Georgia TESOL Conference
Teaching and Learning: Hand in Hand

The Crown Plaza Perimeter at Ravinia
October 29th - 30th, 2015
Atlanta, GA
## Exhibitor / Vendor Floor Plan – 2015 GaTESOL Conference

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Conference Schedule: Thursday, October 29th

6:00 am - 9:00 am  Exhibitor Setup
7:00 am - 9:00 am  Breakfast (Pre-function Area)
7:30 am - 4:30 pm  Registration
9:00 am - 5:00 pm  Exhibit Hall Open
8:00 am - 8:40 am  First Timer’s Session
9:00 am - 10:00 am Opening Session & Keynote Speaker: Deborah Short
10:00 am - 10:30 am Coffee Break / Visit Exhibit Hall
10:30 am - 11:15 am Concurrent Sessions
11:30 am - 12:15 pm Concurrent Sessions
12:15 pm - 1:00 pm Lunch (Pre-function Area)
1:00 pm - 1:45 pm Poster Sessions (Pre-function Area)
1:45 pm - 2:30 pm Concurrent Sessions
2:45 pm - 3:30 pm Concurrent Sessions
3:45 pm - 4:30 pm Concurrent Sessions
Thursday, October 29th 8:00 - 8:45 AM

First-Timers’ Session
8:00-8:45 AM
Facilitated by Elizabeth Webb

Attending the GATESOL conference for the first time? Everything seem a little overwhelming? Come join us at the First-Timers’ Session where we can help you plan your time to make the most of the conference.
Let Georgia TESOL Be Your Pot of Gold!

Did you know that GATESOL awards over $10,000 a year in grants that support member projects, conference attendance and community organizations that serve English language learners?

For more information:

• Attend the conference session “Show Me the Money: Writing Successful Proposals for GATESOL Grants” Friday, October 30th in Dunwoody A

• Visit the “Grants & Awards” page on the GATESOL website

• Email Denise Dolan, Grants and Awards Chairperson, at ddolan@ggc.edu
Opening Session and Key Note

Deborah J. Short directs Academic Language Research & Training and provides professional development on sheltered instruction and academic literacy worldwide. Formerly she was a division director at the Center for Applied Linguistics in Washington, DC, where she co-developed the research-validated SIOP® Model for sheltered instruction. Short has directed quasi-experimental and experimental studies on English language learners funded by the Carnegie Corporation of New York, the Rockefeller Foundation, and the U.S. Department of Education, among others. Her publications include research journal articles, the SIOP® Model book series, and ESL textbook series. She taught English as a second/foreign language in New York, California, Virginia, and the Democratic Republic of the Congo.
## Thursday Morning at a Glance Concurrent Sessions

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<td>Hand in Hand Toolkit for Foreign Transcript Evaluation</td>
<td>Redesign the Wheel - The Benefits of Teacher-Designed Materials</td>
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<p>| Dogwood      | What Every Immigrant Needs to Know, But May Not Ask     | What Do ESL Students Like and Dislike about Assessment and Testing in University-based ESL Programs in US? |
| Dunwoody A   | TEFL Practicum as Study Abroad: A Win-Win-Win           |                                                          |
| Dunwoody B   | Sustaining Teacher Development Through Collaboration     | Using a variety of texts for effective informational reading instruction for English Learners |
| Dunwoody C   |                                                          | Your World, My World...Our World: Cultural Awareness in ESL |
| Gardenia     | Prompting Professional Development in a Pre-Service EFL Teacher Education Program through Reflective Blogging Activities: A Case from Turkey | The Pulley and the Pendulum: Thinking Maps for ESOL Science |
| Maplewood A  | Graphic Organizers: Journeys With Teaching &amp; Learning Hand In Hand | How Can I Create An Interactive “Paperless” Classroom At No-Cost? |
| Maplewood B  | Dual Language Education: Students Teaching and Learning, Hand in Hand | The Perfect Marriage: Connecting Common Core Math Standards and Language Development |
| Oakwood A    | Number Talks 3-5                                       | Blending the Classroom Environment                       |
| Oakwood B    | Active Engagement with Arts Integrated Learning         | Improving Fluency Rates in the Elementary EL Push-In Model |</p>
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<td>Dekalb</td>
<td>Gimme Shelter: Maximizing the Effectiveness of Sheltered Classes through Project-Based Service Learning</td>
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Thursday October 29th
Concurrent sessions 10:30 am - 11:15 am

Hand in Hand Toolkit for Foreign Transcript Evaluation

Interest Section: Secondary Schools
Room: Azalea A

Phoenicia Grant
Joanne Newby
DeKalb County School District

This session highlights the foreign transcript evaluation process. Attendees will receive a general overview of several educational systems in other countries, grading scales, recommended courses and equivalent United States transfer credit. Participants will learn the recommended practices for foreign transcript evaluation and have an opportunity to evaluate a foreign transcript.

“Hunting for our Lives”: Working with Urban Refugees in Teacher Education in Jordan

Interest Section: Adult Education
Room: Azalea B

Amanda Richey
Kennesaw State University

This presentation--stemming from a narrative inquiry research project--explores the salient “teacher-learner” moments in a refugee teacher education program in Amman, Jordan. By interweaving students’ voices and the reflexive process of curriculum development, I hope to provide a glimpse into the possibilities of higher education teacher training and TEFL curriculum in an interfaith refugee education program where reconciliation and inclusivity are honored.

Writing processes of college English as a Second Language (ESL) students

Interest Section: Higher Education
Room: Dekalb

Semire Dikli
Georgia Gwinnett College

The purpose of this case study was to understand the writing processes of four advanced English as a Second Language (ESL) students, the strategies they use when they write an essay, and their opinion regarding the instructor feedback they received on their essays. The results of the study suggest important implications for the research in second language writing.

What Every Immigrant Needs to Know, But May Not Ask

Interest Section: Adult Education
Room: Intensive English Programs

Heather Ritchie
Intercambio

This engaging and interactive workshop will illuminate the tremendous scope of legal, systematic and cultural knowledge a newcomer to the United States needs to know to succeed. Whether it’s as simple as knowing to stay in your car if you get stopped by the police or how close is too close when engaged in conversation. A wide range of topics will be covered using, The Immigrant Guide to help participants understand how different life is in the US. Sample topics will be reviewed and then modeled for how to conduct a workshop to teach this information. This interactive workshop has always been a success because of the breadth of subject matter. Objectives: By the end of the workshop, attendees will be able to teach adult learners about cultural knowledge in the U.S. using a ready-made tool, and refer learners to supports for legal and systematic issues.
TEFL Practicum as Study Abroad: A Win-Win-Win

Interest Section: Teacher Education
Room: Dunwoody A

Louise Gobron
Georgia State University

Kris Acheson-Clair
Georgia State University

Xueying Wu
Shanghai University

The presenters will describe an in situ TEFL practicum/intercultural communication course that evolved from a partnership between a Chinese and American university. Sample schedule, curriculum, cross-cultural challenges, budgeting advice and feedback from students and cooperating teachers will be shared.

Sustaining Teacher Development Through Collaboration

Interest Section: Elementary Education
   Secondary Schools
   Higher Education
   Adult Education
Room: Dunwoody B

Deborah J. Short, Ph.D.

As educators we have spent many hours learning new practices – techniques, strategies, and methods – or teaching them to others. This session explores ways to sustain that investment in teacher development and discusses the role collaboration can play in keeping the implementation of effective practice strong.

Prompting Professional Development in a Pre-Service EFL Teacher Education Program through Reflective Blogging Activities: A Case from Turkey

Interest Section: Adult Education
Room: Gardenia

Selahattin Yilmaz
Yıldız Teknik Üniversitesi

This study aims to introduce reflective practice through blog activities in a pre-service EFL teacher education program in Istanbul Turkey. Students both keep online journals in their personal blogs and contribute to class blog through discussion questions. Both students’ perception of the course and their reflectivity level are discussed in the study. While they have mixed views about the course, their reflectivity level considerably increased towards the end of the semester.

Graphic Organizers: Journeys With Teaching & Learning Hand In Hand

Interest Section: Adult Education
Room: Maplewood A

Knox Porter
Education First at Oglethorpe University

Graphic Organizers are a pathway for proficiency when used to establish clear connections among discrete pieces of language. This classroom teacher’s presentation is practical; full of real samples of students’ work. As organization of information becomes clear, the resources put a range of ages and learning abilities on a journey where teaching and learning walk hand in hand.
Dual Language Education: Students Teaching and Learning, Hand in Hand

Interest Section: Bilingual Education
Elementary Education

Room: Maplewood B

Karen Taylor
Javan Bukhaya
Brittany Greene
Christina Catinella
Lake Forest Elementary School

Bilingualism is widely accepted as an asset for a 21st century learner. So why is dual language not a standard model for second language instruction in our public schools? Find out why we decided to explore the possibility of a dual language program in our Title I elementary school and our plan to advocate for its implementation. With English and a partner language working hand in hand, students are able to access Common Core rigor, expand their cognitive capabilities, participate in collaborative learning, and become confident in their bilingual/bicultural identity.

