TEESOL 2018
Reaching All Learners
OCTOBER 26 - 27
EASTERN MICHIGAN UNIVERSITY
WARMEST GREETINGS TO ALL MITESOL 2018 CONFERENCE ATTENDEES!

It is our great pleasure to welcome you to what promises to be two full days of professional development, networking, and comradery. At MITESOL conferences throughout the years, you have come to expect:

- nationally known invited speakers
- dozens of high quality concurrent sessions by your colleagues from Michigan and beyond
- inspiration for impacting the lives of English language learners through teaching, research, policy, and service
- information about the latest textbooks, teacher supplies, assessment tools, and other relevant services brought to you by exhibitors
- friendship, live entertainment, and delicious food

All this we are proud to offer you again.

In addition, the organizers of this year’s conference have worked tirelessly for over a year to expand the impact MITESOLers have beyond ESL and TESOL classrooms. In keeping with the motto of this year’s conference, Reaching All Learners, we are reaching out to our colleagues in other disciplines who interact with non-native speakers of English in various settings: general education K-12 classes, post-secondary classes, libraries, counseling offices, administrative units, and more. Thus, this year’s conference is preceded by four strands of pre-conference professional development workshops on:

- English Learners in K-5 Elementary Grades
- English Learners in 6-12 Secondary Grades
- Non-native Speakers of English on Campus
- Argumentative Writing in K-12 Classrooms

We are confident that by reaching beyond our disciplinary boundaries to our colleagues in adjacent fields, we will make great strides toward Reaching All Learners, non-native and native English speakers alike.
WARMEST GREETINGS TO ALL MITESOL 2018 CONFERENCE ATTENDEES!

Friday’s invited speaker, Dr. Carol Ann Tomlinson, is an expert in differentiating instruction for multilevel ESL classes and classrooms where both native and non-native speakers of English study together. Also on Friday, we will be joined by attorney Rebeca Ontiveros-Chavez of the Michigan Immigration Rights Center, for a legal update on some current issues facing immigrant students. Saturday’s invited speaker, the linguist Dr. Anne Curzan, will show how oddities and absurdities of English spelling can deepen our understanding of the English language itself.

Be sure to read the conference program to catch these and many more invigorating talks.

On behalf of the organizing committee and the Board of MITESOL, we wish you a productive and enjoyable conference.

Ildi Porter-Szucs
MITESOL
President-Elect & Conference Co-Chair

Mary C. Tilloston
Conference Co-Chair

Suzanne Toohey
President

Jolene Jaquays
Past President

Katie Weyant
Membership Coordinator
Friday, 9 AM-3 PM

WORKSHOPS FOR K-12 PROFESSIONALS

9-9:40 AM WELCOME BY ILDIKO PORTER-SZUCS
MITESOL President-Elect and Conference Co-Chair

PRESENTATION BY ZUZANA TOMAŠ
Making Instruction for English Learners Meaningful: A Practical Framework
3rd floor

9:45-10:35 AM CONCURRENT SESSIONS
English Learners in K-5 Elementary Grades
English Learners in 6-12 Secondary Grades
Argumentative Writing in K-12 Classrooms
3rd floor

10:40-11:30 AM CONCURRENT SESSIONS
English Learners in K-5 Elementary Grades
English Learners in 6-12 Secondary Grades
Argumentative Writing in K-12 Classrooms
3rd floor

11:30AM-12:00 PM BOXED LUNCH
3rd floor

12:05-1 PM CONCURRENT SESSIONS
English Learners in K-5 Elementary Grades
English Learners in 6-12 Secondary Grades
Argumentative Writing in K-12 Classrooms
3rd floor

1:05-2 PM

2:05-3 PM

For the full program, please see pages 14-15.
# Pre-Conference At-A-Glance

**Friday, 9 AM-3 PM**

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<thead>
<tr>
<th>Time</th>
<th>Workshop</th>
<th>Location</th>
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<tbody>
<tr>
<td>9-9:50 AM</td>
<td>Resources for Non-native Speakers of English</td>
<td>3rd floor</td>
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<tr>
<td>10-10:50 AM</td>
<td>Challenges &amp; Contributions of International Students: Strategies</td>
<td>3rd floor</td>
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<tr>
<td>11-11:50 AM</td>
<td>How to Pronounce Foreign Names</td>
<td>3rd floor</td>
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<tr>
<td>12:00-12:55 PM</td>
<td>BOXED LUNCH</td>
<td>3rd floor</td>
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<tr>
<td>1-1:50 PM</td>
<td>Breaking Down the Barriers: Tips for Effective Communication with Non-native Speakers of English</td>
<td>3rd floor</td>
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<tr>
<td>2-2:50 PM</td>
<td>Plagiarism and Other Issues of Academic Integrity</td>
<td>3rd floor</td>
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</table>

For the full program, please see pages 16-17.
## Conference At-A-Glance

### Friday, 4 PM-11 PM

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</table>
| **4-4:45 PM** | **INVITED SPEAKER:** REBECA ONTIVEROS-CHAVEZ  
*Current Issues Facing Immigrant Students - Legal Update*  
*Room 320* |
| **4-4:45 PM** | **CONCURRENT SESSIONS**  
*3rd floor & 204* |
| **5-5:45 PM** | **INVITED SPEAKER:** JAMES SMITH  
*Welcoming Remarks by Eastern Michigan University President*  
*Auditorium, 1st & 2nd floor* |
| **6-6:45 PM** | **INVITED SPEAKER:** CONNIE RUHL-SMITH  
*#You Are Welcome Here by EMU Director of Development for International Students*  
*Auditorium, 1st & 2nd floor* |
| **7-8:15 PM** | **KEYNOTE SPEECH:** CAROL ANN TOMLINSON  
*Look Who's Coming to School Now - And Where Do I Go from Here*  
*Auditorium, 1st & 2nd floor* |
| **8:15-11 PM** | **NETWORKING, ENTERTAINMENT, MUSIC, FOOD**  
*Ballroom, 2nd floor* |
# Conference At-A-Glance

**Saturday, 8 AM - 5 PM**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8-8:45 AM</td>
<td>Concurrent Sessions</td>
<td>3rd floor &amp; 204</td>
</tr>
<tr>
<td>9-9:45 AM</td>
<td>Special Interest Groups Meetings</td>
<td>3rd floor</td>
</tr>
<tr>
<td>10-10:45 AM</td>
<td>Poster Sessions &amp; Exhibitor Time</td>
<td>310 A &amp; B</td>
</tr>
<tr>
<td>11-11:45 AM</td>
<td>Concurrent Sessions</td>
<td>3rd floor &amp; 204</td>
</tr>
<tr>
<td>12-12:45 PM</td>
<td>Welcome, Mitesol Business, Lunch, Surprise</td>
<td>Ballroom, 2nd floor</td>
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<tr>
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<td><strong>Invited Speaker: Dana Heller</strong></td>
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<td></td>
<td><em>Welcome to EMU by Dean of College of Arts and Sciences</em></td>
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<td></td>
<td><em>Ballroom, 2nd floor</em></td>
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<tr>
<td>12:50-1:50 PM</td>
<td>Plenary Speech: Anne Curzan</td>
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<td></td>
<td><em>The Weird and Wonderful Stories Behind English Spelling</em></td>
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<td></td>
<td><em>Ballroom, 2nd floor</em></td>
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<tr>
<td>2-4:25 PM</td>
<td>Concurrent Sessions</td>
<td>3rd floor &amp; 204</td>
</tr>
<tr>
<td>4:30 PM</td>
<td>Exhibitor Raffle, Eagle Snack</td>
<td>Exhibit Hall, 310 A &amp; B</td>
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<tr>
<td>5 PM</td>
<td>End of Mitesol 2018</td>
<td></td>
</tr>
</tbody>
</table>

*We'll see you in Grand Rapids on November 1-2, 2019*
THANKS AND APPRECIATION TO VOLUNTEERS

