

## 2018 VATESOL BREAKOUT SESSIONS

All sessions below are offered to onsite attendees.  
 Sessions **shaded in blue** will be recorded and **live-streamed to the online audience** as well.  
 Audience members **will not be recorded** during the presentations.

**NOTE: We have an exciting list of workshops for attendees to choose from during each session. Some session rooms will fill up quickly, so consider planning a 1st and 2nd choice option for each session. Workshop seats are available on a first-come, first-served basis on the day of the conference.**

| 1ST PRESENTER                 | CO PRESENTERS                   | TYPE          | ROOM      | PRESENTATION TITLE  | SUMMARY   |
|-------------------------------|---------------------------------|---------------|-----------|---|---|
| <b>SESSION 1: 8:30-9:15</b>   |                                 |               |           |   |   |
| Rebecca Etzler                | Mary Freday                     | 45-min Demo   | Promenade | <b>Speak up!: Communicative activities to fill your classroom with spoken English</b><br><i>(Live streamed)</i> | To develop communicative competence, it is essential for students to use their developing language skills to construct meaning. This presentation will introduce techniques that motivate and sustain oral production. Eight easily implemented communicative activities will be shared, and sample activities will be practiced. Participants will leave with all relevant materials.  |
| Kara M. Kavanagh              | Holly McCartney                 | 45-min Demo   | Jefferson | <b>Beyond Crafts: Utilizing the Creative Arts to Engage and Enrich Emergent Bilinguals</b>                      | Our presentation demonstrates how to move beyond crafts to fully integrating creative arts in our processes, pedagogies, curriculum, and assessments. We share how we use creative arts during CARE (Creativity and Reading Education), which serves children in the refugee community. Participants will explore centers, rituals, and routines that utilize creativity.   |
| Andi Beard                    | Hong Embree                     | 45-min Demo   | Monroe    | <b>Designing an Undergraduate Research Course for EAP Students: Problems and processes</b>                      | This session addresses how EAP programs can bridge the gap between international students' prior experience with research and university expectations, through developing a dedicated research course. Presenters will share, assignments, lessons, and materials that can be implemented and how to structure the course within a CBI framework.   |
| Caryn Caruso                  | Rebecca Raab                    | 45-min Report | Gallery A | <b>Reflections on Teaching Experienced International English Language Teachers</b>                              | Two teacher educators reflect on collaborating with experienced secondary English language teachers (ELTs) from Pakistan. The Pakistani ELTs were participants in the Teaching Excellence and Achievement (TEA) Program sponsored by the U.S. State Department's Regional English Language Office in Pakistan and were hosted by Virginia Tech's Language and Culture Institute.  |
| Kathryn McEvoy                | Lorena Hernandez-Barcena        | 45-min Report | Jefferson | <b>Relationships of Trust: Using Education to Connect and Empower the Community</b>                             | ESOL is a volunteer-student organization whose mission is to facilitate communication within the diverse population of Rockbridge County. Using education as a foundation to build relationships of trust, ESOL partners with schools, legal aid, activist groups, community centers, and domestic violence shelters to empower the community to face today's challenges.   |
| Katya Koubek                  |                                 | 45-min Report | Gallery B | <b>Using Video Recording as an Instructional Strategy of Transformational Teaching</b>                          | This session will focus on an instructional approach utilized in a TESOL methods course to help preservice teachers reflect on their own teaching and student learning in order to gain an awareness of their instructional practices and their impact on student learning. Learn how to use this approach for coaching and professional development.   |
| Lydia Pugh                    | Chelsea Smith                   | 45-Min Demo   | Madison   | <b>Building Strategies for ELLs</b>   | Are you ready to learn some strategies that can help build a solid foundation for your ELLs inside your classrooms? Come build a strategy portfolio of 10-20, easy, go-to strategies through your own participation to ensure the understanding of content knowledge in the target language for your ELLs.  |
