

# Conference Sessions

Friday 4:00 – 5:30 PM	<b>WORKSHOP</b>
<b>English-mediated Instruction: An Approach to Delivering Content in an L2 English Setting</b>	
Kerry Segel (SVSU), Veronika Drake (SVSU), Jannette Hermina (SVSU), Natalia Knoblock (SVSU), Kathryn Scott (SVSU) <i>ksegel@svsu.edu / avdrake@svsu.edu / jhermina@svsu.edu / nlknoblo@svsu.edu / kmscott@svsu.edu</i>	
English-mediated instruction (EMI) has become an increasingly popular approach to teaching content in higher education to L2 English students. This workshop introduces the concept and development of EMI, its rationale and limitations, and engages the participants in “mini” training sessions of key aspects of EMI.	

Friday 4:00 – 4:45 PM	
<b>Making Thinking Visible with English Learners</b>	
Mary Kelsey Witt (TSD), Kyle Von Plagenhoef (TSD), Stephanie Hyska (TSD) <i>mkwitt@troy.k12.mi.us / KVonPlagenhoef@troy.k12.mi.us / SHyska@troy.k12.mi.us</i>	
Many English Learners participate reluctantly; however, creating a classroom culture of thinking through instructional practices allows ELs to find a voice. The presenters will provide an overview about visible thinking and demonstrate routines used to reinforce good instruction for ELs. Attendees will leave with ready-to-implement ideas for any classroom K-12.	

Friday 4:00 – 4:45 PM	
Dogs in an EAP classroom: reducing stress and increasing language production	
Andrew Domzalski (MU), Boguslawa Gatarek (MU & UW) <i>adomzalski@madonna.edu</i>	
This presentation focuses on using Animal-Assisted Therapy (AAT), namely dogs, in EAP classrooms. The approach provides two main benefits to ESL students: stress reduction and increased socialization leading to a greater language production by ESL students. Practical tips for implementing AAT in ESL classrooms will be discussed.	

Friday 4:00 – 4:45 PM	
<b>Enhancing ESL Speaking and Listening Skills Through Screencast Projects</b>	
Kari Richards (MSU), Amy Larson (LCC) <i>richa372@msu.edu / larsona5@lcc.edu</i>	
This session focuses on various free technology tools used to create screencasts. Examples of screencast projects created by ESL students will be shared. Participants will receive a handout containing the technology tool information and assignment descriptions. There will also be time for questions during this interactive session.	

Friday 4:00 – 4:45 PM	
<b>Making the Search for OERs Manageable</b>	
Amy Larson (LCC), Kari Richards (MSU) <i>amygwen@lycos.com</i>	
Many educators are aware of OERs, but where can we find them? How do we use such resources? This presentation will describe our work developing a resource database, and showcases OER utilization through an interactive demonstration. By the presentation’s end, participants should be equipped to implement OERs for their classrooms.	

Friday 4:00 – 4:45 PM
<b>Team-teaching to build bilingual literacy and workplace skills</b>
Jennifer Summers (LCWM) <a href="mailto:jsummers@literacycenterwm.org">jsummers@literacycenterwm.org</a>
The need for qualified, skilled workers in the United States has increased in the last several years, so it is necessary to develop the language and technical skills of the workforce. This presentation will report findings from a community college course teaching bilingual literacy through the context of skilled trades.

Friday 4:00 – 4:45 PM
<b>Language Teacher Identity Development: A Panel Discussion with Novice Teachers</b>
Emily Feuerherm (UM – F) Virginia Choe, Mai Eltahir, Amy Johnson-Esch, Rasha Mohamed, Elexis Nelson, Faiha Osman, Anthony Taylor, Morgan Troxell <a href="mailto:feuerher@umflint.edu">feuerher@umflint.edu</a>
Explore the role of identity in language teaching through a discussion with six diverse TESOL students as they reflect upon their experiences teaching ESL for the first time. Identity development's role in teacher education programs will be discussed following the novice teachers' presentations.