Mary C. Tillotson (Co-Chair)  
Amie Gabel  
Judith Hoffman  
Jill McDonald  
Jennifer Musser (board)  
Margita Vojtkulakova  
Ryinta Bailey  
HyoEun Bang  
Amelia Barnard  
Anna Burbo  
Autumn Chall  
Andrea Clyne  
Clarissa Codrington (board)  
Katie Ebersole  
Olabisi Fajana  
Wafa Farrington  
Laura Gavin  
Ealanna Hindbaugh  
Taña Hermosillo-Huyck  
Marni Hochman  
Tim Hurley  
Searra Johnson  
Alexandra Kubiak  
Silvija Marnikovic  
Nicole Martin  
Kristina McLaughlin  
Desiree Meisner  
Maggie Nagle  
Alexandra Patty  
Yevgeniya Pukalo  
Hannah Reynolds  
Rachel Roemmele  
Susan Ruellan  
Heather Sanchez  
Adrienne Seo  
Guadalupe Serrato  
Sierra Stone  
Jackie Tomasz  
Latrina Turner  
Robert Uldricks  
Sarah Uldricks  
Faith Young  
Yu Zhang

We are grateful for the support from the Department of World Languages, in particular Ms. Bonnie Taylor, Senior Secretary, and Dr. Jeff Popko, Interim Department Head, as well as the College of Arts and Sciences, in particular Academic Associate Dean Doug Baker and College Technology Specialist Dave Zylstra.
THANKS AND APPRECIATION TO SPONSORS

- Cornerstone University Professional and Graduate Studies Program
- Eastern Michigan University: WritEL Professional Development Grant
- Easy English NEWS
- ESL Supplies
- Faculty Development Center at Eastern Michigan University, and in particular its director, Dr. Peggy Liggitt, for their $500.00 sponsorship of the Friday pre-conference workshops for faculty
- Grand Valley State University
- Huntington University Institute for TESOL Studies
- iTEP International
- Language Magazine
- Imagine Learning, Inc.
- International Book Centre, Inc.
- Michigan Language Assessment
- Michigan Support Circle
- Pearson
- Randahl Agency, LLC - Meemic
- Scholastic Education
- Sunburst Media
- University of Michigan Press
- The U.S. Department of State English Language Programs
- Washtenaw Literacy
THANKS AND APPRECIATION TO PROPOSAL REVIEWERS

- Carol Arnold
- Kim Chorvath
- Diane Deacon
- Emily Feuerherm
- Jolene Jaquays
- Cynthia Macknish
- Jennifer Majorana
- Andrew McCullough
- Lisa Lockhart
- Jennifer Paul
- Carmela Romano-Gillette
- Heather Sanchez

CONGRATULATIONS TO MITESOL 2018 TRAVEL GRANT RECIPIENTS

Recipients of MITESOL Conference Travel Grant for Adult ESL Professionals
Theresa Abel, Literacy Center of Western Michigan
Deniz Ilker Toker, Western Michigan University
Bright Onyekachi Ewgin, Western Michigan University

Recipient of MITESOL Conference Travel Grant for K-12 Professional
Kathleen Reyes, Hazel Park Schools

Recipient of MITESOL Conference Travel Grant for Northern Michigan ESL Professional
Kathleen Schneider, Traverse City Area Public Schools
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REBECA ONTIVEROS-CHAVEZ

Current Issues Facing Immigrant Students - Legal Update

Rebeca Ontiveros-Chavez, attorney with Michigan Immigrant Rights Center, will provide litigation updates such as the status of Deferred Action for Childhood Arrivals (DACA), resources available to students and families, and advice on what ESL and other teachers can do to help. She will also discuss the public charge rule that would alter the longstanding definition and application of public charge provisions in immigration law and what that means for educational attainment/achievement.

JAMES SMITH

Welcoming Remarks by Eastern Michigan University President

James M. Smith is the 23rd president of Eastern Michigan University. Since joining EMU he has actively pursued several strategic initiatives, including adding new academic programs in high-demand areas, launching a Commission on Diversity and Inclusion to drive diversity and equity initiatives on campus, and investing in campus infrastructure.

CONNIE RUHL-SMITH

#You Are Welcome Here

Connie Ruhl-Smith is Director of Development for International Relations at Eastern Michigan University. She is an experienced educational leader with an extensive background in the study of K-12 schools, post-secondary student success, and international student growth in varied university settings. Dr. Ruhl-Smith is known for her deep insights into the the complex world of student degree attainment and the myriad factors to allow such success to come to fruition.
CAROL ANN TOMLINSON

Look Who's Coming to School Now - And Where Do I Go from Here

Carol Ann Tomlinson is a William Clay Parrish, Jr. Professor and Chair of Educational Leadership, Foundations, and Policy at the University of Virginia's Curry School of Education. She was a public school teacher for 21 years, during which time she taught students in high school, preschool, and middle school, and administered programs for struggling and advanced learners. She was Virginia's Teacher of the Year.

DANA HELLER

Welcome by Dean of the College of Arts and Sciences at EMU

Dana Heller joined Eastern Michigan University as Dean of the College of Arts and Sciences in July, 2018. During her brief tenure she has distinguished herself as a champion of ESL and TESOL. She comes to Eastern from Old Dominion University, where she served as English faculty and Interim Dean of the College of Arts and Letters.

ANNE CURZAN

The Weird and Wonderful Stories Behind English Spelling

Anne Curzan is an Arthur F. Thurnau Professor of English at the University of Michigan. She also holds faculty appointments in the Department of Linguistics and the School of Education, and she is currently the Associate Dean for Humanities in LSA. Her research focuses on the history of the English language, attitudes about language change, language and gender, dictionaries, and pedagogy. Professor Curzan has received university awards for outstanding research and undergraduate teaching.
Professional Development Workshops for K-12 Professionals
Friday, October 26, between 9 a.m. and 3 p.m., registration starting at 8:30 a.m,
EMU Student Center 3rd floor