Number Talks 3-5

Interest Section: Elementary Education
Room: Oakwood A

Vinita Prasad
Angelica Montanez
Cobb County School District

How can we prepare our students for the future in mathematics? By creating a daily routine in your classroom of Number Talks. Number Talks is a way to do mental math. Long gone are the days of “zero the hero” and “zero the place holder.” Our students need to be able to explain their mathematical thinking and what better way than by doing Number Talks. Participants will walk-away with mental math strategies of all four mathematical operations. Number talks will fully be explained and participants will be able to implement Number Talks in their own classroom tomorrow!
Elementary Education

Active Engagement with Arts Integrated Learning

Interest Section: Elementary Education
Room: Oakwood B

Caroline Millwood
Sabrina Waters
Lux Sarah
McEver Arts Academy

Explore a variety of basic techniques in drama, movement, music and visual art that can be integrated to help differentiate in the regular education classroom. Participates will enjoy hands-on examples illustrating how this integration can be engaging and enriching for all students.

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”

~ Nelson Mandela ~
Redesign the Wheel - The Benefits of Teacher-Designed Materials

Interest Section: Adult Education
Room: Azalea A

Sean Dunaway  
*Georgia State University*

“Don’t reinvent the wheel” is a popular phrase in ESL programs. In context, it means “Do the activities in the book. We don’t need to spend time making new activities.” Large publishers can provide instructors with lesson plans, books, and tests, but it cannot guarantee its materials will excite and interest learners or be appropriate for their learners’ levels. Instructors who know their learners are much better qualified for this task. This presentation will suggest strategies to make learner-specific materials in a reasonable amount of time and show the benefit of cloud services in sharing materials between instructors and sessions/semesters.

Will You ENGAGE and MOTIVATE ME???

Interest Section: Teacher Education
Room: Dekalb

Castro Edgardo  
*Northampton County Public Schools*

Participants will visually see and take the many forms of application techniques in differentiating instruction to their respective classroom and/or school. Likewise, each participant will enhance his/her teaching and learning framework to better teach and understand our students of today through the use of differentiated, diverse classroom application activities/techniques.

Teachers’ Need for Remodeling the Processes of Professional Development Programs

Interest Section: Teacher Education
Room: Azalea B

Anas Almuhammad  
*Florida State University*

Driven by the limitations of current instructors/ faculty professional development models, the researcher proposes a collective strategy on how professional development programs may become more effective. The presentation will provide professional development programs’ planners new insights on better strategies. This theoretical research will include a comparative analysis of traditional vs reforms practices.

What Do ESL Students Like and Dislike about Assessment and Testing in University-based ESL Programs in US?

Interest Section: Adult Education
Room: Dogwood

Abdulrahman Olwi  
*Florida State University*

When talking about language assessment, it is important to hear from language learners whose level of proficiency is assessed and tested. Therefore, this presentation explains what ESL students like and dislike about language assessment in university-based ESL programs in the United States.
Using a variety of texts for effective informational reading instruction for English Learners

Interest Section: Elementary Education  
Room: Dunwoody B  

Jennifer Hicks  
Harmony Elementary School  

Julie Warner  
Bethesda Elementary  

Through this session participants will gain knowledge and skills in using a variety of informational texts such as brochures, internet pages, magazine articles, non-fiction books, and more to promote effective informational reading instruction for English Learners. We will model how to set a purpose during reading and provide examples of a variety of informational texts that can be used to teach specific reading standards. Additionally, participants will discover how to differentiate texts for each proficiency level and assess comprehension through constructed response questions.

Your World, My World...Our World: Cultural Awareness in ESL

Interest Section: Teacher Education  
Room: Dunwoody C  

Nancy Ciudad-Simmons  
Gwinnett Technical College  

Our students come from different countries where they have been raised perceiving and seeing the world through the filter of their surrounding geography, their own history, culture, traditions, and beliefs. We as teachers should let our students show us and their classmates how they see the world we live in. In this workshop, we will identify teachable moments through cross-curricular activities. Examples of different ways of seeing everyday life, the environment, and customs - to name a few - will be presented and discussed. Participants will also develop and present their own ideas.

The Pulley and the Pendulum: Thinking Maps for ESOL Science

Interest Section: Secondary Education  
Room: Gardenia  

Marjorie Cooper  
The Global Village Project  

Mary Lou McCloskey  
Educo  

Amy Pelissero  
The Global Village Project  

Thinking Maps provide simultaneous cognitive and language development in ESOL science class. Presenters will discuss background research. Participants will observe videotaped ESOL science lessons using Thinking Maps; participate in a demonstration on force, energy, and motion; create maps analyzing the demonstration; and use maps as language frames for scientific discussion.

“One language sets you in a corridor for life. Two languages open every door along the way.”  
~ Frank Smith ~
**The Perfect Marriage: Connecting Common Core Math Standards and Language Development**

Interest Section: Elementary Education  
Room: Maplewood B  

Margo Williams  
Kristie Fountain  
*DeKalb County Schools*

What is the connection between English Learners’ (ELs) English language development (ELD) levels and mastery of Common Core Standards for Mathematics? In this session, participants will learn how to analyze ACCESS data and incorporate Can Do Descriptors to help ELs’ access the language needed to make sense of and demonstrate mastery of mathematical concepts. Presenters will facilitate this session as teachers learn scaffolding and differentiation strategies.

**Blending the Classroom Environment**

Interest Section: Elementary Education  
Room: Oakwood A  

Chanda Austin  
*Imagine Learning*

During this interactive, hands-on session, participants will discover how Imagine Learning can be a vital part of the blended learning environment. From one on one instruction to small group instruction, Imagine Learning can enhance the blended learning classroom by providing engaging, interactive strategies and activities. Participants will be able to: Summarize the power of blended learning  
Implement Imagine Learning in one-on-one, small and whole group instruction Access and Utilize Imagine Learning supplementary materials for lesson planning.

**Improving Fluency Rates in the Elementary EL Push-In Model**

Interest Section: Elementary Education  
Room: Oakwood B  

Lindsey Hamburg  
Carrie Madden  
*Norton Park Elementary, Cobb County School District*

Improving Fluency Rates In the Elementary EL Push-In Model. Reading fluency is an important factor in student reading success. As children build their reading fluency, their confidence and comprehension increase. This fluency increase is vital for EL students to close the gap with their native speaker peers. This session will demonstrate practices and share resources that track, improve, and implement improvement in reading fluency. These resources include: 1. Oral reading fluency data chart that allows teachers to determine the mean oral reading fluency of students in grades 1-5 2. Progress chart for students to track fluency rates and growth 3. Fluency passages that are aligned with Accelerated Reader quizzes to follow through with comprehension 4. Becoming familiar with the Dibels website for additional fluency support This session is designed for elementary EL teachers working with grades k-5.

“The limits of my language are the limits of my world.”  
~ Ludwig Wittgenstein ~

Thursday October 29th  
Concurrent sessions  
11:30 am - 12:15 pm
Thursday, October 29th
Poster Sessions 1:00-1:45 PM
Pre-function Area

This meet-and-greet session is a favorite of everyone! Come mingle with colleagues and engage in informal conversation as poster session presenters share their projects and research topics.
Thursday, October 29th

Poster Sessions 1:00-1:45 PM

Spunky Girls and Strong Women: A Refugee Summer Book Club
Mary Lou McCloskey

ESL Students’ Language Anxiety in In-class Oral Presentations
Yusi Chen

Building International Relationships: One Lesson at a Time
Carla Jones

It’s Out There! Go and Speak! Anthony Dahlen

Mental Process with Mediation (within sociocultural theory) in Second Language Learning
Brandon K. Shigematsu

Exploring EFL Instruction from Cadet English Language Training Team (CELT) Missions
Shannon Gissendaner Eric Friginal

Creating Podcasting in the EFL Classroom
Heike Williams and Matthew Nelson

Burlington English Career Pathways—Your WIOA Solution!
Lori Wedner

Lessons learned from lessons taught: A micro-analytic investigation of elicitation strategies in an EFL classroom
Seniz Yilmaz

The Impact of History on the English Language
Mary Sell

Stowe Cultural Immersion Experience: Combining Community Service and Disability Studies in Ecuador
Valerie Pflug

Success in the Balance: L2 Graduate Students and Their Advisers
Micheal Hood

Movies for Interdisciplinary Teaching and Learning in the Inclusive Classrooms
Lucia Lu

Incorporating students in school programs as a means to increase self advocacy
Lesley Colon-Robinson

ESOL Summer School Program
Jennifer Williams

Technology-based English teaching for integrative writing and speaking course
Sanghee Kang

Differentiation in a Push-In Science Classroom
Angela Reed

Current Research in Graduate Communication
MacKenize Bristow
Student success among college ESL students participating in tutoring

Interest Section: Adult Education
Room: Azalea A

Justin Jernigan
Georgia Gwinnett College

Approximately 100 college ESL students who participated in one-on-one tutoring sessions as part of their EAP or other ESL courses completed a survey on their views of writing tutoring. Data on the success of participating students in writing-related courses was also analyzed, and a select number of students were chosen for follow-up interviews. A number of their instructors and tutors were interviewed as well. Implications for college ESL instruction and tutoring will be discussed.