Friday 5:00 – 5:45 PM	Invited Presenter
<b>What is TPRS?</b>	
Justin Slocum Bailey – <i>Indwelling Language</i>	
In the last 20 years, the effectiveness, adaptability, and enjoyability of Teaching Proficiency through Reading and Storytelling (TPRS) have made it a widespread language teaching tool. But it can be hard to find training and daunting to get started. In this session, an experienced TPRS trainer offers an interactive demonstration of some core techniques and answers questions about how the method works and how you can start incorporating it into your curriculum.	

<b>Enriching the ESL Experience: Supplementing Courses with Campus Involvement and Community Service</b>	
Trisha Dowling (EMU & WCC), Andre Scholze (EMU) <a href="mailto:trisha.dowling@gmail.com">trisha.dowling@gmail.com</a>	
Whether adult education or university courses, ESL can feel very separate from typical community and university life. This presentation will provide attendees with ways to incorporate community and campus activities into their core ESL classes, providing authentic language learning and creating a more connected student experience.	

Friday 5:00 – 5:45 PM
<b>Celebrating Diversity through Civic Engagement</b>
Anna Eddy (UM – F), Julie Coe (UM – F), Kathy Cornman (UM – F), Tamara Bednarski (UM – F), Kathrine Allen (UM – F) <a href="mailto:anaeddy@umflint.edu">anaeddy@umflint.edu</a> / <a href="mailto:juliecoe@umflint.edu">juliecoe@umflint.edu</a> /
This panel presentation demonstrates a successful integration of Civic Engagement (CE) into the ESL curriculum across levels which has brought diversity and intercultural awareness into the local community. The goals are to address the real and perceived challenges, demonstrate a process for CE curricular integration, and elaborate on its benefits.

Friday 5:00 – 5:45 PM
<b>"Finding Balance --- Principled Use of L1 in Teaching Beginners"</b>
Jenna Bollinger (EMU) <a href="mailto:jbollin3@emich.edu">jbollin3@emich.edu</a>
he presenter briefly outlines arguments for and against the use of L1 in teaching adult beginners and presents five principles for utilizing L1 effectively with adult immigrants, drawing upon published literature and own teaching experience. Participants receive handouts and sample instructional materials for beginners that effectively employ L2 support.

Friday 5:00 – 5:45 PM
<b>Comprehensible Objectives and Prioritizing Diverse Student Learning Goals</b>
Jennifer Brooke (SVSU) <i>jennifercbrooke@gmail.com</i>
You probably include your course objectives in your syllabus, but do students understand what they mean? This practice-oriented session will focus on prioritizing curricular objectives to match student goals and simplifying the language in objectives so that teacher and students have mutual understanding of course aims.

Friday 6:00 – 6:45	Invited Presenter
<b>Three Repeatable Lessons with Compelling, Comprehensible, Communication</b>	
Justin Slocum Bailey – Indwelling Language	
The entertaining lessons modeled in this lesson can be used with any curriculum to provide interesting, comprehensible content with high-frequency structures and to sustain personalized, scaffolded conversation in the target language. The plans are designed both to incorporate cultural content and to draw on students' circumstances and interests, are highly adaptable, and can be used repeatedly with different content and at different levels.	

Friday 6:00 – 6:45 PM
<b>Pre-service teachers and ESL students in a university-based conversation partner project</b>
Malgorzata Mroz (EMU), Andre Scholze (EMU) <i>mmroz2@emich.edu / ASCHOLZE@EMICH.EDU</i>
This presentation discusses the benefits of establishing a conversation partner program on campus. Our research indicates that such program may improve L2 proficiency, enrich teaching skills of pre-service teachers, raise cultural sensitivity, and integrate diverse populations into the school community.