<table>
<thead>
<tr>
<th>Time</th>
<th>Strand 1: K-5 -- Raising ELs' Academic Achievement in Mainstream Classes</th>
<th>Strand 2: 6-12 -- Raising ELs' Academic Achievement in Mainstream Classes</th>
<th>Strand 3: K-12 Argumentative Writing</th>
</tr>
</thead>
</table>
| 9 am   | Welcome by Dr. Ildiko Porter-Szucs, MITESOL President-Elect and Conference Co-Chair  
Making Instruction for English Learners Meaningful: A Practical Framework  
by Dr. Zuzana Tomaš, ESL/TESOL Faculty, Eastern Michigan University |
| 9:45 am| Instructional Strategies for Improving Literacy in Early Elementary: Focus on Writing Development  
by Ann Koss, M.A., Elementary Instructional Specialist, Reading Recovery teacher, focus on Early Childhood Literacy, Huron Valley Schools |
| 9:45 am| Instructional Strategies for Adapting Content-Specific Curriculum in the Secondary Classroom  
by Shelby Eaton, Ann Arbor Public Schools  
Brian Thomas, Ann Arbor Public Schools |
| 9:45 am| See either of the two concurrent sessions to the left:  
Instructional Strategies for Improving Literacy in Early Elementary: Focus on Writing Development  
OR  
Instructional Strategies for Adapting Content-Specific Curriculum in the Secondary Classroom |
| 10:40 am| Teaching and Adapting Content and Building Academic Vocabulary/Language K-5  
by Heather Sanchez, K-12 ESL Specialist, Sylvania Schools |
| 10:40 am| How to Welcome, Orient, and Integrate ESL Newcomers to the School/Classroom  
by Maggie Wunderlich, Novi Community Schools  
Kelsey Carbonell, Central Academy, Ann Arbor |
| 10:40 am| Pushing ELs' Writing Development: Effective Strategies, Practices, and Resources for Teaching Argumentation  
by Amie Gabel, M.A., Secondary ELA and Social Studies teacher, Eastern Michigan Writing Project Teacher Consultant, Livonia Public Schools  
Puja Mullins, M.A., Elementary ESL teacher, Lincoln Consolidated Schools |
| 11:30 am| BOXED LUNCH: Choose the lunch or no lunch option when registering |
| 12:05 pm| Teaching Pronunciation with the Color Vowel Chart: A Multi-Modal, Brain-Friendly Approach  
by Jill McDonald, M.A., K-12 ESL Coordinator, Huron Valley Schools  
Mary C. Tillotson, ESL tutor, MITESOL 2018 Conference Co-Chair |
| 12:05 pm| Teaching and Adapting Content and Building Academic Vocabulary/Language  
By Yevgeniya Pukalo, Farmington Public Schools |
| 12:05 pm| Pushing ELs' Writing Development: Effective Strategies, Practices, and Resources for Teaching Argumentation, cont’d  
by Amie Gabel and Puja Mullins |
<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>1:05 pm</td>
<td><strong>WIDA 101</strong></td>
<td>by Suzanne Toohey, M.A., ESL/Title III Consultant, Curriculum and Assessment; District and School Services, Oakland Schools</td>
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<td></td>
<td><strong>How to Effectively Communicate and Work with ESL Families</strong></td>
<td>by Kendra Seitz, EL Consultant, Rochester Community Schools</td>
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<tr>
<td>2:05 pm</td>
<td><strong>Storybooks: Tools for Pronunciation and Reading Development</strong></td>
<td>by Adrienne Seo, International Student Resource Center tutor, Eastern Michigan University; online elementary ESL teacher</td>
</tr>
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<td></td>
<td><strong>Virtual Resources for Educators of English Learners</strong></td>
<td>by Suzanne Toohey, M.A., ESL/Title III Consultant, Curriculum and Assessment; District and School Services, Oakland Schools</td>
</tr>
<tr>
<td></td>
<td><strong>Pushing ELs' Writing Development: Effective Strategies, Practices, and Resources for Teaching Argumentation, cont’d</strong></td>
<td>by Amie Gabel and Puja Mullins</td>
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<td></td>
<td><strong>Kendra Seitz, EL Consultant, Rochester Community Schools</strong></td>
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<tr>
<td>Time</td>
<td>Session Title</td>
<td>Presenters</td>
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<tr>
<td>9 am</td>
<td>Resources for Non-native Speakers of English</td>
<td>Kim Anderson, Director of ESL and panelists</td>
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<td>Susan Ruellan, Asst. Director ESL, on English assessment for various purposes (university admission, visiting scholars, EMU IELTS)</td>
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<td>Allie Piippo, IEP Student Services Specialist, on academic assistance through English tutoring, study groups and workshops</td>
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<td>Esther Gunel, Director OISS, on immigration compliance and counseling</td>
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<td>Dr. Lourdes Mir-Orrange, CAPS Clinical Social Worker, on personal counseling</td>
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<tr>
<td>10 am</td>
<td>Challenges &amp; Contributions of International Students: Strategies</td>
<td>Dr. Cynthia Macknish, ESL/TESOL faculty</td>
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<tr>
<td>11 am</td>
<td>How to Pronounce Foreign Names</td>
<td>Dr. Betsy Morgan, ESL/TESOL faculty</td>
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<tr>
<td>Time</td>
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<td>Speakers</td>
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<tr>
<td>12:00</td>
<td>BOXED LUNCH: Choose the lunch or no lunch option when registering</td>
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</table>
| 1 pm  | Breaking Down the Barriers: Tips for Effective Communication with Non-native Speakers of English | Dr. Wendy Wang, ESL/TESOL faculty and panelists  
- Dr. Betsy Morgan, ESL/TESOL faculty  
- Silvija Marnikovic, Fulbright scholar, MA TESOL student from Montenegro  
- Patricia Ribeiro, MA TESOL graduate from Brazil | As colleges and universities have been attracting an increasing number of culturally and linguistically diverse students from around the world, the question facing all (whether you are a professor, an administrator, or a student) is no longer if you have a chance to interact with non-native English speakers in your classes or on campus, but rather how frequently and effectively you can communicate with them. If you are interested but have struggled in communicating with non-native English speakers, come to our panel discussion to explore how to break down barriers and cultivate effective communication with non-native speakers of English. |
| 2 pm  | Plagiarism and Other Issues of Academic Integrity                     | Dr. Zuzana Tomaš, ESL/TESOL faculty                                      | This session critically examines the various diverse behaviors that are frequently labeled as “plagiarism” and challenges the notion that international students plagiarize deliberately and extensively. Through a discussion of language, culture, identity, and ethics, the session introduces five dimensions of source use and illustrates how understanding these dimensions can help support second-language academic writers. |
## Friday, 4-4:45 PM

### ROOM 300
**Developing Community Partnerships for a Service-Learning TESOL Practicum Course**
This panel of ESL student-teachers will detail the community-engaged processes for their service-learning practicum. Foundations of service learning and the practical components of developing community partnerships will be explored.

*Emily Feuerherm feuerher@umflint.edu* University of Michigan-Flint  
*Kai Baines kaib@umflint.edu* UM-Flint  
*Katie DeGennaro kdgenna@umflint.edu* U-M-Flint  
*Alexis Edmonds aledmond@umflint.edu* U-M-Flint  
*Becky Ellithorpe rellithor@umflint.edu* U-M-Flint  
*Jo Fleischer alfleisc@umflint.edu* U-M-Flint  
*Courtney Lee coulee@umflint.edu* U-M-Flint  
*Adrienna Martinez adrienna@umflint.edu* U-M-Flint  
*Rahma Rizk rrizk@umflint.edu* U-M-Flint  
*Lynn Stieber lstieber@umflint.edu* U-M-Flint

### ROOM 301
**Using the TED Corpus Search Engine to Teach Pronunciation with Many Accents**
This presentation will introduce participants to the free TED Corpus Search Engine (TCSE) to teach pronunciation with a wide range of speakers. In the TCSE, users can explore frequent phrases with video clips. The presenter will share class activities built around this resource to enhance both suprasegmental and segmental pronunciation.

*Pamela S.H. Bogart pbogart@umich.edu* University of Michigan-ELI

### ROOM 302
**Using Technology out of Class to Build Community in Class**
Building community in ESL classes encourages students to build confidence, take risks, and fully engage in activities. The presenter will demonstrate several ways that technology-based assignments outside of a reading class fostered greater participation in class and propelled learning that exceeded the expectations of both the students and the instructor.

*Kim Anderson kander59@emich.edu* Eastern Michigan University

### ROOM 304
**Summative Assessments for All: Supporting EL Access and Equity**
This session will share ideas about how mentor texts and differentiated graphic organizers can promote equitable access to summative assessment tasks for English learners in content classrooms.

*Kimberly Harn harnk@aaps.k12.mi.us* Scarlett Middle School

### ROOM 320
**Current Issues Facing Immigrant Students – Legal Update**
Rebeca Ontiveros-Chavez, immigration attorney and invited speaker, will provide litigation updates such as the status of Deferred Action for Childhood Arrivals (DACA), resources available to students and their families, and advice on what ESL and other teachers can do to help. She will also discuss the public charge rule that would alter the longstanding definition and application of public charge provisions in immigration law and what that means for educational attainment/achievement.

*Rebeca Ontiveros-Chavez mirc@michiganimmigrant.org* Michigan Immigrant Rights Center
### Friday, 4-4:45 PM

**ROOM 330**  
**Thinking Globally, Acting Locally in a TESOL Study Abroad Program**  
Presenters describe a successfully implemented, community-based study abroad program in Montenegro through the lens of participating Montenegrin EFL learners, local educators, American pre- and in-service teachers, and program administrators. We hope that sharing the overwhelmingly positive experience will inspire others to include study abroad in their TESOL programs.  
Zuzana Tomaš ztomas@emich.edu Eastern Michigan University  
Silvija Marniković smarniko@emich.edu EMU  
Amie VanHorn-Gabel agabel@emich.edu Stevenson High School  
Hannah Reynolds hreynol2@emich.edu EMU

**ROOM 350**  
**Strategies for Adapting and Differentiating Informational Texts in the K3-12 Classroom**  
To successfully participate in mainstream classrooms (3rd-12th grade), ELs need to be able to access informational text. This presentation will (1) look at examples of adapted texts for various levels, (2) discuss strategies for adapting texts, and (3) practice adapting texts for the content classroom. (Bring your own!)  
Evelyn Daugherty daughertye@aaps.k12.mi.us Ann Arbor Public Schools