The World is Your Classroom: Teach Abroad with the English Language Fellow Program

Interest Section: Teacher Education
Room: Azalea B

Arlinda Fair
U.S. Department of State English Language Programs

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

Gimme Shelter: Maximizing the Effectiveness of Sheltered Classes through Project-Based Service Learning

Interest Section: Program Administration
Room: Dekalb

Erin Geller
Vernita Campbell
Pebblebrook High School

his workshop will illustrate one urban high school’s transition from isolation to innovation in sheltered IEL and ESOL classes. In addition to learning about the exciting interdisciplinary initiatives implemented at our school, teachers will receive editable rubrics, planning guides, and effective tools for circumventing the logistical problems inherent in multidisciplinary planning. Too often, our students do not feel valued within the school community, when in fact multilingualism is tantamount to a superpower in today’s evolving global economy! Our program’s focus on service and leadership allows students to interact with peers positively and confidently across a range of disciplines. This approach offers multimodal, hands-on opportunities for students of all levels and cultural backgrounds to acquire academic skills and vocabulary along with real-world skills to support the transition out of ESOL and into college and careers.

“Learn everything you can, anytime you can, from anyone you can; there will always come a time when you will be grateful you did.”
~ Sarah Caldwell ~
Next Generation IEP Assessment

Interest Section: Adult Education
Intensive English Programs
Room: Dogwood

Eun Sun Kwon
University of Georgia

This presentation analyzes the current IEP assessment and its issues. Then, the presentation demonstrates the free online assessment that was developed by the siblings who are the computer programmer and the IEP instructor in Georgia, U.S. The presentation further discusses the assessment’s practicality, reliability, validity, authenticity, and wash back effects.

Strategies for Achieving Academic Language

Interest Section: Teacher Education
Room: Gardenia

Steve Cawthon
WIDA Certified Trainer

In this workshop, participants will develop a strong understanding of WIDA's academic language for English Learners. In addition, participants will acquire various strategies and methods for achieving academic language acquisition that can be immediately implemented in any classroom setting.

Language Learners’ Alphabet Soup: RTI advocacy for ELLs in lieu of SPED

Interest Section: Teacher Education
Room: Dunwoody B

Catherine Travelute
Mercer University

ESOL teachers are frequently the first-line advocates for their ELLs, especially for preventing inappropriate referrals for Special Education, or managing a referral when needed. Salient points of RTI requirements as related to interventions for ELLs, ESOL teacher advocacy in the general education classroom, and when referral to Special Education may be appropriate will be discussed. Issues of culture sensitivity consideration within the RTI process are highlighted, equipping the ESOL teacher with specific language and strategies to provide or suggest.

The Seven Things Effective Teachers do to Meet the needs of ELs in the Mainstream classroom.

Interest Section: Elementary Education
Room: Maplewood A

Kerri Palmer
Gainesville Exploration Academy

The session will highlight research findings conducted in an elementary which has a high population of ELs. The findings include seven things 1) Collaboration 2) A huge inventory of research based instructional strategies 3) Data-driven instruction 4) Well trained 5) Rigor 6) Learning community 7) Courage and resilience.
Survival Guide for the ESOL Professional

Interest Section: Elementary Education
Room: Maplewood B

Timothea Cokley
Brooke Richardson
Atlanta Public Schools

This presentation will share several ways ESOL teachers can be efficient and effective in day-to-day interactions with students and teachers. Content covered will include teacher created documents to organize student records and data collection. We will also present useful, engaging and interactive web resources for student learning such as Raz-Kids and Imagine Learning and websites for teacher planning and communication. Participants will be asked to bring ideas to share with the group.

Bringing Engineering into the ESOL Elementary Classroom

Interest Section: Elementary Education
Room: Oakwood B

Melanie Carter
Jonicia Thurston
Centennial Academy

ESOL students learn content-area language and literacy skills through an engaging student-centered, hands-on, inquiry-based project. Utilizing the steps of the engineering design process, students explored how science and math can be used to solve the challenge of the flooding playground.

Amplifying Academic Literacy: Six High-leverage Practices

Interest Section: Teacher Education
Room: Oakwood A

Julie Goldman
San Diego County Office of Education

This demonstration will show how to use six research-based writing practices to provide high-quality writing instruction across the K-12 contexts, including an emphasis on the specific needs of long-term English learners. These research-based practices are currently being implemented by schools and districts partnering with the Writing Reform and Innovation for Teaching Excellence (WRITE) Institute of the San Diego County Office of Education.

“Learning is a treasure that will follow its owner everywhere.”

~ Chinese Proverb ~
**Cultivating Proficient Academic Writers**

Interest Section: Adult Education  
Room: Azalea A  
James Anderson  
*Cambridge University Press*

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

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**Engaging English Learner Families in Schools: Practical, Effective and Encouraging Methods**

Interest Section: Intercultural Communication  
Room: Azalea B  
Ana Soler  
*SeSo, Inc*

This interactive workshop will allow participants to define practical and effective methods to engage English Learner families in their children’s education, while encouraging parental leadership and collaboration, regardless of cultural and language differences. Through small group activities, participants will define ways to turn barriers into opportunities for engagement and fully utilize internal and external resources (including interpreters, cultural brokers and translated materials) to sustain, promote and encourage English Learner parental participation.

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**English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills**

Interest Section: Elementary Education  
Room: Dunwoody A  
Mishka Barnes  
*Atlanta Public Schools*

Within the last decade, a large number of English Learners have enrolled into American schools. Some teachers may not understand how to support these students in the classroom. This presentation will thoroughly review and discuss effective reading comprehension strategies to help students understand academic language in a classroom setting.

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“You can never understand one language until you understand at least two.”  
~ Geoffrey Willans ~
Creating Differentiated Lesson Plans to Teach ELLs to Read and Meet the Common Core Standards

Interest Section: Elementary Education
Room: Dunwoody B

Julie Warner
Cindy Britt
Gwinnett County Public Schools

Have fun creating a differentiated ELA lesson plan you can use in your own classroom! We will use Wida Can-Do indicators and Common Core State Standards to create rigorous and comprehensible lesson plans while differentiating for ELLs and their various proficiency levels. Model lessons and organizers will be provided to make lesson planning for our ELLs simple and effective!

21st Century Science Literacy that Engages: ELLs in the Content-Area

Interest Section: Elementary Education
Room: Dunwoody C

Brandy C Judkins
Zoe Falls
University of Nebraska-Lincoln

This engaging presentation will provide you with three ready-out-of-the-box science lessons (one for elementary, one for middle, and one for high school), a set of strategies, and a review of current research in science literacy instruction for ELLs that is engaging, enriching, challenging, and innovative. Elementary Education

Building Blocks of Effective Instruction: Implementing the Go To Strategies

Interest Section: Elementary Education
Room: Maplewood A

Tricia Jeremiah
Cristina Zakis
Gwinnett County Public Schools

K-12 Teachers and Coaches will explore the components of the Go To Strategies tool developed by The Center for Applied Linguistics (CAL) as a resource for ESOL and content area teachers. Participants will be able to confidently use resource to differentiate instruction and/or to support teachers as they plan for effective instruction. We will share how we rolled out a district wide implementation of this resource and how we continue to weave the strategies into school staff development sessions.

A Picture Can Inspire a Thousand Words

Interest Section: Second Language Writing
Room: Gardenia

Kim Moore
Moore4Education/ Perfection Learning/ FieldTripZoom

Visualization is a key strategy for both reading and writing. The use of photography can be both an academic and motivational tool for connecting learners with their environment. In this session, we will look at the reading technique of visualization and discuss how it is more quickly and easily developed when the reader/ writer first becomes the observer. By studying the content, color, and staging of a photograph, students can be taught techniques for looking at the world through a different lens.
Thursday October 29th
Concurrent sessions  2:45 pm - 3:30 pm

No Fluff, Just Good Stuff for Kids
Interest Section:  Elementary Education
Room:  Maplewood B

Keisha Battle
Antonette Campbell
Rose Prejean-Harris
Indian Creek Elementary - DeKalb County School District

Doing what is best for students, always results in success. Come and see how an urban elementary school with a high refugee EL population was able to transform the culture and show student gains in academic achievement. This will be an interactive session that demonstrates that there is no fluff, just good stuff for kids!