Friday 6:00 – 6:45 PM
<b>Localized Learning: IEP Students Discover the Great Lakes</b>
Michael G. Klüg (UT) <i>michael.klug@utoledo.edu</i>
Experiential learning has taken on increased significance in Intensive English programs and the Great Lakes region is ideal for experiential-learning based projects. In the Discovering the Great Lakes course, the author facilitated students' formulation of a "mental model" of North America's Great Lakes through traditional learning and experiential activities.

Friday 6:00 – 6:45 PM
<b>Promoting Active Vocabulary Learning and Use of Context Clues in Academic Writing</b>
Wendy Wang (EMU), Kay Stremle (EMU), Susan Ruellan (EMU), Martina Syrova (EMU) <i>wwang@emich.edu / kstremle@emich.edu / sruellan@emich.edu / msyrova@emich.edu</i>
Emphasizing the interconnection between academic reading and writing, the presenters will discuss ways of engaging students in using context clues as an effective strategy to promote active vocabulary learning and use in academic writing. Sample instructional materials will be provided.

Friday 6:00 – 6:45 PM
<b>"I Am Malala": A Multimedia Curriculum of Diversity and Integrated Literacy</b>
Cherie Rolfe (PLT) <i>cherie.w.rolfe@gmail.com</i>
"I Am Malala Young Readers Edition" serves as the basis of a multimedia curriculum that opens discussions of diversity, women's and girls' rights, and the power of education to change the world. It utilizes an integrated approach to literacy and uses authentic materials and examples of authentic speech.

Friday 6:00 – 6:45 PM

**Cultural Intelligence in the Classroom**

Tamara Osgood (ESL) [tosgood@elsteachers.net](mailto:tosgood@elsteachers.net)

If you have ever had a misunderstanding with someone from another culture, this presentation will help! Cultural Intelligence (CQ) is a knowledge of other cultures and aids in smooth communication with people from around the world. CQ education is vital for ESL teachers, but can help with other relationships too!

Saturday 8:00 – 9:30 AM WORKSHOP

**Soil: Building Community and Bridging diversity with your current TESOL Curriculum**

Brian Pickerd (CU) [brian.pickerd@cornerstone.edu](mailto:brian.pickerd@cornerstone.edu)

Establishing group identity in an ESL classroom is critical to learning, teaching, and program success. Interactive exercises, designed to heighten awareness of participant knowledge of the teaching/learning environments, mix with modifiable strategies intended to aid in building group identity and community in the ESL learning environment.

Saturday 8:00 – 9:30 AM WORKSHOP

**Art Journaling in Language Learning**

Bernadette Fox (FSU) [bernadette.Fox@gmail.com](mailto:bernadette.Fox@gmail.com)

Though it is still being defined as a genre, art journaling combines elements of traditional journaling and scrapbooking, along with words and art, to offer students an opportunity to express their thoughts more vibrantly. Participants will be introduced to teaching ideas that help students share their stories through art journaling.

Saturday 8:00 – 9:30 AM WORKSHOP

**Supporting Diverse Learners in Mathematics with Language Supports and Strands of Differentiation**

Suzanne Toohey (OSD), Geraldine Devine (OSD), Kendra Seitz (RCS)  
[suzanne.toohey@oakland.k12.mi.us](mailto:suzanne.toohey@oakland.k12.mi.us) / [geraldine.devine@oakland.k12.mi.us](mailto:geraldine.devine@oakland.k12.mi.us) / [kseitz@rochester.k12.mi.us](mailto:kseitz@rochester.k12.mi.us)

Are you looking for ways to support ELs in Mathematics? Math and ESL educators will share a robust resource of differentiated supports. Speaking, Reading, Listening, and Writing for mathematical purposes is the foundation of this free resource. Examples aligned to 3rd - 8th grade MAISA mathematics units will be shared.