**ROOM 352**  
**Making Required Linguistics Courses Relevant to the ESL Classroom**  
ESL (NS) endorsement standards require that teachers gain basic linguistic knowledge. Yet, the highly theoretical content of linguistic courses poses a challenge to most students, as they struggle to see its relevance to classroom practice. This session provides examples of assignments that make such content directly relevant to ESL instruction.  
Andrew Domzalski adomzalski@madonna.edu Madonna University  
Bogusława Gatarek bgatarek@madonna.edu MU

**4:30-4:50 PM**  
**Using Tasks in Content-Based Lessons**  
This presentation will focus on how to use task-based language teaching in content-based lessons, both with K-12 and college ESL learners. The presenter will give a brief overview of task-based language teaching and present examples of tasks that teachers can use with their students.  
Virginia David virginia.david@wmich.edu Western Michigan University

**ROOM 204**  
**Developing a Course Pack as a Replacement for Traditional ESL Textbooks**  
Traditional textbooks do not always align with student learning objectives, and consequently, teachers may not use much of the textbook. Presenters will review anecdotal results from the 2-md semester course pack they designed and piloted to help learners get the most from their Level 1 writing course materials.  
Barbara Cohen bcohen@svsu.edu Saginaw Valley State University  
Melody Curry mcurry@svsu.edu SVSU
**Friday, 4-4:50 PM**

<table>
<thead>
<tr>
<th>ROOM 204</th>
<th>4:30-4:50 PM</th>
<th>Building up a China English Teaching Model for Chinese English Language Learners</th>
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<tbody>
<tr>
<td></td>
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<td>This presentation demonstrates how a typical Chinese learner speaks and writes, arguing that English language teaching at the college level in China should teach students the difference between Chinese and English, and address Chinese students’ first language interference with second language acquisition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yu Zhang <a href="mailto:yzhang26@emich.edu">yzhang26@emich.edu</a> Eastern Michigan University</td>
</tr>
</tbody>
</table>

**Friday, 5-5:45 PM**

<table>
<thead>
<tr>
<th>ROOM 300</th>
<th>TESOL Advocacy and Policy: How to Reach out</th>
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<td>Learn about the systems that affect English learners and educators in a changing social and political climate. Join with fellow advocates to receive a rundown of current federal policies advocated for at the 2018 TESOL Advocacy and Policy Summit in Washington, D.C. Strategies for local, state, and federal advocacy will also be shared.</td>
</tr>
<tr>
<td></td>
<td>Sharon Umlor <a href="mailto:sharonuml@grcc.edu">sharonuml@grcc.edu</a> Grand Rapids Community College</td>
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<td>Jennifer Musser <a href="mailto:jenniferlynnemusser@gmail.com">jenniferlynnemusser@gmail.com</a> Washtenaw Literacy</td>
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<td>Rebeca Ontiveros-Chavez <a href="mailto:mirc@michiganimmigrant.org">mirc@michiganimmigrant.org</a> Michigan Immigrant Rights Center</td>
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<th>ROOM 301</th>
<th>Reaching into the Community: Cultural Integration Strategies</th>
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<td>Do you have problems with student engagement and investment? Sometimes communities and schools believe they are welcoming environments but students still feel isolated. To address this gap, presenters will share strategies and materials to guide instructors on how to help adult learners become more knowledgeable about and integrated into their community.</td>
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<tr>
<td></td>
<td>Trisha Dowling <a href="mailto:dtrisha@umich.edu">dtrisha@umich.edu</a> University of Michigan-ELI</td>
</tr>
<tr>
<td></td>
<td>Clarissa Codrington <a href="mailto:ccothing@emich.edu">ccothing@emich.edu</a> Eastern Michigan University</td>
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<th>ROOM 302</th>
<th>Best Practices in Dual Language Instruction</th>
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<td>This session will provide attendees with the most current research and best practices for effective dual language instruction. With a focus on bilingualism, biliteracy, and advocacy, attendees will develop a toolkit of resources to use immediately in their school settings.</td>
</tr>
<tr>
<td></td>
<td>Stephen Fowler <a href="mailto:stephen.fowler@imaginelearning.com">stephen.fowler@imaginelearning.com</a> Imagine Learning</td>
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<th>ROOM 304</th>
<th>Research Skills for Advanced IEP Students: Building a Firmer Foundation</th>
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<td>Recently, the Wayne State University English Language Institute introduced a writing course focused specifically on developing the strategies ESL students need to successfully compose research papers—in essence, a class on research paper writing without writing a research paper. This presentation is an overview of the curriculum and evolution of the course.</td>
</tr>
<tr>
<td></td>
<td>Michael G. Klüg <a href="mailto:gm9700@wayne.edu">gm9700@wayne.edu</a> Wayne State University</td>
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### Friday, 5-5:45 PM

| ROOM 320 | What the Flip? Using Flipped Classroom Techniques to Reach All Learners  
Differentiation is a primary component of flipped learning, where out-of-class activities prepare students at their own pace for class. The presenter used videos, guided readings, and conferencing to reach all learners in an ESL analytical writing class. Participants will see video examples and brainstorm ways to apply flipped learning to their own classrooms. Barbara Cohen bcohen@svsu.edu Saginaw Valley State University |
| ROOM 330 | A LESLLA-Based Practicum for International MA Candidates: Challenges and Benefits  
This presentation describes the development of a practicum focused on LESLLA (Literacy Education and Second Language Learning Adults) for a new MA-AL program that enrolls primarily international EFL students. The syllabus is detailed and the impact of the course on students is examined via reflective journal analysis. Colleen Brice bricec@gvsu.edu Grand Valley State University |
| ROOM 350 | Supporting ELLs in CLASS: Five Key Categories to Keep in Mind  
There are many ways that teachers can help support English language learners at school. This session features five key categories to "unpack." Teachers can learn about these categories (summarized by the acronym CLASS) to support school-aged ELLs. Marla Metler metlerm@aaps.k12.mi.us Ann Arbor Public Schools |
| ROOM 352 | 5:30-5:50 PM  
Assigning Written Code-Switching: Keys to Success  
Wondering how to incorporate code-meshing or code-switching into your writing assignments? Learn key strategies based on two decades of sociolinguistic research that will ensure your assignments are in tune with what is known about code-switching in context. Successful lesson ideas and additional resources will also be provided. Kay M. Losey loseyk@gvsu.edu Grand Valley State University |
| ROOM 204 | 5:5-5:20 PM  
Curating the Hybrid Wheel for ELLs  
This quick point session will show the importance of curating and simplifying technology use in the hybrid classroom to develop an effective learning environment for language learners that promotes student-centered instruction with accountability in the students’ third space. Rosemary Yacoub-Miketa rmiketa@hfcc.edu Henry Ford College |
### Friday, 5-5:50 PM

**ROOM 204**  
**5:30-5:50 PM**

**Freelance Tips: Working the Slideshow**  
Freelancers often work one-on-one and need flexible, inexpensive programs. Answer? Create easily modified photo slideshows from freelancers’ travel archives, crafting oral presentation opportunities for learners. Goals: lessen speaking fear; provide a storyline to rely on; broaden vocabulary and use of transitions; and develop pyramid learner skills.  
*Tania Evans riverbendfarm@comcast.net* Freelance

---

**310 A & B**  
**Exhibitors, Coffee & Snacks**

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### Friday, 6-6:45 PM

**ROOM 300**  
**Giving Corrective Feedback on ESL Students’ Writing**  
For many years, the impact and effectiveness of giving corrective feedback on students’ writing has been of significant importance. The presenter will talk about the different types of corrective feedback that ESL teachers give to students and the effects they have on students’ writing development.  
*Amira Eldemerdash amiraashraf.eldemerdash@wmich.edu*  
Western Michigan University

---

**ROOM 301**  
**Engaging Tools and Strategies for Improving Academic Reading**  
To better support classroom and ESL teachers in implementing engaging strategies that help improve English learners’ academic reading, the presenters share activities based on innovative strategies such as Collaborative Strategic Reading technique and the use of comic books. Participants are invited to share ideas and benefit from useful reading resources.  
*Yevgeniya Pukalo ypukalo@emich.edu*  
Farmington Public Schools  
*Kayleigh Gilo kgriffi9@emich.edu*  
Plymouth-Canton Community Schools