| Pinar Gurdal                  |                                 | 45-min Demo   | Gallery C | <b>How Well Do Truly Multilevel English as a Second Language Classes Work?</b>                                  | In this session, which will be a complete exchange of ideas, opinions, experiences, recommendations, and sources between the presenter and her audience, the presenter will go over the factors that make an ESL classroom multilevel with its possible positive and negative outcomes for the students and the educator.   |
| <b>SESSION 2: 9:30-10:15</b>  |                                 |               |           |   |   |
| Michael Berman                |                                 | 45-min Demo   | Promenade | <b>The Grammar You Need for Academic Writing: Beginning through Advanced</b>                                    | The editor of the new "Grammar You Need" series of fold-out cards, free workbooks, and just-released free mobile apps demonstrates methods of teaching core grammar structures at basic, intermediate and advanced levels. The approach is visual, corpus-based and flexible. Participants leave with practical techniques and useful plug-and-play materials.  |
| Caitlin Capone                |                                 | 45-min Demo   | Madison   | <b>Using Power Point To Inculcate Complex Grammatical Structures and Engage Students</b>                        | The goal of this presentation is to offer teachers an alternative method of engaging students while teaching the rules of grammar, often an arduous task. Students find this method interesting and effective in allowing them to identify and apply certain grammatical structures that they have previously found to be complex.  |
| Allison Swanson               | Terri Gehman                    | 45-min Demo   | Giorgios  | <b>Blah Blah Blah - Teaching Speaking</b>   | In this presentation, we offer several simple activities teachers can apply to almost any content area to teach and promote meaningful and intentional student speaking skills. We will share one customizable strategy for each elementary grade level band: K-1, 2-3, and 4-5.  |
| Kristen Shrewsbury            |                                 | 45-min Report | Gallery C | <b>Getting Better At Our Craft: Language Tutoring Program Assessment</b>  | Supporting English language learners at a university requires dexterity in navigating disciplines, proficiency levels and commitment. This session for administrators demonstrates an assessment mapping process that looks at the tutoring cycle from targeted marketing for tutor services to service assessment and evaluation and tutor recruitment, interventions, and professional development.   |
| Michelle Rasheed              | Rebecca Raab, M.M. Rose-McCully | 45-min Demo   | Gallery B | <b>Creating Place-Based Learning Opportunities for English Learners in Rural Virginia</b>                       | In this demonstration, participants will have the opportunity to learn about place-based learning and the benefits of using this approach with English learners (ELs). At the end of the session, participants will leave with a framework for creating place-based lesson plans adapted for ELs of all levels.   |
| Moe Debbagh Greene            |                                 | 45-min Report | Giorgios  | <b>Technology Integration in the Oral Communication Skills' Curriculum</b>                                      | The data gathered for this study through the survey, interviews and class observations suggested that teachers' teaching approaches determined the extent to which technology was used in class. Technological tools were selected to support student learning and oral communication skills development, shifting focus from content to skill-based pedagogy.  |
| Rachel Price                  |                                 |               | Monroe    | <b>Progress Monitoring with LAS Links</b>   | In this session, attendees will learn about progress monitoring options available in addition to spring ACCESS testing. We will review our new WIDA alignment and how the use of LAS Links will include a predictive score to ACCESS. We will also review the updated score reports and how teachers can use this information to evaluate academic English abilities and drive instruction in the classroom. Participants will leave with resources to consider in their current ESL program. |
| Stephanie Wasta               | Meredith Persinger              | 45-min Report | Gallery A | <b>Using Writing Support Centers to Empower College ELs: A Case Analysis</b>                                    | Attend this session to learn about the results of an eight-week Writing Support Center (WSC) designed to support seven College ELs. You will gain awareness about the structure of the WSC, the peer review process, one-on-one conferences, and student reactions. Improved student writing was just the beginning; the WSC did more!  |
| <b>SESSION 3: 10:45-11:30</b> |                                 |               |           |   |   |