Saturday 8:00 – 8:45 AM

**Selecting Level-Appropriate Textbooks Using Triangulation of Objective Measures**

Amy Bell (CMU), Caitlin Hamstra (CMU) [bell1a@cmich.edu](mailto:bell1a@cmich.edu) / [thele1ca@cmich.edu](mailto:thele1ca@cmich.edu)

Choosing textbooks is often done subjectively based on teacher intuition. While teacher intuition is important, educators should also include objective measures of textbooks in their decision-making. This presentation will discuss how to use objective measures, such as vocabulary, readability, and grade level, to select level-appropriate textbooks.

Saturday 8:00 – 8:45 AM

**Internationalizing a Campus: Internationalizing a Community**

Emily Feuerherm (UM – F) [feuerher@umflint.edu](mailto:feuerher@umflint.edu)

For communities that have limited diversity, the increase in diversity through the introduction of international students can present challenges for both the students and the community. These challenges will be explored, with recommendations for supporting students and advocating for them on and off campus.

Saturday 8:00 – 8:45 AM
<b>Promoting Academic Integrity Among English Language Learners</b>
Amy Cook (SVSU), Charlene Bartholomew (SVSU) <a href="mailto:alcook@svsu">alcook@svsu</a> / <a href="mailto:cabartha@svsu">cabartha@svsu</a>
Why do students cheat? How can teachers reduce cheating? This session examines research on plagiarism. It explores reasons international students may struggle with academic honesty and offers practical advice for how educators can empower their students to meet American expectations of academic honesty.

Saturday 8:00 – 8:45 AM
<b>Curriculum and Materials Design for Learners with Diverse Goals: Insights and Strategies</b>
Ryinta Brown (EMU), Grace Pang (EMU), Jihyeon Kim (EMU), David Christensen (EMU), Martina Syrova (EMU) <a href="mailto:Rbrow119@emich.edu">Rbrow119@emich.edu</a>
This panel presents an approach to designing and delivering a community-based curriculum for adult ELLs with diverse learning goals. From needs analysis to lesson and materials development to assessment, presenters outline a recursive process for developing a coherent, learner-centered curriculum and reflect on challenges faced, strategies developed, and lessons learned.

<b>Saturday 9:00 - 9:45 AM</b>	<b>Invited Speaker</b>
<b>"Teaching Transgender in a Multi-Lingual/Culture Classroom"</b>	
Charin Davenport	
This session examines strategies for teaching as a Transgender woman in Multi-Lingual/Culture inclusive classrooms. The courses taught by the presenter included "Gender in Literature" and "The Search for Identity in Literature," as well as Composition and Basic Reading and Writing Skills classes. Settings include a four-year state university and a community college. One of the primary questions the presenter attempts to answer is the nature of the teacher/student relationship before her transition and after. Also discussed are the unique experiences of a Transgender English instructor in the classroom.	

Saturday 9:00 - 9:45 AM
<b>L2 writing among low-literate adults: The research and its implications</b>
Colleen Brice (GVSU) <a href="mailto:bricec@gvsu.edu">bricec@gvsu.edu</a>
Little is known about how literacy-level adults learn to write in an L2, and the scholarship that exists is not readily accessible. This presentation synthesizes the research on L2 writing among non-literate and low-literate adult ESL users. Based on the review, the presenter draws implications for future research and pedagogy.

Saturday 9:00 - 9:45 AM
<b>Diversity in ESL Teaching: New developments, challenges and opportunities</b>
Anna Eddy (UM – F) <a href="mailto:annaeddy@umflint.edu">annaeddy@umflint.edu</a>
ESL teachers and administrators who are non-native speakers of English have been a minority within the profession. This presentation addresses the changing face of linguistic diversity among ESL teachers and administrators due to globalization, human mobility and continuous growing demand for English language education.