Essential Empathy:  Why All ESOL Teachers Should Learn a Second Language
Interest Section:  Teacher Education
Room:  Oakwood A

Erin Geller
Vernita Campbell
Pebblebrook High School

Most of us do not remember acquiring our first language. As certified teachers of ESOL, of course, we’ve all learned about the process of second language acquisition--but experiencing it firsthand, especially as an adult educator of older students--offers myriad opportunities to implement engaging lessons and research-based strategies that tap into our essential empathy as educators. Even if our second language is not our students’ first language, there are significant, quantifiable benefits to struggling toward mastery of a second language while conveying the beauty and complexity of our own.

10 Ways to motivate even your most reluctant writers to love to write!
Interest Section:  Elementary Education
Room:  Oakwood B

Yanira Alfonso
Dalton Public Schools

This interactive, hands-on, highly, interesting, presentation is unique, because in it you will find strategies through true stories of real teachers that I coached while I was an instructional coach, teachers that I teamed with when I taught ELL in their classrooms, students that I taught, and parents of children that I taught recently, as a classroom teacher, all who graciously wrote, were interviewed, or videotaped to be a part of this important work. Their stories are intertwined with my ELL story, to present hope to teachers and students that are frustrated, tired, and maybe even on the verge of giving up

“To have another language is to possess a second soul.”
~ Charlemagne ~
Techniques for Pronunciation Change Through Self-Assessment

Interest Section: Intensive English Programs
Higher Education
Room: Azalea A

Helen Hobson
Kennesaw State University

This presentation illustrates a method of self-assessment of pronunciation targeted to multilingual classes of older secondary and adult English language learners. A discussion of student work will describe learning outcomes and affective factors related to changing pronunciation. The latest technology related to audio recording will also be addressed.

Emblaze, Watch, and Magnetize

Interest Section: Sociopolitical Concerns
Room: Azalea B

Erica McDonald
Cobb County Schools

Emblaze, Watch, and Magnetize will provide practice in developing lesson plans that will create growth opportunities for students of all levels. The purpose of this session is so that teachers walk away with two to three templates effectively used during lesson planning in order to maximize instructional time. Teachers will learn to have the right materials on hand as they plan so they can consider each student and their needs individually and collectively.

Cultural Immersion Experience In Oaxaca, Mexico

Interest Section: Intercultural Communication
Room: Dekalb

Valerie Oxford
Clarke County Schools

One of the most powerful ways to grow as an ESOL teacher is through cultural immersion experiences. This presentation will provide information on the John R. Stowe Cultural Immersion grant offered yearly by Georgia TESOL, as well as present an account of a cultural immersion experience conducted by 2015 John R. Stowe grant recipient Valerie Oxford. Participants will learn about the recipient's experiences studying Spanish language and Mexican culture at the Instituto Cultural in Oaxaca, Mexico, in June 2015.

What are grammar RULES, anyway?

Interest Section: Higher Education
Room: Dogwood

Karen Stanley
Central Piedmont Community College

Although grammar rules are often presented as absolute, they are, in fact, affected by a wide range of factors. How can we, as teachers, think about them differently, and what can we do in the classroom to help students understand, accept, and navigate the less-than-certain aspects of English grammar? This presentation does not reveal a panacea, but rather a working approach to addressing ambiguities of grammatical structures.
Thursday October 29th
Concurrent sessions

Teaching the Policymakers:
GATESOL advocates at the Capitol

Interest Section: Sociopolitical Concerns
Room: Dunwoody B

Christina Catinella
Fulton County Schools

Jackie Saindon
GATESOL

Do you think politics are not for teachers? Think again! Learn about three GATESOL members’ experiences at the 2015 TESOL Advocacy & Policy Summit in Washington, D.C. Hear what information the Office for Civil Rights, the Office for English Language Acquisition, Diane Staehrfenner, and others shared with us. Discover why your voice matters and what you can do to advocate for your students and your profession.

Fabulous Finds: Flipping the Classroom for ESOL students

Interest Section: Intensive English Programs
Room: Gardenia

Evonne Cohen
Griffin Middle School / Cobb County Schools

If you are not familiar with how to flip your classroom than this presentation is for you! This strategy provides ESOL Students extended time to pace individual learning. During this session I will show you how to maintain a successful flipped classroom using venues that are free to teachers. In addition, I will show you examples of how I use these venues in my own Flipped Classroom.

Culturally Relevant Social Studies for ELLs

Interest Section: Secondary Schools
Room: Maplewood A

Aubrey Southall
Georgia State University

The purpose of this presentation is to share the value of adding culturally and linguistically relevant biographies to ESOL social studies instruction. I believe the use of culturally relevant historically people will increase student engagement among ELL students. This presentation will provide resources for teachers to use in their own classrooms.

The Pulley and the Pendulum:
Thinking Maps for ESOL Science

Interest Section: Secondary Schools
Room: Maplewood B

Marjorie Cooper
The Global Village Project

Mary Lou McCloskey
Educo

Thinking Maps provide simultaneous cognitive and language development in ESOL science class. Presenters will discuss background research. Participants will observe videotaped ESOL science lessons using Thinking Maps; participate in a demonstration on force, energy, and motion; create maps analyzing the demonstration; and use maps as language frames for scientific discussion.
Developing Academic Language and Engaging Parents: Successes of a Summer Language Experience Camp for ESOL Students and their Families

Interest Section: Elementary Education
Room: Oakwood A

Alisa Leckie
Georgia Southern University

Kristie Long
Effingham County Schools

This descriptive report details the successes and lessons learned after implementing a summer Language Experience Camp for ESOL students and their families. Our presentation will include an in-depth description of the camp, its organization and curriculum. We will detail how these structures promoted language production among students and forged connections among parents in this largely rural community. We will also describe our process of locating funding and support so that we were able to offer the camp at no cost to the families. Finally, we will conclude with lessons learned and plans for the future.

F.A.M.E. (Family Achievement Makes Excellence): Working Hand in Hand As We Build Bridges Between Home and School

Interest Section: Elementary Education
Secondary Education
Room: Oakwood B

Kathleen O'Hara-Rosa
Cobb County School District/Clarkdale Elementary

The F.A.M.E., Program targets the entire ESOL family for academic success. Participants will be introduced to the program through a PowerPoint presentation, video clips, interviews and photos. Successful strategies and materials will be shown as participants are given an opportunity to experience the materials/activities just like our ESOL families.

How Can I Create An Interactive “Paperless” Classroom At No-Cost?

Interest Section: Elementary Education
Secondary Education
Room: Dunwoody A

Stephanie Murphy
Atlanta Public Schools

Imagine a classroom that is stimulating and engaging to all students, especially ESOL students. The classroom is inviting and technology-rich. A technology infused classroom that still goes “old school” to integrate various strategies in order to “Inspire, Motivate, and Captivate” our students. Join us as we explore ways to create an interactive paperless classroom through the use of technology with an in-depth understanding of writing classroom project proposals for classroom technology materials and how classroom materials are funded at no-cost.

“Those who know nothing of foreign languages know nothing of their own.”
~ Johann Wolfgang von Goethe ~

Thursday October 29th
Concurrent sessions 3:45 pm - 4:30 pm
2015 GATESOL Annual Conference

Teaching and Learning: Hand in Hand

Conference Schedule: Friday, October 30th

7:30 am - 2:00 pm  Registration
7:30 am - 8:30 am  Breakfast (Pre-function Area)
7:30 am - 12:00 am Exhibit Hall Open
8:30 am - 9:30 am  Keynote Speakers: Andrea Honigsfeld and Maria Dove
9:45 am - 10:30 am Concurrent Sessions
10:30 am -11:00 am Coffee Break/Visit Exhibit Hall
11:15 am -12:00 pm Concurrent Sessions
12:00 pm - 1:15pm  Luncheon & GATESOL Business Meeting
1:30 pm - 2:15 pm  Concurrent Sessions
2:30 pm - 3:15 pm  Concurrent Sessions
3:30 pm - 4:15 pm  Interest Section Meetings
Dr. Andrea Honigsfeld is Professor in the Division of Education at Molloy College, Rockville Centre, NY. She teaches graduate education courses related to cultural and linguistic diversity, linguistics, ESL methodology and action research. Before entering the field of teacher education, she was an English as a Foreign Language teacher in Hungary (Grades 5-8 and adult), an English as a Second Language teacher in New York City (Grades K-3 and adult), and taught Hungarian at New York University.