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|---|-----------------------------|------------------|-----------|---|---|
| Jessica Klein   |                             | 45-min Report    | Promenade | <b>Advocacy Updates</b><br><i>(Live streamed)</i>   | This 45 minute session will provide an introduction to advocacy within the VATESOL organization. Come to find out what advocacy entails and how it differs from lobbying, get updates on the 2018 Virginia General Assembly, and provide input on future VATESOL advocacy efforts.  |
| Barbara J. Hall   |                             | 45-min Demo      | Jefferson | <b>Persistence and Retention of L2 Writers in Freshman Composition: GSU's Model</b>   | At Georgia State University, data and survey results have been used to assess a first-year composition program that helps L2 writers from diverse linguistic and cultural backgrounds achieve writing proficiency. From 2012, international student sections of freshman composition have suggested that bridge programs aid in retention for ELL writers.  |
| Kristi Fletcher   |                             | 45-min Report    | Giorgios  | <b>Finding Their Own Path: Differentiation for ELLs whose language acquisition may be impacted by trauma or severe stress</b> | This presentation will suggest which kind of differentiation best helps students acquiring language whose learning has been impacted by trauma and stress. Discussion will include analysis of key areas of overlap in brain functioning necessary for language acquisition, and regions significantly changed due to coping with trauma and/or stress.   |
| Leslie Bohon  |                             | 45-min Report    | Gallery C | <b>Aligning Differing Perceptions of International Students' Academic and Language Needs</b>                                  | A university-wide research inquiry is being conducted at UR to re-imagine English for international students. The inquiry has produced surprising data, suggesting that students and educators have differing perceptions of language and academic needs of international students. These results have great implications for building and implementing programs for international students.  |
| Megan Pugh  | Debbie Tuler                | 45-min Demo      | Gallery A | <b>Reading, Reasoning, and Rigor in Beginning Level Adult ESOL Instruction</b>  | At the core of standards-based instruction, ensuring that ELLs are able to meet their goals, are three key shifts: using authentic complex texts, citing evidence from text, and building knowledge through text. In this session, we will explore what this means in practice with beginning level adult ELLs.   |
| Patricia Reynolds   |                             | 45-min Report    | Madison   | <b>Can You Hear Me??</b>  | This talk will discuss current research that uncovered some concern among teachers of English who themselves were second language learners of the English language. While the domains should be equally developed for all educators, findings indicate this may not always be the case, especially for listening tasks, and may lead to feelings of inadequacy and ineffectiveness.   |
| Peter Ehmann-Jones  | Melissa May                 | 45-min Report    | Gallery B | <b>Assessment Driven Intervention Design</b>  | An EL Specialist and a Science Coach show you their intervention design process, from initial assessments to hands on co-teaching in small groups.  |
| Rachel Taylor-Dixon   |                             | 45-min Demo      | Monroe    | <b>Adult Learners are engaged when they can put <i>English in Action!</i></b>   | Engage adult learners through the use of a four-level, standards-based integrated language learning program that prepares adults for work and academic success. English in Action features authentic, high-interest content from National Geographic to promote critical thinking and 21st century skills.  |
| <b>LUNCH SESSION SPLIT: 12:45-1:05 / 1:10-1:30</b><br><i>*Please note, SIG discussions will also be going on during lunch session.</i><br><i>These presentations are primarily for online audience, but onsite audience is also welcome to attend. Both of these session are repeated as at other times during the day.</i> |                             |                  |           |   |   |
| Diane Bumpass Conner  |                             | 20-min Hot Topic | Promenade | <b>Is this text high beginner or intermediate? How you can tell.</b><br><i>(Live streamed)</i>                                | Students need materials that fit their proficiency. Teachers need to align tests with students' comprehension levels. Move beyond using your intuition to assess the level of materials by using free online tools. Come learn about online tools for assessing text level and techniques for adapting texts for improved level fit.  |