Saturday 9:00 – 9:45 AM	Exhibitor
<b>Individualized Digital Instruction</b>	
Dr. Sydney Jordan, Lori Burns – <i>Imagine Learning</i>	

Implementing an individualized digital instruction using an adaptive technology which delivers a dynamic, personalized learning path that features research-based, instructionally differentiated, and fun activities for students of varied abilities and needs and provide teachers with thorough real-time data reports to inform classroom decisions.

Saturday 10:15 – 11:00 AM

Invited Speaker

**The Right to Learn English: A Case Study**

Fatima Salemassi

The cases of two local school districts, found to be in violation of ELs' rights under Title III, seem also cases where Title III provisions encounter diversity, particularly diversity of Arabs and their rights to learn English and to engage with their own cultures and with the cultures of others.

Saturday 10:15 – 11:00 AM

**Identifying and Supporting Students with Learning Differences in IEP/EAP Programs**

Kimberly Chorvath (CMU) [chorv1kl@cmich.edu](mailto:chorv1kl@cmich.edu)

The purpose of this presentation is to assist IEP/EAP teachers in identifying and supporting ELLs with suspected learning differences. The presentation will also look at some of the deficits ELLs with LDs face and will share some strategies that can be used in the classroom to support those students.

Saturday 10:15 – 11:00 AM

**Zero-prep Activities for Reading and Writing within Diverse Classrooms**

Daniel Bowman (ESL) [dbowman@elsteachers.net](mailto:dbowman@elsteachers.net)

This session will add fun activities to your reading-writing classes which require (almost) no prep! They help students actively participate and master details, and they can be adapted for students of varied abilities. Participants in this seminar will learn zero-prep activities and ideas to immediately use in their own courses.

Saturday 10:15 – 11:00 AM

**The Role of Culture Scales in Integrating Diverse Populations in ELL Classrooms**

Malgorzata Mroz (EMU) [mmroz2@emich.edu](mailto:mmroz2@emich.edu)

This interactive presentation draws on cross-cultural research and shows how Peterson's culture scales can help ELL teachers address cultural differences in classroom behaviors, such as class participation, opinion sharing, wait time, eye contact, tardiness, and absenteeism. The presentation offers topics for classroom discussions and examples of role-play activities and simulations.

Saturday 10:15 – 11:00 AM

**Multi-level Community ESL Classes: Tapping the Potential**

Anna Kortemeyer (MSU), Kunti Adhikari (MSU), Starla Dietrich (MSU)  
[fritchie@msu.edu](mailto:fritchie@msu.edu) / [adhikarikunti@gmail.com](mailto:adhikarikunti@gmail.com) / [dietri65@msu.edu](mailto:dietri65@msu.edu)

Multi-level classes with their challenges and potential are the norm in community volunteer-taught ESL programs. Despite the challenges, community classes are generally perceived as being effective and rewarding. Based on published research and on local survey responses, the presenters describe ways community programs can effectively accommodate and embrace multi-level diversity.

Saturday 10:15 – 11:00 AM

**Using MS Excel Workshops to Teach Business English to Women in Uganda**

Heidi Enck (CU) [heidi.enck@cornerstone.edu](mailto:heidi.enck@cornerstone.edu)

At a non-profit vocational training facility in Uganda, women are given the opportunity to learn marketable skills in addition to English. This session will show how to develop lessons using a business English corpus and MS Excel, and offer tips and techniques for teaching these skills to intermediate level learners.

Saturday 10:15 – 11:00 Exhibitor

**Four Skills ESL Placement and Progress Testing**

Edward Cormany – *CaMLA*

Discover CaMLA's placement testing options for multilevel ESL programs and IEPs. The CaMLA EPT is available in computer-based or paper-and-pencil formats and makes basic placement a breeze. The CaMLA Writing Test and CaMLA Speaking Test can be seamlessly added to create a cost-effective, reliable, four-skills assessment

**K – 12 SIG: Updates on English Learners and Q/A**

Stacy Tanner (Novi) [stanner@novischools.net](mailto:stanner@novischools.net)

Dr. Tabrizi, State Title III Director/ Education Consultant, will provide local instructional leaders with several updates that pertain to English learners and immigrant students. She will discuss the "Every Student Succeeds Act" (ESSA) and its implications, as well as new partnerships with Institutions of Higher Education and community organizations. She will engage colleagues in Q/A and current topics.