---

**ROOM 302**  
**Teaching Tools to Raise Writing Content and Cultural Awareness**  
In culturally turbulent times, teachers must continue discussing acculturating novice students into the American classroom. The presenter unpacks writing tools to improve critical thinking, outside source use, and cultural acuteness to help EAP students produce university-level content. Attendees will leave with techniques to sustain student learning and suggestions for reaching a variety of learners.  
*Laura Ramm rammbo@gmail.com*  
Michigan State University  
*Collin Blair collinblair@hotmail.com*  
Lansing School District

---

**ROOM 304**  
**Using FLIPGRID with CCSS & Accommodations for ELs**  
This presentation includes an introduction to FLIPGRID. Bring a personal device with internet access and create your own FLIPGRID account, join a grid, and participate in a topic discussion. Then, the focus will be on how FLIPGRID can be used to support some Common Core State Standards for K-12 students and provide accommodations for ELs.  
*Mary-Margaret Cornish cornish@aaps.k12.mi.us*  
Ann Arbor Public Schools
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<tr>
<th>ROOM 320</th>
<th>Influence of Context and Teacher Education on Teaching EFL/ESL Writing</th>
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<td>Presenters discuss teachers’ perceptions about teaching EFL writing in Montenegro. Research findings show that teacher education, experience, and recognizing the importance of writing, all have an impact on perceptions. Attendees will explore ways we can learn from these findings to improve teacher education in Michigan. A handout provides conclusions and key references.</td>
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<tr>
<td></td>
<td>Silvija Marniković <a href="mailto:smarniko@emich.edu">smarniko@emich.edu</a> Eastern Michigan University</td>
</tr>
<tr>
<td></td>
<td>Cynthia Macknish <a href="mailto:cmacknis@emich.edu">cmacknis@emich.edu</a> EMU</td>
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<th>ROOM 330</th>
<th>Teaching English Pronunciation to Adult Learners: How to Be Effective</th>
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<td></td>
<td>Teaching English pronunciation benefits students in speaking and listening skills. This presentation outlines activities to help students produce clearer speech and improve their perception of English sounds. Based on the presenters’ experience working with Vietnamese EFL adult learners, suggestions to teach pronunciation to both ESL and EFL learners are made.</td>
</tr>
<tr>
<td></td>
<td>Moon Nguyen <a href="mailto:nguyengu@mail.gvsu.edu">nguyengu@mail.gvsu.edu</a> Grand Valley State University</td>
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<tr>
<td></td>
<td>Quang Nguyen <a href="mailto:quang782@gmail.com">quang782@gmail.com</a> Moon ESL Training Center</td>
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<th>ROOM 350</th>
<th>Literacy and Critical Thinking through Socratic Seminars across the Content Areas</th>
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<td>The purpose of this presentation is to demonstrate the process of using Socratic seminars as a method of learning for K-12 ELLs. All K-12 and post-secondary educators interested in incorporating literacy and critical thinking skills into their instruction can benefit from the experience of adding Socratic seminars into their curriculum skills.</td>
</tr>
<tr>
<td></td>
<td>Melissa Bourg <a href="mailto:melissa@tesoleducator.com">melissa@tesoleducator.com</a> TESOL Educator</td>
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<th>ROOM 352</th>
<th>The World is Your Classroom: Teach Abroad with the English Language Fellow Program</th>
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<td>The English Language Fellow Program sends experienced U.S. TESOL professionals on 10-month paid teaching projects at academic institutions worldwide. Fellows assist U.S. Embassies to enhance English language teaching capacity and increase mutual understanding through cultural exchange. This presentation will include an overview of the program, highlights from past Fellows’ experiences, eligibility requirements, participant benefits, and application information.</td>
</tr>
<tr>
<td></td>
<td>Abigail Bruhlmann <a href="mailto:outreach@elprograms.org">outreach@elprograms.org</a> The U.S. Department of State English Language Programs</td>
</tr>
<tr>
<td></td>
<td>Allegra K. Troiano <a href="mailto:troiano@uwm.edu">troiano@uwm.edu</a> University of Wisconsin-Milwaukee</td>
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<th>ROOM 204</th>
<th>3 Keeps &amp; Research-Based Best Practices</th>
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<td>Educators need to show English learners how to use the internet safely and responsibly. This presentation shares educational websites for ELs in four subject areas (English, Math, Science, Social Studies) and provides a list of resources available for ELs with a focus on responsible usage of the internet and online safety.</td>
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<tr>
<td></td>
<td>Suzy Khoury <a href="mailto:suzykhoury@hotmail.com">suzykhoury@hotmail.com</a> Department of Attorney General of Michigan</td>
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Friday, 7-8:15 PM
Welcome & Keynote Speech

AUDITORIUM
1st & 2nd floor

Welcoming Remarks: James Smith, EMU President

#You Are Welcome Here: Connie Ruhl-Smith, EMU Director of Development for International Relations

KEYNOTE SPEECH BY CAROL ANN TOMLINSON: Who's Coming to School Now -- And Where Do I Go from Here?
What are steps for new teachers newer to working with the growing population of English learners? What are steps to challenge educators who already work effectively and comfortably with ELs? What might it look like to differentiate instruction with ELs in mind? How can the insights of K-12 teachers inform the work of their post-secondary colleagues, who often teach multi-level classes? This keynote will address these questions as it provides classroom illustrations from K-12 and college educators with varied levels of facility in working with students who face the dual challenges of learning the content and language of the classroom.

Friday, 8:15-11 PM

BALLROOM
2nd floor

Networking, entertainment, music, dance lesson, photo station, heavy hors d’oeuvres

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Other programs by Imagine Learning

Imagine Learning offers additional programs for all your learners including: Imagine Language & Literacy (Pre-K to 6), Blueprint (math concepts for Pre-K to 1), and Imagine Math Facts (math fluency for K-8).

Visit the Imagine Learning booth today to learn more
| Room 300 | **Why and How Culturally Responsive Teaching (CRT)?**  
In today’s classrooms, culturally responsive teaching (CRT) is not an option but a vital practice to provide a learning platform that is conducive to the growth of all learners academically and culturally. This presentation will break down this practice through multiple definitions and practical applications.  
**Deniz Toker** denizilker.toker@wmich.edu Western Michigan University |
| Room 301 | **English Teachers as Citizen Diplomats**  
In an increasingly globalized world, English language skills are essential and in high demand worldwide because of the educational and economic opportunities they provide. Meet American TESOL professionals who are alumni of U.S. State Department programs and learn how they supported U.S. foreign policy by strengthening English teaching around the world.  
**Abigail Bruhlmann** outreach@elpprograms.org The U.S. Department of State English Language Programs  
**Allegra K. Troiano** troiano@uwm.edu University of Wisconsin-Milwaukee |
| Room 302 | **Teaching Pronunciation with Picture Books**  
This presentation will demonstrate how picture books can be used as tools for teaching pronunciation. Specifically, performing stories promotes the development of phonological awareness, stress, and intonation in English language learners. In addition, teachers will learn instruction techniques which can be used with both children and adults.  
**Adrienne Seo** aseo@emich.edu Eastern Michigan University |
| Room 304 | **Obstacles Facing Women Refugees in Language Acquisition**  
Women refugees face many barriers that hinder their ability to function in society. Some women hope to acquire basic English survival skills whereas others aspire to achieve native-like fluency. This presentation aims to highlight the obstacles that many women refugees face in their journeys to adapt on new ground.  
**Warifa Sobh** warifasobh2013@gmail.com WISE Academy  
**Wedad Maatouk** wedadkm@gmail.com Qatar University |
| Room 320 | **ESL Unplugged: The Enduring Power of Words in a Digital Age**  
In this highly interactive session, the presenter will demonstrate how the use of quotations, poems, excerpts from longer readings, and other short authentic materials can help learners disconnect from the virtual world and reconnect with the people, language, and reality of their present experience.  
**Peter B. Hoffman** hoffmanp@msu.edu The English Language Center - Michigan State University |
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<th>ROOM 330</th>
<th>Teaching Academic Vocabulary through Games</th>
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|          | With the increase in high-stakes testing and common core standards rigor, academic vocabulary development is essential yet often missing in ELs’ repertoire. The presenters have developed and compiled different vocabulary games that have been successful in increasing recognition and learning of academic vocabulary. Ready-to-implement games will be provided.  
Heather Sanchez [hsanche1@emich.edu](mailto:hsanche1@emich.edu) Sylvania Schools |