| Rachel Price  |                             | 20-min Hot Topic | Promenade | <b>Progress Monitoring with LAS Links</b>   | In this session, attendees will learn about progress monitoring options available in addition to spring ACCESS testing. We will review our new WIDA alignment and how the use of LAS Links will include a predictive score to ACCESS. We will also review the updated score reports and how teachers can use this information to evaluate academic English abilities and drive instruction in the classroom. Participants will leave with resources to consider in their current ESL program. |
| <b>SESSION 4: 1:45-3:15</b><br><i>These 90-min presentations will be concurrent with the 20-min Hot Topic presentations below.</i>  |                             |                  |           |   |   |
| Sarah Harrington  |                             | 90-min Forum     | Promenade | <b>Really... In One Year?!?! Near Elimination of the EL Achievement Gap</b><br><i>(Live streamed)</i>                         | Would you like to hear how one school went from a 30% achievement gap between all students and English Learners to a near elimination of that gap in all content areas in one year? Join in the conversation as we discuss the impact of reframing and refining our ESOL program.   |
| Debbie Tuler  | Jenna Kelly                 | 90-min Forum     | Gallery A | <b>Putting Standards into Practice with Adult English Language Learners</b>   | The English Language Proficiency standards ensure that adult ELLs develop the language knowledge and skills needed to achieve their educational and employment goals. In this session, participants will explore instructional strategies that are both aligned with standards and based on adult ESOL best practices.  |
| Adil Bentahar   | Jason O'Brien               | 90-min Report    | Gallery B | <b>Effective differentiation of ESL reading instruction: Four considerations</b>  | This presentation describes four major areas for differentiating reading instruction to advanced-level students. Participants leave with practical strategies for differentiating reading instruction, for both advanced and beginning speakers of English. Handouts with specific reading strategies will be provided for participants.  |
| <b>SESSION 4-A: 1:45-2:05 (20-min sessions)</b>   |                             |                  |           |   |   |
| Benjamin Taylor   |                             | 20-min Hot Topic | Giorgios  | <b>Using man-on-the-street interviews to stimulate students' engagement with native speakers</b>                              | This presentation reports the positive outcomes of a man-on-the-street recorded interview assignment given to international university students, describes student reactions and feedback, and offers suggestions for implementation.   |
| Diane Bumpass Conner  |                             | 20-min Hot Topic | Jefferson | <b>Is this text high beginner or intermediate? How you can tell.</b>  | Students need materials that fit their proficiency. Teachers need to align tests with students' comprehension levels. Move beyond using your intuition to assess the level of materials by using free online tools. Come learn about online tools for assessing text level and techniques for adapting texts for improved level fit.  |
| Gabrielle Pitchko   |                             | 20-min Hot Topic | Gallery C | <b>The Influence of the Age of Onset in Second Language Learning</b>  | This presentation explores the variances in the second language learning experience when the starting age of a learner is considered. Through peer reviewed articles, observations, and a professional interview, three main themes emerged comprising these differences. An overview of these themes and their application within my own experience will be reviewed.  |
| Janine Lorenzo  |                             | 20-min Hot Topic | Monroe    | <b>The Benefits and Drawbacks of Dual Language Programs</b>   | This presentation highlights and analyzes the advantages and disadvantages of dual language programs based on qualitative data collected from textbooks, peer-reviewed academic journals, dual language classroom observations, and an interview from a dual language teacher.  |
| Monica Starkweather   | Rebecca Raab; Jessica Klein | 20-min Hot Topic | Madison   | <b>VATESOL: Get involved!</b>   | VATESOL board members will discuss how to join VATESOL and become an active member of this state affiliate of TESOL international professional. A special emphasis will be put on the value of professional service and the frequent opportunities available to join the VATESOL board of directors, what is required, and what to expect.  |
| <b>SESSION 4-B: 2:20-2:40 (20-min sessions)</b>   |                             |                  |           |   |   |