**Adult Education SIG Meeting: Current Events**

Casey Thelenwood (GVSU) [thelecas@gvsu.edu](mailto:thelecas@gvsu.edu)

This session will cover current issues in the field of Adult Education including legislation, resources, and current events. Participants will have time to interact and learn from one another regarding successful practices and will come away from the workshop with ideas to implement at their own site.

**Advocacy and Policy SIG Meeting: Current Issues and Policies**

Sharon Umlor (GRCC), Trisha Dowling (EMU & WCC) [sharonumlor@grcc.edu](mailto:sharonumlor@grcc.edu) / [tdowlin3@emich.edu](mailto:tdowlin3@emich.edu)

MITESOL Advocacy and Policy leaders Sharon Umlor and Trisha Dowling will present survey results regarding how English learner (EL) advocacy is fostered in various educational settings. Presenters will lead a shared discussion among attendees about current issues and policies affecting ELs, and provide resources for student and teacher advocacy.

**CALL SIG Meeting: State of the SIG**

Austin Kaufmann (MSU) [akauf@msu.edu](mailto:akauf@msu.edu)

This session will include an introduction to the new CALL SIG leader, a "State of the SIG" address, and a discussion of what members envision for the future of this CALL SIG. Remaining time will be spent sharing successful practices and useful software and applications.

**Post-Secondary SIG: Discussing Issues of Diversity at Post-Secondary Institutions**

Cynthia Macknish (EMU) [cmacknis@emich.edu](mailto:cmacknis@emich.edu)

In this session we will discuss how we acknowledge and address diversity in post-secondary institutions. The SIG leader will first review some issues in the current literature and then provide opportunities for groups to discuss the implications. Experiences will be shared and suggestions for continuing the discussions will be elicited.

**Professional Development SIG: The Future of PD SIG**

Andrew S. McCullough (MSU) [mcculo4@msu.edu](mailto:mcculo4@msu.edu)

This session will include a "State of the SIG" address, information about other TESOL affiliates, and a discussion of what members envision for the future of the Professional Development SIG. We may also have an introduction to the new PD SIG Leader.

Saturday 2:00 – 2:45 PM

**Beyond the Classics: Building a Diverse Extensive Reading Library**

Elizabeth (Liz) Svoboda (UM – F) [esvoboda@umflint.edu](mailto:esvoboda@umflint.edu)

"Teacher, I do not like these books." Sound familiar?

Explore how to diversify an extensive reading library through incorporating nonfiction, contemporary and genre fiction, multicultural literature, and more. We will look at some less well-known series and publishers of graded readers as well as introducing non-traditional ESL/EFL literacy materials.

Saturday 2:00 – 2:45 PM

**Empowering Diverse ELLs with Authentic Videos: I'm Moving Out**

Josie Pickens (EMU), Marlene Beck (EMU), Martina Syrova (EMU)

[jpicken6@emich.edu](mailto:jpicken6@emich.edu) / [mbeck@emich.edu](mailto:mbeck@emich.edu) / [msyrova@emich.edu](mailto:msyrova@emich.edu)

Engaging diverse adult ELLs by using authentic language to address the real-life problems they may confront is an important step on their path to self-empowerment. The presenters share their self-made video and supplemental materials on the topic of finding housing, and demonstrate how to use them in an ESL classroom.