She was the recipient of a Doctoral Fellowship at St. John’s University, where she conducted research on individualized instruction and learning styles. She has published extensively on working with English Language Learners and/or providing individualized instruction based on learning-style preferences. She received a Fulbright Award to lecture in Iceland in the Fall of 2002. In the past eight years, she has been presenting at conferences across the United States, Great Britain, Denmark, Sweden, the Philippines and the United Arab Emirates.


Dr. Maria G. Dove is Associate Professor and Coordinator of the MS TESOL program in the Division of Education at Molloy College, Rockville Centre, NY where she teaches courses to preservice and inservice teachers. Having worked as an English as a Second Language teacher for over thirty years, she has provided instruction to English language learners in public school settings (Grades K-12) and in adult English Language programs in Nassau County, NY.

During her years as an ESL specialist, she established co-teaching partnerships, planned instruction through collaborative practices, and conducted ESL co-taught lessons in mainstream classrooms with her fellow educators. She has served as a mentor for new ESL teachers and coaches both ESL and mainstream K-12 teachers on research-based instruction for English learners.

Dr. Dove has published several articles and book chapters on collaborative practices, differentiated instruction, instructional leadership, and the education of English language learners. She regularly offers professional development workshops regarding the instruction of English learners to school districts as well as at state and national conferences. She is the recipient of the 2010 Outstanding Teacher Award from NYS TESOL.
Lauren Lukkarila, Ph.D. is the Assistant Director of the Georgia Tech Language Institute (GTLI). Dr. Lukkarila received her Ph.D. in applied linguistics from Georgia State University. She coordinates the curriculum and assessment of the intensive English program (IEP) as well as many of the other academic, professional, and general skills short programs offered by the GTLI. In addition to coordinating, Dr. Lukkarila has also designed the curriculum and materials for many courses offered in the IEP and other GTLI programs, including foreign language teacher training programs. She is a passionate and creative teacher, who frequently develops and teaches new courses to address the emerging needs and desires of the GTLI’s continuing and prospective learners. Her research foci include feminist approaches to English-as-a-second-language (ESL) pedagogy, critical pedagogy in ESL, academic reading-writing connections, identity and academic writing, critical thinking pedagogy, and academic writing pedagogy. Dr. Lukkarila has been teaching foreign and second languages for 24 years.
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<td>Understanding Variations between Student and Teacher Application of Rubrics</td>
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<td>Jump Start Summer Enrichment Program for English Learners</td>
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<td>Preparing adult education ESOL teachers through community engagement</td>
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<td>The Language of Bullying</td>
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<td>Guiding Students through Literary Analysis in a Community College Academic ESL Composition Class</td>
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<td>EFL teachers’ online professional development: A story of three Korean English teachers</td>
<td>Close your eyes for 10 Seconds: Using the 3-Minute Thesis in Various Oral Communication Classes</td>
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<td>Beyond the Campus Tour: A Student Success Course for ESL Students</td>
<td>First day and beyond: Innovative Icebreaker Ideas</td>
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<td>Teach Beginner’s Phonics with Story-telling and TPR</td>
<td>How to use collaboration and technology to develop academic language skills for high school ELs through meaningful learning experiences.</td>
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<td>Bringing Language to the Forefront of Instruction: Preparing Teachers to Integrate Meaningful Language</td>
<td>High School Boys (English Learners) Respond to Multicultural Literature: Negotiation of Religious Identities and Conflicting Perspectives</td>
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<td>Maplewood A</td>
<td>U-Lead Athens: Community Support for Un(der) documented Students’ Access to Higher Education</td>
<td>Stop, Collaborate, and Listen--Partnerships Between the ESOL Teacher and Media Specialist Are Nice, Nice Baby</td>
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<td>Learning Students’ Lived Experiences by Teaching Writing Portfolios</td>
<td>Effective Instruction for English Learners: It’s all about Chutzpah!</td>
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<td>Topic: Instructional Conversation</td>
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<td>Making Sheltered Instruction Work</td>
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Jump Start Summer Enrichment Program for English Learners

Interest Section: Elementary Education
Room: Azalea B

Joy Cowart
Rene Galloway
Arnedra Moore
Stacy Anderson
Lowndes County Schools

Providing a Jump Start for our English Learners has led to SUCCESS. Our summer enrichment program creates a love for learning prior to our students returning to school for a new year. Come see how we give our students a Jump Start while incorporating literacy activities, STEM activities, College and Career Readiness activities, as well as a little FUN!

Preparing adult education ESOL teachers through community engagement

Interest Section: Adult Education
Room: Dekalb

Nicole Pettitt
Georgia State University

Chanelle Campbell
Georgia State University

Ashley Ekers
Georgia State University

Marwok Gure
Georgia State University

We report on a pilot service-learning course designed to prepare future teachers for ESOL in adult education settings. We briefly describe the course need, goals, strengths, and challenges. As teacher candidates, a supervising teacher, and the course designer/instructor, we share reflections related to our experiences with/in this course. We close with suggestions for universities or community orgs interested in service-learning teacher preparation for adult ed, as well as questions and discussion.
Rigor, Relevance, and Research-Informed Literacy Strategies for 6-12 ELLs

Interest Section: Elementary Education
Secondary Schools
Higher Education
Adult Education
Room: Dunwoody A

Dr. Andrea Honigsfeld

What do the college and career-readiness mean for academically and linguistically diverse 6-12 learners? What can teachers and administrators do to support ELLs to successfully participate in standards-based language and literacy learning activities? This session will address these two essential questions based on the presenter’s research and publications.

Rigor, Relevance, and Research-Informed Literacy Strategies for K-5 ELLs

Interest Section: Elementary Education
Secondary Schools
Higher Education
Adult Education
Room: Dunwoody B

Dr. Maria Dove

What does college and career-readiness mean for academically and linguistically diverse K-5 learners? What can teachers and administrators do to support ELLs to successfully participate in standards-based language and literacy learning activities? This session will address these two essential questions based on the presenter’s research and publications.

Empowering Students through Relevant and Engaging ELA and Social Studies Text

Interest Section: Secondary Schools
Room: Dunwoody C

Carlos Barrera
Elizabeth Foster
Cobb County Public Schools

Two High School educators with a wide range of teaching experience that includes teaching students who just entered the country to students in AP classes headed to Ivy League educations will present relevant and engaging Language Arts and Social Studies texts. The presentation’s content will focus on Cesar Chavez, the United Farm Workers movement, and current 21st Century immigration. The techniques help ELL students succeed on standardized tests and will inspire teachers of immigrants and inform all about the immigrant experience. All will walk out with a hunger for social justice.

Hatred in Cyberspace

Interest Section: Intercultural Communication
Room: Gardenia

Anthony Dahlen
Kennesaw State University IEP

This presentation will talk about the elevated levels of hatred encountered in a cyber-space and their affects on various aspects of people’s lives. As examples, the postings of Azerbaijani and Armenian speakers in regards to few videos on U-Tube will be presented and discussed.
Friday October 30th
Concurrent sessions 9:45 am - 10:30 am

**Innovative Itinerary**

Interest Section: Elementary Education
Room: Maplewood A

Larry Ninas
*Troup County School System*

Chromebooks are all the rage in classrooms. How can an “itinerant” ESOL teacher harness the power of the Chromebook for record-keeping, one-on-one and small group instruction? What sites, apps and programs make the maximum impact during the limited time allotted for each school and student? What are the pitfalls of leaning too heavily technology? Presentation will include lessons learned from an itinerant ESOL teacher working with a Chromebook for record-keeping and instruction.

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**Comprehensible Input: Building Academic Language**

Interest Section: Teacher Education
Room: Maplewood B

Maria Gillentine
Davelon Waggoner
*GCPS*

Presentation of strategies and resources teachers can use to help students identify and master the essential vocabulary and concepts of a given subject area for student comprehension and achievement. Presenters will discuss strategies and resources an individual teacher can implement to teach and reinforce academic terms to enhance students’ chances of learning the academic content presented in the classroom.

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**Crossing Borders in Multilingual Classrooms Using Students’ Funds of Knowledge**

Interest Section: Teacher Education
Room: Oakwood A

Cathy Amanti
*Georgia State University*

This presentation focuses on strategies to identify and incorporate English language learners’ Funds of Knowledge in the curriculum to make abstract content comprehensible and meaningful. Decades after the original Funds of Knowledge research was conducted, its findings are still relevant; particularly because of current trends to universalize the curriculum. In this session, a teacher educator shares how she prepares teachers to utilize Funds of Knowledge research to leverage the learning of culturally and linguistically diverse students.