| Jennifer Pence  |                             | 20-min Hot Topic | Giorgios  | <b>Using Technology (Even Easy Enough for Me) To Increase Reading Levels</b>  | Research states that students need practice and successful repeated readings to make growth in reading. How can ESL/ELL students make gains without the support of English speaking/reading parents? What can we do to help? Bring your device to learn a free and easy way to help students succeed!   |

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| Linda Jilk                                      | Danielle Ratliff             | 20-min Hot Topic | Jefferson | <b>Family READS (Reading and English to Achieve Dreams and Success)</b>                             | Join us for an interactive information exchange about ESOL family literacy programming. We will share our Family READS program model and curriculum (generously funded by the Dollar General Literacy Foundation through an ALA/American Dream grant). Come prepared to share your family literacy experiences and how you address programmatic challenges.  |
| Reece Wilson                                    | Robbie Higdon                | 20-min Hot Topic | Gallery C | <b>An International Practicum Experience: American Students in Northern Irish Schools</b>           | This session will focus on the interactions of teacher education candidates from James Madison University with students and teachers in Northern Irish primary and secondary schools as part of a cross cultural practicum experience. Struggles and strategies used by teacher candidates as they worked within host schools will be presented.   |
| Susan D. Dudley                                 | Beth Kreydatus, Audrey Short | 20-min Hot Topic | Monroe    | <b>Campus Collaborations: Freshmen Undergraduates in the IEP Classroom</b>                          | VCU English Language Program and Focused Inquiry faculty have used service-learning to bring together first year undergraduates with international students learning English. This presentation will describe the benefits of having undergraduate students serve in the IEP classroom and offer strategies for implementation of these communication practices in IEP classes.                          |
| Monica Starkweather                             | Rebecca Raab; Jessica Klein  | 20-min Hot Topic | Madison   | <b>VATESOL: Get involved!</b>   | VATESOL board members will discuss how to join VATESOL and become an active member of this state affiliate of TESOL international professional. A special emphasis will be put on the value of professional service and the frequent opportunities available to join the VATESOL board of directors, what is required, and what to expect.   |
| <b>SESSION 4-C: 2:55-3:15 (20-min sessions)</b> |                              |                  |           |   |  |
| Cameron Wilson                                  |                              | 20-min Hot Topic | Giorgios  | <b>Just Breathe: Relaxation and Warm-Up Techniques</b>  | Whether you're learning them for the first time or you're a daily practitioner, relaxation and warm-up activities provide benefits both inside and outside the classroom. This mini-session will provide participants with an opportunity to pause, breathe, relax, and re-energize!   |
| Elizabeth Parks                                 |                              | 20-min Hot Topic | Gallery C | <b>Effective Pedagogies in Teaching Mathematical Word Problems to Second Language Learners</b>      | Lexical and syntactic complexity of mathematical word problems create difficulties for English Language Learners on standardized tests. An evaluation of peer reviewed journal articles and observations from math tutoring sessions with an ELL prove linguistically and culturally responsive approaches and dynamic strategic math instruction to be the most effective pedagogies.                   |
| Emily Gill Lazar                                |                              | 20-min Hot Topic | Jefferson | <b>Participatory Action Research and Elementary ELs: Valuing Diverse Perspectives and Practices</b> | Participants will become familiar with PAR and the advantages and challenges of using PAR methods over traditional research methods. The presenter will introduce PAR: its use for valuing diverse perspectives and its implications for K-12+ English Learners. The presenter will share findings of a phenomenological study conducted with 5th grade ELs and FELs.                                    |
| Janay Crabtree                                  | Shelley Staples              | 20-min Hot Topic | Monroe    | <b>Corpus examination of pronunciation features in oral instructors' reports</b>                    | Corpus linguistics has expanded our knowledge of spoken and written English (e.g., MICASE, COCA, MICUSP); however, less corpus work focuses on understanding pronunciation by L2 learners. Specifically, there appear to be no corpora yet available of teachers' comments on students' pronunciation and oral skills. This research creates such a corpus.  |