Saturday 2:00 – 2:45 PM

**Challenge the Status Quo: Practical Ideas to Add Diversity to Classrooms**

Jeremiah Lee (NU), Mary Klaus (NU & SVSU), Diane Deacon (SVSU)

[leejt@northwood.edu](mailto:leejt@northwood.edu) / [maryklaus1@msn.com](mailto:maryklaus1@msn.com) / [dianedeacon4@gmail.com](mailto:dianedeacon4@gmail.com)

Students with diversified cultural and linguistic backgrounds are changing the demographics of language programs. We will share instructional activities that tap diverse learning styles, personalities, and backgrounds, including culture kits, case studies, and digital storytelling. Participants will leave with methods to help international students interact with their American counterparts.

Saturday 2:00 – 2:45 PM

**What I Wished I'd Known: Practical Advice for Living and Working Overseas**

Dyanne Foskey (CELCIS) , Sally Thelen (CELCIS), Melissa Ottesen (CELCIS) [dyanne.foskey@wmich.edu](mailto:dyanne.foskey@wmich.edu) /

[sally.thelen@wmich.edu](mailto:sally.thelen@wmich.edu) / [melissa.ottesen@wmich.edu](mailto:melissa.ottesen@wmich.edu)

When ELL professionals look for work outside North America, transitioning to a new culture can be daunting. With experience on 3 continents, three panelists give practical advice about living and working abroad and the transition back home. Participants may ask questions of the panelists and share their experience with others.

Saturday 2:00 – 2:45 PM

**Measuring the Impact of One Semester of ESL Courses on Language Proficiency**

Cynthia Macknish (EMU), Erin Luyendyk (EMU) [cmacknis@emich.edu](mailto:cmacknis@emich.edu) / [eluyendy@emich.edu](mailto:eluyendy@emich.edu)

Our study explores the use of multiple tools to measure language proficiency after one semester of ESL coursework. IELTS tests indicate clear improvements, but not all results align with course grades and student perceptions of improvements. We will discuss challenges in balancing evidence of program effectiveness with multiple assessment results.



Saturday 2:00 – 2:45	Exhibitor
<b>TED in the 21st Century Communication Classroom!</b>	
Dalia Bravo – <i>National Geographic Learning</i>	
Using examples from National Geographic Learning’s 21st Century Communications, attendees will see how TED Talks are used to develop 21st century skills, including critical thinking, collaboration, and visual literacy. Presenters will show how speaking, pronunciation, and presentation skills, inspired by TED speakers, prepare learners to become powerful communicators.	

Saturday 3:15 – 4:45 Pm	WORKSHOP
<b>Teaching the Concept of Sarcasm to ESL Learners</b>	
Shanda Eisel (EMU) <i>seisel@emich.edu</i>	
This program will consist of an explanation of sarcasm, why it is difficult to convey its meaning across cultures, and a teaching demonstration showing how it can be taught to ESL learners using videos, examples, and activities.	

Saturday 3:15 – 4:00 PM	Invited Speaker
<b>Quality is where you find it: Diversity of schools accredited by CEA</b>	
Heidi Vellenga (CEA)	
The Commission on English Language Program Accreditation (CEA) is the specialized accreditation agency for postsecondary intensive English program. An overview of the history, scope, mission and values of CEA will be followed by information about the diversity of accredited sites, steps in the accreditation process, and benefits of specialized accreditation.	

Saturday 3:15 – 4:00 PM	
<b>Timed-writing and process-based timed-writing exams: Comparing learners' performance and perceptions</b>	
Virginia David (WMU) <i>virginia.david@wmich.edu</i>	
This study investigates L2 learners’ performances on and perceptions of two writing exams: an impromptu timed-writing exam and a process-based timed-writing exam. The results revealed that, although students preferred the latter exam, their performance did not differ. Students wrote longer essays and used more complex vocabulary in the process-based exam.	

Saturday 3:15 – 4:00 PM	
<b>Engage and Empower Students with Humor</b>	
Jessica Farrar (LCC), Molly Eguchi (LCC) <i>farrarj@lcc.edu / eguchm@lcc.edu</i>	
Laughter is essential to people of all cultures. By sharing jokes and humor, students gain cultural knowledge and improve language skills while deepening a sense of connection and belonging to their adopted environment. The presenters share ways to use humor in any ESL classroom.	