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<th>ROOM 350</th>
<th>Understanding and Overcoming the Post-Intermediate Language Plateau</th>
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|          | The Post-Intermediate Language Plateau describes a frustrating period in the journey of many English language learners, in which they may feel that their progress has stalled or even halted. Following SLA research, this presentation delves into the plateau's causes and effects as well as practical strategies for helping students overcome it.  
Lisa Wooning [lwooning@els.edu](mailto:lwooning@els.edu) ELS Language Centers  
Matt Bailey [mbailey@els.edu](mailto:mbailey@els.edu) ELS Language Centers |

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<tr>
<th>ROOM 352</th>
<th>Students’ Experiences in Service Learning</th>
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|          | Service learning courses are popular in TESOL programs as they provide opportunities for pre-service teachers to work with learners. But what do students actually take away from these classes? This session will examine issues in service learning, and former students from a SL class will discuss their experiences.  
Carmela Romano Gillette [cagillet@umich.edu](mailto:cagillet@umich.edu) University of Michigan  
Daniel Antonio López [opezda@umich.edu](mailto:opezda@umich.edu) U-M  
Beth Ann DeRosier [bethdero@umich.edu](mailto:bethdero@umich.edu) U-M |

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<tr>
<th>ROOM 204</th>
<th>Exploring English Teachers’ Beliefs about Vocabulary Pedagogy in Preparatory Year Programmes</th>
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|          | This study explored the relationship between teachers’ cognition and practices of teaching lexis in Turkish universities. Based on classroom observations, stimulated recall, and semi-structured interviews, the findings suggest that although the teachers had students with similar profiles, they displayed different tendencies towards teaching vocabulary. Pedagogical implications for form-focused instruction and language teacher education will be discussed.  
Sukru Nural [nurals@mef.edu.tr](mailto:nurals@mef.edu.tr) MEF University, Turkey |

| 310 A & B | Exhibitors, Coffee & Snacks |
| ROOM 300 | **Adult Education SIG Meeting**
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<td>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. Casey Thelenwood <a href="mailto:thelecas@gvsu.edu">thelecas@gvsu.edu</a> Grand Valley State University Collin Blair <a href="mailto:collinblair@hotmail.com">collinblair@hotmail.com</a> Lansing School District</td>
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| ROOM 302 | **Professional Development in the Modern World: Virtual Communities of Practice (VcoP): Professional Development SIG Meeting**
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<td>This presentation will examine the use of virtual communities of practice and the merging of external communities to form a wider reaching flow of resources, opportunities, and practices. Topics covered will include what constitutes a community of practice, establishing a group of peers, and some possibilities provided by extended engagement. Anthony Taylor <a href="mailto:taylorwanthony@gmail.com">taylorwanthony@gmail.com</a> Independent</td>
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| ROOM 320 | **Reaching All Learners at Post-Secondary Institutions: Post-Secondary SIG Meeting**
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<td>In this session we discuss issues that pertain to “reaching all learners” at our post-secondary institutions. The SIG leader will first review some issues in the current literature and media, then provide opportunities for groups to discuss the implications and share their experiences. Cynthia Macknish <a href="mailto:cmacknis@emich.edu">cmacknis@emich.edu</a> Eastern Michigan University</td>
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| ROOM 330 | **MITESOL Advocacy and Policy SIG Meeting**
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<td>In this meeting, information will be presented on MITESOL’s past year of advocacy work, and strategies will be shared on how to advocate for ELs and educators at the local and state level. Participants are invited to this call and commitment to EL advocacy within MITESOL. Sharon Umlor <a href="mailto:sharonumlor@grcc.edu">sharonumlor@grcc.edu</a> Grand Rapids Community College</td>
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| ROOM 350 | **K-12 SIG Meeting**
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<td>Kendra Seitz, Kelly Alvarez, and Jen Paul from MDE will give a brief overview of MDE updates and offer a Q &amp; A session to K-12 attendees. Kendra Seitz <a href="mailto:kseitz@rochester.k12.mi.us">kseitz@rochester.k12.mi.us</a> Rochester Schools Jennifer Paul <a href="mailto:PaulJ@michigan.gov">PaulJ@michigan.gov</a> Michigan Department of Education Kelly Alvarez <a href="mailto:AlvarezK@michigan.gov">AlvarezK@michigan.gov</a> Michigan Department of Education</td>
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| ROOM 352 | **CALL SIG Meeting**
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<td>In this year’s annual meeting, participants will, as always, share CALL-related resources, tips, and tools. We will also brainstorm methods and suggestions for how to help nurture peer-led technology trainings at our own institutions. Austin Kaufmann <a href="mailto:austin.james.kaufmann@gmail.com">austin.james.kaufmann@gmail.com</a> Michigan State University</td>
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**Winner of Mensa’s Intellectual Benefit to Society Award!**

**Easy English NEWS**

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- Audio support
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**Elizabeth Claire’s Easy English NEWS**

Volume XXIII Number 10

**June 2018**

See page 10 for prices and ordering information.

**Here come the self-driving cars!**

Last year, there were almost six million car crashes in the United States. Forty thousand people died in car crashes. Ninety percent of those crashes were caused by the cars’ drivers. Road crashes cost the U.S. $235.6 billion per year.

Will self-driving cars save lives? Many people hope so.

Self-driving cars won’t speed. They won’t text or talk on a cell phone. They won’t get distracted. They will never be blinded by the sun, and never get tired. They won’t drive drunk or be impaired by alcohol, drugs, or medication. They don’t experience emotions. They don’t get angry. They don’t experience fear. They don’t get tired. They drive safely, all the time.

There are self-driving cars on the roads today. They drive small cars. They are experimental. They drive in the cities and on the highways. They do not usually drive alone. They are tested by engineers.

Self-driving cars come from companies like Google and the car manufacturer Ford. Other companies are starting to make self-driving cars.

There are billions of dollars in government money to develop self-driving cars. People think self-driving cars are the future. They hope self-driving cars will be safe.

To work to become elected. place where people gamble and lose money. A place where dead bodies are buried. To say that something is a living thing that can cause harm to other living things. To give someone a job.

A large wild animal. A device in which a gambler puts money to make a bet. The body of a government insurance program. A self-employed person who owns a business.

Academia National Heroes and History. Tall Tales of Paul Revere. Funny Stuff. Crossword Puzzle. Answers to Puzzles...

**Life in the U.S.**

Places to buy clothes

There are many places to buy clothes. Shopping malls have stores for women’s clothing, men’s clothing, and children’s clothing. There are shops and stores in the city. There are shops and stores in the suburbs. There are shops and stores in the countryside.

Your school has a career center or a job center. You may be able to get a job. You may be able to get a part-time job. You may be able to get a full-time job.

Teens and young adults who work will have to save money. They will have to pay taxes. They will have to pay for their education. They will have to pay for their health insurance. They will have to pay for their clothes. They will have to pay for their transportation. They will have to pay for their food. They will have to pay for their housing.

To insist that something is a living thing that can cause harm to other living things. To give someone a job.

**What’s Inside?**

- CLOZE exercises
- Short-answer tests
- Critical-thinking questions
- Crossword Puzzle
- Word Help
- Teacher’s Guide
- Comprehension and vocabulary quizzes
- Events in June at This is Your Page
- Ask Elizabeth: Summer Jobs
- Ask a Speed: America the Beautiful
- National Heroes and History
- Tall Tales of Paul Revere
- Funny Stuff
- Crossword Puzzle
- Answers to Puzzles

Words in black print with a star (*) are in WORD HELP on page 12.