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**The Language of Bullying**

Interest Section: Teacher Education
Room: Oakwood B

Hema Ramanathan
*University of West Georgia*

The purpose of this workshop is to examine how ELs are indirectly and subtly verbally bullied by teachers using both obviously negative terms and those that may appear to be positive. Participants will examine a list of words that describe ELs; analyze the import of seemingly-innocuous terms used to describe ELs; explain why these may be negative; and identify one strategy to raise the awareness of their peers.
Understanding Variations between Student and Teacher Application of Rubrics

Interest Section: Second Language Writing
Higher Education
Room: Azalea A

Peggy Lindsey
Jinrong Li
Georgia Southern University

This presentation describes findings of a research study designed to identify how students and teachers interpret rubrics. Native and Non-Native English Speaking students and instructors were asked to share their understanding of a rubric and apply it to a sample paper. Presenters will share these responses and explore discrepancies among them. The presentation will conclude with ideas on how to address these differences in the ESL classroom.

Fun, Meaningful, and Engaging Activities for English Learners

Interest Section: Elementary Education
Room: Dekalb

Lindy Patterson
Gilmer County Charter School System

Make learning meaningful, fun and engaging! This interactive session will provide teachers with activities and ideas to enhance listening, speaking, reading, and writing skills. Participants will leave with activities designed for immediate implementation (including a graphic organizer that doesn’t require ink). Be ready to get up and learn!

Notes from the TESOL International conference in Toronto

Interest Section: Teacher Education
Room: Dogwood

Liz Bigler
Bigler ESL

Liz Bigler was a co-recipient of the Beverly Benson Travel Grant, and as such was able to attend the International conference in Toronto. This session will review some of the high points of the conference, from attending sessions given by David Nunan, Judy Gilbert, Diane Larsen-Freeman, and Marianne Celce-Murcia to enlightening sessions given by much less well known presenters.
Dispelling the Trump Myth: ELs and the RTI Process

Interest Section: Program Administration
Room: Dunwoody A

Maria Gillentine  
*Gwinnett County Public Schools*

We will share our journey through the transformation of the RTI process for English Learners. This session focuses on tools and processes in place to ensure all students are served and provided with a quality education. Presenters will share a comprehensive system for identifying, monitoring, and supporting students who are English Learners and show signs of early academic and behavior issues. This workshop will highlight key practices which have enabled us to be successful.

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Interest Section: Elementary Education
Room: Dunwoody C

Eileen Galand  
*Rome City Schools*

Push-in practices may serve as a “feel-good” policy for policymakers yet the effectiveness of the model remains under-theorized and under-researched. With push-in being en vogue, the researcher investigated the perceptions of ESOL teachers, classroom teachers and administrators on inclusive practices for ELs in Georgia’s elementary schools. The study, first, sought to address how push-in may improve the quality of inclusive practices for ELs, and second, to offer critical information about how to improve collaborative efforts for stakeholders who implement push-in services.

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Examining the Language Demands of Georgia Standards of Excellence in a Math Framework Task Lesson

Interest Section: Elementary Education  Secondary Education
Room: Dunwoody B

Meg Baker  
Tammie Smith  
*Georgia Department of Education*

At what WIDA ELP level are GA Standards of Excellence? Participants will learn how to examine the language demands of a video-recorded math lesson using the WIDA framework. They will work in smaller groups focusing on one academic language feature and then share their learning whole-group. After determining the ELP level of the lesson, participants will identify differentiation & extension supports needed for students to be successful. Some background in WIDA would be helpful.

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New Comer Adolescents: Learning English through literacy

Interest Section: Intensive English Programs
Room: Gardenia

Gabriela Ratcliff  
*Whitfield County Schools*

This workshop targets middle and high school teachers who have students with less than 2 years of arriving in the country. It will explain how literacy can be used as a way to celebrate their heritage, to develop an understanding of the adjustment process, to identify themselves with other immigrants, and to reflect on their own journey – past, present and future while learning English. It will also show how each station works and will provide examples to take.
Best Practices in Interactive Writing and Reading

Interest Section: Elementary Education
Second Language Writing
Room: Maplewood A

Allen Dodge
Dodge Learning Resources

The presenter will share easy-to-use reading lessons coupled with interactive writing activities designed to accelerate English Language Learners’ language and literacy acquisition. Based upon the latest research in best practices, and using compelling recently-published materials, these activities will motivate, instruct, and capture the imaginations of students and teachers alike. Please come prepared to enjoy a fun-filled, informative session!

Collaboration with the PE Teacher: Using Movement to Develop Language

Interest Section: Elementary Education
Room: Maplewood B

Mary Ellen Mulligan
Savannah Chatham Public Schools

Alisa Leckie
Georgia Southern University

It is often said that every teacher is a teacher of language, but we tend to forget the value of a PE teacher in language development. This demonstration will highlight the value of collaboration with the PE teacher in developing academic language in the PE classroom and incorporating movement into classroom activities. We will illustrate the power of collaboration through demonstrating several language development activities used in an elementary PE classroom as well as movement based activities that can easily be adapted for use in classroom contexts across grade levels.

“POWER! Moves”: The Effects of Cultural Competence on EL Motivation

Interest Section: Teacher Education
Room: Oakwood A

Terri Lewis
Atlanta Public School

Camelle Simmons
Cobb County School District

The 5 “POWER! Moves” provide English language educators with a relevant and authentic framework that can apply to a variety of learning settings. Real-life implications will be discussed in an interactive collaborative format that will engage attendees to view their own practices with a critical lens. The dialogue generated during this presentation will generate a buzz that will, in turn, benefit the students and communities we serve.

Working Hand in Hand to Help All Our Students Succeed

Interest Section: Secondary Schools
Room: Oakwood B

Annette Ingram
Carroll County Schools

As an ESOL teacher, your itinerant schedule makes it difficult to work hand-in-hand with your students’ other teachers. We are trying an approach to keep the lines of communication open so that we can work together to help all of our students succeed in all of their classes.
Georgia TESOL Annual Business Meeting
Friday, October 30th, 2015
12:00 PM—1:15PM
Grand Ballroom

Meeting Agenda

I. Opening of Meeting (Julie Eldridge)

II. Approval of Minutes (Julie Eldridge)

III. Membership Report (Cherrilynn Woods Washington)

IV. Financial Report (Christina Catinella)

V. Presentation of Current Board, Chairs & Liaisons (Julie Eldridge)

VI. Presentation of New 2015-2016 Executive Board (Jeff Terrell)

VII. Report on GATESOL 2015 Conference (Jeff Terrell)

VIII. Awards & Grants (Denise Dolan)

IX. 2016 GATESOL Conference (Cherrilynn Woods Washington)

X. Adjournment (Jeff Terrell)
Guiding Students through Literary Analysis in a Community College Academic ESL Composition Class

Interest Section: Adult Education
Room: Azalea A

Lara Beninca
Central Piedmont Community College

Many college Academic ESL classes do not focus on literary analysis, a skill which students need for future coursework. The presenter will describe how students in an advanced composition course were guided through the process of reading a short story and writing a literary-analysis essay about it. In-class workshops, homework, peer editing, instructor feedback, and final evaluation will be described in detail as will using class time effectively to give students optimal guidance.

EFL teachers’ online professional development: A story of three Korean English teachers

Interest Section: Adult Education
Room: Azalea B

Ji Hye Shin
Aram Cho
Peggy Albero
Georgia State University

This qualitative study investigates three current and former EFL teachers’ perceptions on their use of archived web seminars for their professional development. The findings indicate that archived seminars may be more beneficial than live seminars because EFL teachers can control their own learning, use them as an alternative resource when constraints prohibit live participation, and choose in the content of the PD matters in what EFL teachers learn and how they build their professional identity.

Beyond the Campus Tour: A Student Success Course for ESL Students

Interest Section: Higher Education
Room: Dunwoody A

Kelly Dahlin
Harriett Allison
University of North Georgia

Freshmen study skills courses or first-year seminars are commonly required for students who are transitioning from high school to college. However, they are seldom tailored to the unique situations and needs of ESL students. In this session, the presenters will describe a student success course for ESL students and will share materials and resources that students in the course have found the most engaging and relevant.