Saturday 3:15 – 4:00 PM	
<b>How to Incorporate the CEFR into your ESL Curriculum</b>	
Renée Saulter (CaMLA), Laure Bordas-Isner (CaMLA) <i>laurebordas@gmail.com / graw.k@cambridgemichigan.org</i>	
Participants in this session will learn how to use the Common European Framework of Reference for Languages to support their students’ learning and reinforce their capabilities through a brief introduction to the CEFR as it relates to IEPs, followed by practical, hands-on activities using relevant CEFR scales.	

Saturday 3:15 – 4:00 PM	
<b>Health Literacy Materials for Beginning Adults</b>	
Brian Hudson (EMU), Tiffany Johnson (EMU) <a href="mailto:bhudson9@emich.edu">bhudson9@emich.edu</a> / <a href="mailto:tjohns51@emich.edu">tjohns51@emich.edu</a>	
This presentation will focus on why and how to incorporate health literacy into adult English language curriculum. The presenters will give a short theoretical rationale and then present a set of materials and accompanying teacher manual designed for a health unit taught to beginner adult English language learners.	

Saturday 3:15 – 4:00 PM	Exhibitor
<b>A Skills Repertoire for Successful University Reading</b>	
Larry Zwier – <i>Pearson ELT</i>	
Contemporary research into the characteristics of high-level English academic reading strongly implies that a certain set of skills is essential. Among these are proficiency in (1) processing sentence components as thought groups, (2) recognizing that these thought groups often coalesce around formulaic sequences (as well as collocational patterns) as lexical units, (3) employing fluency practices that promote automaticity, (4) interpreting highly nominalized texts, and (5) exploiting reading writing connections, especially in regard to paraphrasing and summarizing. This presentation details how a comprehensive repertoire of high-level reading skills is developed and strengthened in Pearson’s just launched University Success series.	

Saturday 4:15 – 5:00 PM	
<b>Teach Abroad with U.S. Embassies Worldwide</b>	
Kinsey Durham (EL Fellow) <a href="mailto:fellow@elprograms.org">fellow@elprograms.org</a>	
Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.	

Saturday 4:15 – 5:00 PM	
<b>Turning Awareness into Action: The 2016 TESOL Advocacy and Policy Summit</b>	
Sharon Umlor (GRCC), Trisha Dowling (EMU /WCC) <a href="mailto:sharonumlor@grcc.edu">sharonumlor@grcc.edu</a> / <a href="mailto:tdowlin3@emich.edu">tdowlin3@emich.edu</a>	
MITESOL affiliate representatives will share their experiences from the 2016 Summit and discuss policies affecting ESL learners and educators of varied settings. Information about the state of the ESL population in Michigan will be provided, along with strategies and resources for teacher and student advocacy.	

Saturday 2:00 – 2:45 PM	
<b>Moving Toward Radical Tolerance: Feminist Pedagogy in the EAP Classroom</b>	
Courtney King (CMU) <a href="mailto:king2ce@cmich.edu">king2ce@cmich.edu</a>	
Come explore how feminist pedagogy can merge with TESOL best practices in your EAP classes. We will discuss the idea of radical tolerance, share experiences, and explore teaching strategies that expose students to many diverse ways of viewing marginalized experiences.	

Saturday 4:15 – 5:00	Exhibitor
<b>What You Wish You Already Knew</b>	
Ellen Zlotnick – <i>English Central</i>	
Take a tour of the great resources available at English Central, distributor of innovative, award-winning publishers. From general English courses like American Jetstream to EAP resources like the Transferable Academic Skills Kit to digital products like EnglishCentral.com, we have at least one thing that could be perfect for your classroom!	