**Class discounts!**

Elizabethclaire.com

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The Value of Multicultural Literature in Teaching Reading to English Language Learners
Multicultural children’s literature is a valuable medium for teaching reading, especially to English learners. In addition to containing simple language, vivid illustrations, and culturally relevant themes, it affirms learners’ identities as multilinguals and builds their confidence. This poster will present information on ways to effectively incorporate multicultural reading resources into the classroom.
Alexandra Patty apatty@emich.edu Eastern Michigan University
Judith Hoffman jhoffm30@emich.edu EMU

One Compelling Question: Inquiry for Adult Learners through a Task-Based Curriculum
What happens when we build a course around student curiosity and expertise? The author explored this question through a summer-long curriculum for advanced adults, putting inquiry-based pedagogy into conversation with task-based learning. Students built projects around presentations, performing for their peers the answers to their own compelling questions.
Fiona Carey fcarey1@emich.edu Eastern Michigan University

Project-Based Learning: Inspiring Montenegrin EFL Learners across Grade Levels
This poster provides an overview of the benefits of project-based learning and describes three successful projects developed and implemented in an intensive English language institute in Montenegro across grade levels 5, 6, and 8. Attendees will receive links to the three unit projects with all lesson plans and materials.
Jill McDonald jmcdon34@emich.edu Huron Valley Schools
Yevgeniya Pukalo ypukalo@emich.edu Farmington Public Schools
Heather Sanchez hsanche1@emich.edu Sylvania Schools

Can You Spot Me? Activities Promoting Pragmatics Awareness
Language learners often struggle with contextualized language meaning and are confused by the relationship between isolated language structures and language in context. This poster presents ten activities with accompanying materials, designed to introduce pragmatics into the ESL/EFL classroom and assist ELs in improving their contextualized language use in different settings.
Margita Vojtkulakova mvojtkul@emich.edu Eastern Michigan University
Marni Hochman mhochman@emich.edu EMU
Silvija Marnikovic smarniko@emich.edu EMU
Amelia Barnard abarnar1@emich.edu EMU
Kelsey Carbonell kcarbon2@emich.edu EMU
Eric Acton eacton1@emich.edu EMU
Saturday, 10-10:45 AM
Poster Presentations

310 A & B  Developing After-School Curriculum for Low-Income English Learners
To encourage low-income English learners to reach for higher education instead of dropping out of high school, we must guide them through every step. This poster describes an original after-school curriculum developed for working with Latino high school boys, showcasing student work and outcomes.
Taña Hermosillo Huyck  huycktan@salineschools.org  Saline Schools Summer ELL

Linguistically and Culturally Inclusive Writing across the Curriculum: A Case Study of an L2 Writer
The case study of "Huang’s" writing provides one perspective of L2 writers’ agency in successful academic writing. Huang’s experiences provide insights into L2 students’ experiences for ESL and content course instructors, as well as Writing Across the Curriculum specialists. Implications for understanding L2 students’ writing needs will be discussed.
Zhenjie Weng  weng.151@osu.edu  The Ohio State University

Localizing Speaking and Listening Pedagogy: Lessons and Activities that Work
Many ESL learners feel isolated from the communities in which they live. This poster presents ten effective activities and accompanying materials designed to help learners view their local communities as possessing “funds of knowledge,” and foster a sense of belonging and/or pride while improving English oral skills.
Zuzana Tomaš  ztomas@emich.edu  Eastern Michigan University
Margita Vojtkulakova  mvojtkul@emich.edu  EMU
Silvija Marniković  smarniko@emich.edu  EMU
Kelsey Carbonell  kcarbon2@emich.edu  EMU
Trisha Dowling  dtrisha@umich.edu  University of Michigan-ELI

310 A & B  Exhibitors, Coffee & Snacks

Saturday, 11-11:45 AM
ROOM 300  Let's Get Moving in the ESL Classroom! The Value of Kinesthetic Learning
This presentation will focus on the use of movement and dance as an effective engagement tool in ESL classrooms, from K-12 through adults. Strategies will be presented for various content areas and language skills. Participants will have the opportunity to discuss recommendations, strategies, and resources for use in their own classrooms.
Hannah Reynolds  hreynol2@emich.edu  Eastern Michigan University
| ROOM 301 | **Introducing iWeb: Exploring English Language Use with New BYU Corpus**  
|          | iWeb is touted to be “the most important and exciting corpus . . . since COCA” (Corpus of Contemporary American English). This session will demonstrate specific and practical ways that iWeb, much like COCA, has significant potential to enhance English language learning and teaching for diverse ESL populations in various educational settings.  
|          | **Katie Weyant** katie.ewayant@gmail.com University of Michigan-ELI |
| ROOM 302 | **Reaching Learners through Service Learning: A University and K-12 TESOL Program Partnership**  
|          | The presenters describe the TESOL service learning partnership that they developed to (1) prepare pre-service teachers and (2) provide support in a K-12 school district and an English language institute. The presenters share service-learning assignments and describe the benefits and challenges of the service learning that they experienced.  
|          | **April M. Burke** april.burke@cmich.edu Central Michigan University  
|          | **Sarah Case** scase@mp.edzone.net Mount Pleasant Public Schools  
|          | **Caitlin Hamstra** thele1ca@cmich.edu Central Michigan University |
| ROOM 304 | **University Success: Better EAP with a Stanford Connection**  
|          | To make progress, EAP students need academically credible content, honesty about academic English, and challenging practice. Most materials fall short, stagnating in “ESL-y” lessons that misrepresent academic discourse. The session demonstrates how the *University Success* series, featuring the work of Stanford professors in five disciplines, provides a new way forward.  
|          | **Lawrence J. Zwier** zwier@msu.edu Michigan State University |
| ROOM 320 | **Creating a Culturally-Responsive Curriculum for Effective Language Learning**  
|          | As classrooms become increasingly diverse, teachers can utilize students’ strengths by integrating their cultures into the curriculum. Such personal resources are not only authentic, but have a profound effect on how well students respond to, and participate in, lessons. The presenters share their ideas for creating culturally-responsive curricula and teaching strategies.  
|          | **Alexandra Patty** apatty@emich.edu Eastern Michigan University  
|          | **Patricia Ribeiro** prieir1@emich.edu EMU |
| ROOM 330 | **Rationale and Strategies for Integrating Grammar and Writing Instruction**  
|          | Second language grammar has traditionally been taught as a separate course. However, this presentation offers that L2 grammar is best taught through integration with writing. A rationale for combining grammar and writing is given, and three strategies are demonstrated for designing an integrated curriculum.  
|          | **Michael Busch** mwbusch1@gmail.com |
### Saturday, 11-11:45 AM

| ROOM 350 | **Promoting Assessment as Learning: Reaching and Empowering All English Language Learners**  
Reaching and empowering all English language learners calls for a pedagogical shift of emphasis from assessment of and for learning to assessment as learning. This session presents a participatory assessment model that can be used to engage ELLs by making them an integral part of learning.  
Wendy Wang [wwang@emich.edu](mailto:wwang@emich.edu) Eastern Michigan University  
Marni Hochman [m hochman@emich.edu](mailto:m hochman@emich.edu) EMU  
Desiree Meisner [dmeisne1@emich.edu](mailto:dmeisne1@emich.edu) EMU |
| --- | --- |
| ROOM 352 | **Do You Know What I Mean? A Study of NES and EL Pragmatics**  
After a short description of Grice’s Cooperative Principle with examples in all language skill areas, the presenters will describe their ethnographic research of native English speaker (NES) and EL conversations. Findings regarding how pragmatics can be taught will involve an interactive discussion with the audience.  
Betsy Morgan [emorgan@emich.edu](mailto:emorgan@emich.edu) Eastern Michigan University  
Katie Ebersole [kebersol@emich.edu](mailto:kebersol@emich.edu) EMU |
| ROOM 204 | **Increasing EL Parent and Family Engagement in K-12 Schools**  
Presenters will describe their study focused on helping in-service teachers increase EL parental and family involvement in their school settings. The majority of the presentation will include examples of the different strategies and initiatives that participants implemented in their schools in order to address EL parent and family engagement.  
Selena Protacio [selena.protacio@wmich.edu](mailto:selena.protacio@wmich.edu) Western Michigan University  
Virginia David [virginia.david@wmich.edu](mailto:virginia.david@wmich.edu) WMU  
Susan Piazza [susan.piazza@wmich.edu](mailto:susan.piazza@wmich.edu) WMU  
Hsiao-Chin Kuo [hsiao-chin.kuo@wmich.edu](mailto:hsiao-chin.kuo@wmich.edu) WMU |
| 310 A & B | **Exhibitors, Coffee & Snacks** |
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### Saturday, 12-12:50 PM

