan…207
CASAS…107	Need2Say…406	Regipio…300	USF Sch. of Ed…303
ETS/TOEFL…401	New Readers…108,109	Robotel…102	Workplace ESL…303
Grand Canyon…304	Northeastern…103	Slangman…400	Massage Therapist

WHERE THE WORLD COMES TOGETHER

TESOL2020

INTERNATIONAL CONVENTION
& ENGLISH LANGUAGE EXPO

Denver, Colorado, USA • March 31–April 3, 2020

tesol
international
association

EARLY REGISTRATION DISCOUNTS END
1 FEBRUARY 2020

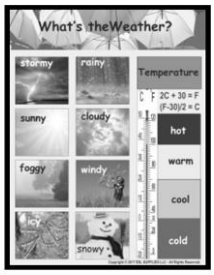
www.tesolconvention.org

Special Offer for Conference Attendees

Save 20%

Anchor Charts

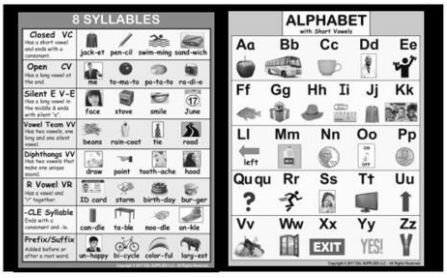
3 SIZES: 8.5x11 Tutor, 11x14 Travel, and 17x22 Class



Travel Notebooks

2 SIZES: 8.5x11, 11x14

A convenient resource for push-in, pull-out, traveling (multilocation), and small group teachers, tutors, and paraprofessionals.



ESL Supplies
TESOL · BE · Literacy

Shop at www.ESLsupplies.com
Use code: CA19 - Offer expires Nov 30

Earn your

Master of Arts in TESOL/Applied Linguistics at

San Diego State University

San Diego State University's M.A. Degree in Linguistics with a specialization in TESOL/Applied Linguistics can help you reach your goal of teaching English to speakers of other languages in the U.S. and around the world. Our comprehensive program in Applied Linguistics and ESL/EFL teaching methodology provides excellent preparation for the TESL profession.

STUDENTS CAN…

- take courses in ESL materials development, ESL reading and writing, English for specific purposes, content based instruction, language assessment, English grammar, CALL, second language acquisition, bilingualism, psycholinguistics, sociolinguistics, and research methods, among others
- conduct research in applied linguistics
- teach/tutor ESL composition and foreign languages
- study in a diverse and inclusive environment

RECENT GRADUATES HAVE GONE ON TO…

- PhD programs at Hawaii, Arizona, Northern Arizona, UCLA, and others
- Fulbright and English Language Fellow teaching programs
- tenure-track teaching positions in community colleges and universities
- administrative positions in community colleges and universities

<<<<<<<< >>>>>>>>

FALL APPLICATION DEADLINE

March 2, 2020

Non-resident and international students are strongly encouraged to apply early to be considered for a limited number of non-resident tuition waivers (waivers reduce tuition to levels paid by CA residents)

PROGRAM

2 years (full time)
3O units (10 courses)
MA exam or thesis

CONTACT

Prof. Gregory D. Keating
gkeating@sdsu.edu

SAN DIEGO STATE UNIVERSITY

linguistics.sdsu.edu

Happy 50th Birthday, CATESOL

This note-taking page is sponsored by author Keith Folse

Happy 50th Birthday, CATESOL

This note-taking page is sponsored by author Keith Folse

TURNING POINT

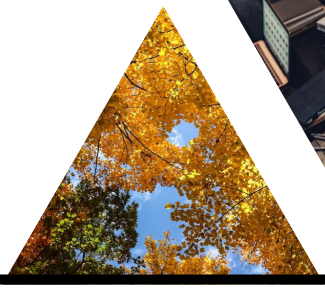
CATESOL 2020

10.8.20 - 10.11.20

Pasadena Convention Center

Scan the QR code below for volunteer opportunities.

https://tinyurl.com/yxpvzqo9



www.catesol.org

PEPPERDINE
GRADUATE SCHOOL OF
EDUCATION &
PSYCHOLOGY
M.A. in TESOL
• Malibu Campus*
• 1 year program
• Designed for full-time students & working professionals
• Apply for Fall 2020
* some classes may be held at Calabasas campus
gsep-admissions@pepperdine.edu
GRE May Be Waived