Teach Smarter Not Harder

Interest Section: Intensive English Programs
Room: Dunwoody B

Lauren Lukkarila
Georgia Tech Language Institute

When asked what concerns them, teachers in intensive English programs (IEPs) might ask questions like the following: How do I balance time, material, and depth of coverage? What types of feedback are most beneficial for my students? What should I do when I have students with very different proficiency levels in one class? All of these questions can be distilled into one basic question: How do I decide? Decision-making is a complicated process, and it is one of the more stressful and time-consuming aspects of teaching. In fact, a great deal of teachers’ mental and emotional energy is spent worrying about past and future decisions. This presentation will introduce a business rule known as the 80/20 rule and discuss how teachers can apply this rule to improve their decision-making and decrease their stress.
Teach Beginner’s Phonics with Story-telling and TPR

Interest Section: Elementary Education
Teacher Education
Room: Dunwoody C

Lakshmi Polavarapu
Georgia State University / Peace Corps Thailand

All students have different styles of learning. Some are auditory learning, some are visual learners, and some are motor learners. By offering multiple ways for students to remember sounds, or phonemes, while teaching Phonics – students are more likely to remember these sounds. Total Physical Response (TPR) uses a motor-learning technique to remember sounds by linking sounds to repetitive physical gestures or motions. TPR can also be used alongside other teaching techniques that do not involve motor learning – such as storytelling, or songs. The story-telling method helps some students visualize the sounds by linking the sounds to a situation in a storyline. Here, students can use and combine two learning strategies to remember the sounds of letters; a physical gesture or motion and an event in the story (which can be visualized).

Bringing Language to the Forefront of Instruction: Preparing Teachers to Integrate Meaningful Language

Interest Section: Applied Linguistics
Teacher Education
Room: Gardenia

Alisa Leckie
Kailey Bennett
Amanda Walls
Georgia Southern University

This presentation describes the impact of an Applied Linguistics course on teacher candidates’ abilities to integrate meaningful language development activities and structures into their instructional practice.

U-Lead Athens: Community Support for Un(der)documented Students’ Access to Higher Education

Interest Section: Sociopolitical Concerns
Adult Education
Room: Maplewood A

Tobie Bass
ULead-Athens

This presentation will discuss U-Lead Athens work and outcomes in support of immigrant or first generation students and their access to higher education. Since August 2014, U-Lead Athens has offered support at various levels for students to improve their educational opportunities. Our students have been raised in immigrant families; most of them are immigrants themselves. They are all college bound students, extremely committed to furthering their education. Though they all consider Georgia their home state, most of them do not have State or Federal financial aid. Students with DACA status (Deferred Action for Childhood Arrivals) are not considered by the Georgia Board of Regents for financial aid, not even for in-state tuition, and are banned from the 5 most competitive colleges in the system. Students with Temporary Protective Status (TPS) face the same discriminatory admissions policies, lack of access to federal aid, and no in-state tuition rights. Students from mixed-status homes have access to all of the state schools and are eligible for in-state tuition but often face mis-interpretations of resolutions that complicate their situation.
Learning Students’ Lived Experiences by Teaching Writing Portfolios

Interest Section: Adult Education
Room: Maplewood B

Cantice Greene
Felix Bake
Darina Drozdova
Rina German
Clayton State University

This descriptive session will explain the way portfolios were used as a teaching and learning tool in a mixed classroom of ELL and traditional students. Session attendees will learn how the portfolio was introduced and view a sample of the required portfolio samples from students who composed them. Composition teachers often use portfolios to evaluate a representation of a student’s best or major writing works in a semester; however, at Clayton State we also use portfolios to teach and evaluate students’ demonstration of the recursive nature of writing. When I used portfolios in a First Year Composition classroom mixed with traditional and ELL, domestic and international students, I learned that the tool facilitated a presentation of both technical writing skills and personal expression, as students presented cultural artifacts and personal stories alongside rhetorical analyses of course texts and graphic artifacts of the writing experience. This session will explain the assignments that led to the portfolio documents and feature portfolios presentations by students from diverse linguistic and cultural backgrounds.

Mainstreaming ESL Students in a Regular English Class

Interest Section: Secondary Schools
Room: Oakwood A

Shahen Khazaw
Clayton State University

This descriptive session will explain how it can be scary arriving in a new country, not knowing the culture or environment and not being able to speak or understand the new faces. From my own experience, I know that it can be very overwhelming to be school in an unfamiliar setting and it was even harder for me to socialize with my teachers and classmates because I could not speak or understand the English language. While the population of immigrants continues to grow every year in the United States, I believe that teachers need to be well trained in order to teach all students including English language learners before they receive their teaching certifications. Most school administrators have difficulties hiring and retaining teachers with English as a Second Language (ESL) regardless of how fast the ESL students are increasing by the numbers in the mainstream classroom. So as an English teacher today, I include different teaching methods so not only my regular English speakers understands the materials, but also my ESL students too.

“Language is the road map of a culture. It tells you where its people come from and where they are going.”

~ Rita Mae Brown ~
Advocating for English Language Learners

Interest Section: Elementary Education
Room: Azalea A

Jackie Saindon
University of Georgia

Elizabeth Webb
Gwinnett County Schools

This workshop is for any teacher or administrator who would like to consider the range of activities available to support and advocate for their K-12 or adult English Language Learners. We will discuss what a teacher can do within their schools, their communities and at the state level to support academic success to creating the optimum environment in the communities and states so that English language learners can become academically successful students and economically productive adults.

Close your eyes for 10 Seconds: Using the 3-Minute Thesis in Various Oral Communication Classes

Interest Section: Higher Education
Room: Azalea B

Heather Boldt
Emory University

Margareta Larsson
Georgia State University

The 3-Minute Thesis (3MT) is a highly popular, worldwide speaking competition that challenges graduate students to present their research projects in 3 minutes or less. Successful 3MT videos are available online, providing teachers with an amazing showcase of authentic, high quality sample presentations. Based on experiences with students, ranging from low to high intermediate, at two different institutions, the presenters will share ways to use 3MT videos in oral communication classes, incorporating current best practices in teaching pronunciation and oral communication skills.

Why do ESOL teachers stay or leave the teaching profession?

Interest Section: Teacher Education
Room: Dekalb

Carolina Pelaez-Morales
Columbus State University

This presentation presents findings from teacher attrition research, with a focus on ESOL teachers, looking to outline factors that influence teachers’ decisions to stay or leave the teaching profession.

First day and beyond: Innovative Icebreaker Ideas

Interest Section: Intensive English Programs
Room: Dunwoody A

Sharon (Seongshin) Kim
Georgia Tech Language Institute

Icebreakers are a superb tool for building rapport in the classroom while creating a more inviting and comfortable learning environment for students. Despite its universal use, however, instructors are found lacking in unconventional options. This presentation will offer innovative icebreaker ideas that can be incorporated directly into ESL classrooms.
The quantity and quality of teacher feedback is a concern that affects IEP teachers and learners. Both groups consider feedback part of their transactional agreement, and both consider feedback valuable. However, often neither group is satisfied. Teachers feel that they have invested too much time in something that learners largely ignore, and learners feel that they have not received helpful guidance. Why is everyone so dissatisfied? Their expectations are not being met because their expectations have not been managed. This presentation will discuss the concept of expectation management as a leadership skill and explore ways that teachers can use this skill to improve their own and their learners’ satisfaction with the feedback process.

High school EL teachers face the challenge of developing social and academic language among entering and beginning level ELs. This presentation demonstrates a series of practical, hands-on lessons, from a newly developed high school Intensive English curriculum, in which EL students collaborate through the technologies of photography, web research, and presentation software to individualize their personal educational needs, identify learning goals, and act on their own personal interests to develop their social and academic language skills.
High School Boys (English Learners) Respond to Multicultural Literature: Negotiation of Religious Identities and Conflicting Perspectives

Interest Section: Secondary Schools  
Adult Education  

Room: Gardenia

Jayoung Choi  
Aram Cho  
Jihye Shin  
Myoung Eun Pang  
Georgia State University

The presenters will present findings from the research study that explored how high school English language learners responded to multicultural literature. The study will particularly report on how the boys negotiated religious identities and conflicting perspectives as they talked and wrote about literature. The audience will learn about how to utilize multicultural literature that could spark EL boys’ interests and how to enhance their literacy skills as well as pluralistic thinking. The presenters will also discuss how to address the topic of religion in literacy classes.

Stop, Collaborate, and Listen--Partnerships Between the ESOL Teacher and Media Specialist Are Nice, Nice Baby

Interest Section: Elementary Education  
Secondary Schools  

Room: Maplewood A  

Stacey Arnett  
Cobb County Schools

Kelly Paynter  
Jacksonville State University

Classrooms have a variety of ability levels and this only increases in the ESOL/IEL classroom. Any teacher, no matter how proficient, will sometimes struggle to meet the needs of all students all of the time. What can ESOL teachers do? Collaborate! Through time and effort, a deep collaborative working relationship can evolve between the ESOL/IEL teacher and the Media Specialist. This session will present practical tips and suggestions with real world examples of how this can be accomplished. We will take you through the planning process and its various stages, the division of roles, the assessment of the final product, and differentiation for the language learners. Even though you may be the lone ESOL teacher in your building, you are not alone.
Friday October 30th
Concurrent sessions 2:30 pm - 3:15 pm

Effective Instruction for English Learners: It’s all about Chutzpah!