| Monica Starkweather                             | Rebecca Raab; Jessica Klein  | 20-min Hot Topic | Madison   | <b>VATESOL: Get involved!</b>   | VATESOL board members will discuss how to join VATESOL and become an active member of this state affiliate of TESOL international professional. A special emphasis will be put on the value of professional service and the frequent opportunities available to join the VATESOL board of directors, what is required, and what to expect.   |
| <b>SESSION 5: 3:30-4:15</b>                     |                              |                  |           |   |  |
| Tracy Hamilton                                  | Kristin Stoughton            | 45-min Demo      | Promenade | <b>Kagan in the Language Arts Classroom (Live streamed)</b>   | Kagan structures, developed by Dr. Spencer Kagan, are instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and interaction. Ms. Stoughton and Ms. Hamilton will share their expertise using Kagan structures with their language arts students.   |
| April Salerno                                   | Christina Amspauh            | 45-min Demo      | Gallery A | <b>Identifying and Teaching Gifted English Learners: Myths about Dually Identified Students</b>     | This interactive workshop will help teachers better understand English learners who might also exhibit signs of giftedness. We'll use a hands-on approach to guide participants in considering common myths about English learners and giftedness. And we will include interactive discussions of actual case study students.  |
| Inge McKenney                                   |                              | 45-min Demo      | Jefferson | <b>How a Stroll through History Informs U.S. Academic Culture Today</b>                             | Using a historical perspective, this interactive workshop will prompt participants to think about student empowerment in terms of self-directed learning and critical thinking using the six dimensions of national culture identified in the Geert Hofstede Model. Participants will discuss issues of academic integrity and possible solutions.   |
| Jeannie Pfautz                                  |                              | 45-min Demo      | Monroe    | <b>Instructional Imperatives for Adolescent Newcomers' Literacy Needs</b>                           | This session will focus on the unique literacy needs of adolescent newcomers. We will first consider the research regarding emergent and early literacy acquisition in a second language. We will then look at practical examples of ways to support adolescent newcomers' literacy needs in the classroom setting.  |
| Katherine Barko-Alva                            | Emily Chaumont, Emma Munis   | 45-min Demo      | Giorgios  | <b>Negotiating English Learners' Metalinguistic Awareness in K12 Classrooms</b>                     | This session provides practical classroom implications to implement meaningful content and language instruction designed to increase ELs' metalinguistic awareness. Students who develop metalinguistic awareness tend to achieve higher levels of academic success. These activities feature common languages spoken in Virginia's classrooms and address ELs' content, linguistic, and cultural needs. |
| Shelly Stoddard                                 |                              | 45-min Report    | Gallery C | <b>Guided Reading and Comprehension Strategies in the Adult ELL Classroom</b>                       | To prepare and empower ELL students, instructors must teach students comprehension strategies that ensure meaning is gained from text. In this session, teachers will learn how to use guided reading groups and a variety of comprehension techniques to help ELLs grow as readers and independent learners.  |
| Andrew Mills                                    |                              | 45-min Demo      | Gallery B | <b>Tokyo Teacher!: Cross-Cultural Content &amp; English Instruction in Content Area Courses</b>     | This presentation discusses methods that teachers can use to teach English as a Secondary Language within other content areas. Pulling from experience teaching social science courses in Tokyo, Japan, the presenter offers sample strategies, tips, and hints, and resources for further reference, to help teachers plan content-based language instruction.  |

|  | ROOM      | SET-UP       | CAPACITY |
|--|-----------|--------------|----------|
|  | Gallery A | Theater      | 30       |
|  | Gallery B | Theater      | 40       |
|  | Gallery C | Theater      | 50       |
|  | Giorgios  | Classroom    | 60       |
|  | Promenade | Round Tables | 180      |
|  | Jefferson | Round Tables | 40       |
|  | Madison   | Round Tables | 40       |
|  | Monroe    | Round Tables | 40       |