Interest Section: Elementary Education
Room: Maplewood B

Karen Kuhel
Kennesaw State University

Elizabeth Webb
Gwinnett County Public Schools

Maria Montalvo-Balbed
Metro RESA

The purpose of this session is to provide information about alignment of the ESOL Teacher Performance Crosswalk and Walk-Through with the Georgia Teacher Evaluation System (TKES). The learning outcomes are to understand the purposes of the crosswalk and walk-through, how and why they were developed, and how they can provide a framework for meaningful conversations about the learning and engagement practices of ELs in P-12 classrooms that can positively impact and promote appropriate teacher evaluation of teachers of ELs.

Creating a Sustainable University/District Professional Development Relationship

Interest Section: Elementary Education
Secondary Schools
Teacher Education
Program Administration

Room: Oakwood A

Paula J. Mellom
University of Georgia

Jodi Weber
University of Georgia

Julie Eldridge
Barrow County School District

Beth McMichael
Barrow County School District

Mark Vickers
Barrow County School District

Aimee Shedd
Habersham County Schools

Michelle Wilbanks
Habersham County Schools

A variety of factors often prevent university research for working with English language learners from translating into effective classroom practice. This panel discussion will highlight the challenges and successes of a university/district partnership offering long-term PD to classroom teachers and coaches in a pedagogy found to increase ELL achievement.

Making Sheltered Instruction Work

Interest Section: Secondary Schools
Room: Oakwood B

Maria Moses
Atlanta Public Schools

This session is designed to highlight sheltered instruction as a delivery model in secondary classrooms and review the countless benefits of sheltered instruction for teaching and learning. Participants will collaborate and discuss on how sheltered instruction may be adapted in different contexts and plan a path forward for future student successes.
Friday, October 30th

Interest Section Meetings 3:15-4:30 PM

Come join in discussions about the work going on in your area of interest.

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2015 Conference Organizing Committee

Jeff Terrell, Conference Chair

Cherrilynn Woods Washington, Program Chair

Kendra Castelow, Exhibitor Liaison

Julie Eldridge, Registration Chair
GATESOL Interest Sections

**Adult Education (AE)** -- brings together the knowledge, precepts, and skills of two distinct but compatible areas: adult education and English as a Second Language. Contact person: Lela Horne at LHorne@marietta-city.k12.ga.us

**Applied Linguistics (AL)** -- applies research and theory to real-world contexts and explores implications for enhancement of language learning and communication. Contact Persons: Jayoung Choi jay-oungchoi@gsu.edu and Enrique Linan-Saavedra elinan@uga.edu

**Bilingual Education (BE)** -- supports and promotes primary (native) language literacy as fundamental to acquisition of English as a second or foreign language. Contact Person: Vac-nat

**Computer Assisted Language Learning (CALL)** -- looks at issues and standards in the field of computer assisted language learning, promotes the development of CALL activities for EL instruction, works to ensure CALL is represented at conferences, and helps disseminate information about CALL to EL educators around the state. Contact Person: Jessica Palminteri at jpalminteri12@apu.edu

**Elementary Education (EE)** -- fosters recognition of ESOL as an academic discipline in elementary education, advocates for elementary ESOL and teacher training, and encourages development of useful materials. Contact Person: Cherrilynn Woods-Washington at gatesolwashington@gmail.com

**English as a Foreign Language (EFL)** -- facilitates exchanges on global and specific EFL/ESL issues and brings together professionals who have had or intend to have EFL/ESL experiences in different countries. Contact Person: Barbara Dusterhoff at bdusterhoff@hotmail.com

**Intensive English Programs (IEP)** -- exists to serve the needs of those who work in Intensive English Programs (IEPs). IEPS serve nonnative speakers who need to acquire English proficiency in a relatively short time prior to or during regular academic study. The concerns of the membership include methodology, curriculum design, materials development, placement, evaluation, program administration, technology-assisted instruction, English for Specific Purposes, culture, learners' concerns, and members' employment concerns. This group comprises ESOL professionals involved in IEP teaching, IEP administration, and relationships with other IEPs. The audience may also include administrators or teachers who wish to work for IEPs, such as graduate students in TESOL. Contact person: Diana Wrenn at dwrenn1@gsu.edu. Visit us on Facebook: https://www.facebook.com/GATESOLIEP

*Some interest sections also have a forum, so be sure to visit the Forums tab on the GATESOL website home page.*
GATESOL Interest Sections

**Intercultural Communication (IC)** -- promotes intercultural awareness and respect for all cultures and provides a clearly defined forum to bring together educators and scholars whose interests lie in intercultural communication, particularly in the context of English-language classes. Contact Persons: Melba Pasante pesante-m@harris.k12.ga.us and Anthony Dahlen azdahlen@gmail.com

**ESL in Higher Education (HE)** -- promotes recognition of ESL as an established academic discipline, professional standards and practices, and professional employment conditions and provides a forum to exchange views and research as well as expertise to TESOL and other associations, institutions, and agencies. Contact Person: Karen Shock at kshock1@yahoo.com

**Program Administration (PA)** -- addresses special needs of ESL program administrators at all levels and provides a forum for strengthening managerial and leadership skills. Contact Person: Julie Eldridge at julieeldridgegatesol@gmail.com

**Second Language Writing (SLW)** -- provides a forum for researchers and educators to discuss and exchange information in the area of second language writing. Contact person: Mar-yann Browning at browning.maryann@mail.fcboe.org

**Secondary Schools (SS)** -- facilitates exchange of information and expertise among secondary teachers and administrators. Contact Person: Vacant

**Sociopolitical Concerns (SPC)**-- provides a forum for researchers and educators to discuss and disseminate information on matters socially and/or politically related to TESOL. For a recent article in our newsletter regarding the 287(g) program and racial profiling, please see attachment at the bottom of this page. Contact Persons: Tonna Harris-Bosselmann at ton-najane@gmail.com and Jackie Saindon at saindon@gmail.com

**Teacher Education (TE)** -- provides a forum for those interested in ESOL teacher education and fosters policies to improve employment and learning conditions for teachers and students. Contact Person: Karen Kuhel at kkuhel@kennesaw.edu
Proud Sponsor of the 2015 GA TESOL Conference

Be sure to visit us at booths L28 and L29!

For more information or to request sample materials, please contact your Georgia Sales Consultant:

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North Georgia, Grades K-12  
678-997-5770  
fred.sprouse@cengage.com

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Michelle Lichtenstein  
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michelle.lichtenstein@cengage.com

Engaged With You.
2014-2015 Grant and Award Recipients

*Attend the recipients’ conference presentations to learn more about their experiences!*

**John R. Stowe Cultural Immersion Grant**
Valerie Pflug, University of North Georgia and Valerie Oxford, Clarke County Schools  
$2,000 to participate in Spanish language immersion experiences

**Lindy Lopez-Butner Memorial Grant**
Renee Morris, The Academy at Wood’s Mill  
$1,000 to publish personal narratives of Central American refugee students

**Project-Professional Development Grant I: PK-12**
Larry Ninas, Troup County Schools  
$1,000 to support the use of instructional technology by ELL teachers

**Project-Professional Development Grant II: Adult or Higher Education**
Helen Hobson, Georgia State University  
$1,000 to support teacher training for instructors of Adult ELLs

**2015 SETESOL Travel Grant**
Mackenzie Bristow, Emory University and Ayanna Cooper, Independent Consultant  
$2,000 to attend the 2015 SETESOL Conference in New Orleans, LA

**Georgia/Peru TESOL Travel Grant**
Ja Young Choi, Georgia State University  
$2,000 to attend the Peru TESOL Conference in Lima, Peru

**Beverly Benson Travel Grant (2 recipients)**
Liz Bigler, Bigler ESL and Kennesaw State University and Cathy Amanti, Georgia State University  
$1,500 to attend the 2015 International TESOL Convention in Toronto, Canada

**Community Support Grant**
Betina Kaplan, U-Lead Athens  
$1,000 to provide resources that help undocumented immigrants pursue higher education

**Public Service Award**
Jennifer Green, Director  
Refugee Family Literacy Program

**Professional Service Award**
Dr. Gertrude Tinker Sachs  
Georgia State University  
College of Education

**Youth Public Service Award**
Faith O’Hara-Rosa  
F.A.M.E. (Family Achievement Makes Excellence) Program
Do you think you can’t write?

Do you think you have nothing to offer?

Well, you are wrong! ★★★

JOIN us for a session on publishing and reviewing with GATESOL in Action’s Editor, Dr. Gertrude Tinker Sachs, and Journal Manager, Beth Wallace

Friday, Dunwoody “B” Room, 3:30-4:15
# Email Directory of Presenters and Exhibitors

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<thead>
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