**Welcome & Lunch**

<table>
<thead>
<tr>
<th>BALLROOM 2nd floor</th>
<th>Welcome, MITESOL business, lunch, surprise appearance</th>
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<tbody>
<tr>
<td></td>
<td>Welcome to EMU by Dana Heller, Dean College of Arts and Sciences</td>
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### Saturday, 12:50-1:50 PM

**Plenary Speech**

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<thead>
<tr>
<th>BALLROOM 2nd floor</th>
<th>PLENARY SPEECH BY ANNE CURZAN: The Weird and Wonderful Stories Behind English Spelling</th>
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<td></td>
<td>This talk will make the case that in addition to being something of a mess, English spelling can also usefully be viewed as a treasure trove of stories about the history of English. Through studying some of the quirks of English spelling, students of the language can learn more about the many layers of borrowed words in English, from dozens of languages. Equally importantly, students can think through the relationship of English spelling and pronunciation, including drifts and variation in pronunciation that are not reflected in spelling--and situations where spelling has actually changed pronunciation. The talk concludes with reflections on what it would mean to reform English spelling and ways to engage students in that conversation.</td>
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### Saturday, 2-2:45 PM

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<tr>
<th>ROOM 300</th>
<th>Perceptual Cues for the Tense-Lax Vowel Distinction and the Pedagogical Implications of the Findings</th>
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<td></td>
<td>The presentation discusses ESL students’ strategies for perceiving the tense-lax distinction (e.g., sheep-ship). The implications for the classroom are that (1) for learners from different L1s one barrier in the listening tasks is different perceptual strategies and (2) teachers can assist students by developing perceptual tasks which are L1-informed.</td>
</tr>
<tr>
<td>Malgorzata E. Cavar</td>
<td><a href="mailto:mcavar@indiana.edu">mcavar@indiana.edu</a> Indiana University</td>
</tr>
<tr>
<td>Ildiko Porter-Szucs</td>
<td><a href="mailto:ildips@yahoo.com">ildips@yahoo.com</a> Eastern Michigan University</td>
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<th>ROOM 301</th>
<th>Measuring the Effects of Social Interaction on Pragmatic Performance</th>
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<td></td>
<td>This presentation reviews a pilot study focusing on the relationship between social interaction and pragmatic development among U.S. immigrants. It introduces a scoring scheme to measure pragmatic competence relative to native-speaker usage and explains how it can be applied in future pragmatic research and classroom assessment.</td>
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<tr>
<td>Nicole DeWindt</td>
<td><a href="mailto:dewindni@mail.gvsu.edu">dewindni@mail.gvsu.edu</a> Grand Valley State University</td>
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| Room 302 | **Designing a Speaking Placement Test**  
Student success begins with a realistic assessment of the student’s abilities and placement into the most appropriate level of a program. This session will present step-by-step guidelines for creating your own placement tool for a speaking curriculum.  
**Jeannine Lorenger**  
jloreng@svsu.edu  
Saginaw Valley State University |
| --- | --- |
| Room 304 | **Aspects of Language Contact: Teaching English in a Bilingual Classroom**  
The objective of this presentation is to demonstrate that language diversity in a class is not a barrier to learning English, but an opportunity for a different teaching approach, learning more about language contact, providing diverse language input, and turning input into knowledge.  
**Eljana Kokalari**  
emosko@uogj.edu.al  
University Eqrem Çabej of Gjirokastra, Albania |
| Room 320 | **The Role of ESL Classes in U.S. Catholic Churches’ Outreach to Catholic Latin American Immigrants**  
Faith-based contexts are often overlooked in ESL/TESOL research, despite the importance of religion to many immigrants. Preliminary results are shared of a study into the cultural and linguistic gap between Latin American Catholic immigrants to the US and mainstream Catholic parishes, and how a schema-building ESL class could be part of the solution.  
**Mary C. Tillotson**  
mtillots@emich.edu  
Eastern Michigan University |
| Room 330 | **Creating Original Interactive Digital Material with H5P**  
This session provides a jump-start experience in creating your own interactive educational content using H5P. I will carry out an audience-interactive demonstration that will unveil how this user-friendly tool can help you build inspiring digital content.  
**Amy Larson**  
amygwen@gmail.com  
Lansing Community College |
| Room 350 | **Let's All Talk Numbers!**  
"Let's ALL Talk About Numbers” engages participants in Number Talks to foster mathematical conversations focused on the structure of, and relationships between, numbers, while developing computational fluency. This strategy, aligned with the mathematical practices, allows ALL students to participate in mental math problems while supporting the development of academic language.  
**Ann Padesky**  
apadesky@wcskids.net  
Warren Consolidated Schools  
**Mary Przybyl**  
przybylml@wcskids.net  
Warren Consolidated Schools |
| Room 352 | **Bilingual Families: Intentions, Reflections, and Actions**  
This presentation will summarize the results of a case study that examined immigrant parents’ beliefs, concerns, and actions regarding raising bilingual families in western Michigan.  
**Thomas Rodgers**  
trodgers0602@gmail.com  
Grand Valley State University / Literacy Center of West Michigan |
Saturday, 2-2:45 PM

ROOM 352  2:25-2:45 PM
Methods for Looking at Student Identity in Practice Inside and Outside the Classroom
The presenter discusses two ongoing studies of Chinese ESL undergraduate students’ identity construction. These studies suggest that two ethnographic methods for observing how students construct their identities as English users, through and beyond their classroom experiences, can help illumine that development.
Mark McGuire mcguire.375@buckeyemail.osu.edu The Ohio State University

Saturday, 3-4:30 PM

ROOM 300  3-3:45 PM
Reaching All Learners through Classroom Learning Communities
Reaching all learners is often elusive in education. This is due to the myriad of academic and sociological challenges facing ELLs. Through Classroom Learning Communities (CLCs), we can best serve our learners and aim to reach all students. This workshop will define and illustrate CLCs in classroom and online contexts.
Michael Pasquale michael.pasquale@cornerstone.edu Cornerstone University
Brian Pickerd brian.pickerd@cornerstone.edu Cornerstone University

ROOM 301
Supporting Students with Interrupted Education
Students with an Interrupted Formal Education (SIFE) have missed at least two years of education upon enrolling in U.S. schools. These students, estimated at 10-20% of all students, have limited literacy in their home language and will demonstrate gaps in content areas. The presenter will discuss ways to support these students.
Brenda Custodio custodio.1@osu.edu The Ohio State University

ROOM 302  3-3:45 PM
International Student Mental Health: Promoting Wellness with Mindfulness
In higher-education settings, international students face stressors that can feel overwhelming and lead to significant anxiety. Mindfulness meditation can be used to cope, reduce anxiety, and improve overall feelings of well-being. Presenters will discuss research on international student mental health and will demonstrate specific, effective mindfulness classroom activities.
Katie Weyant kcolema@umich.edu University of Michigan-ELI
Trisha Dowling dtrisha@umich.edu U-M-ELI
Allie Pippo apiippo@emich.edu Eastern Michigan University
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<th>ROOM 304</th>
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| **Creativity within Constraints: Reaching Older Learners in Local Residential Communities** | Older English learners comprise a significant portion of the immigrant population in Michigan. These learners also come with particular goals and constraints that can be difficult to meet in adult ESL classrooms. This presentation highlights three different beginner-level learning environments for older Mandarin-speaking learners, providing sample materials and practical tips.  
Jennifer Musser [jennifer@washtenawliteracy.org](mailto:jennifer@washtenawliteracy.org) Washtenaw Literacy  
Grace Pang [grace@gracepang.com](mailto:grace@gracepang.com) Washtenaw Literacy  
Beth Weihe [beth@washtenawliteracy.org](mailto:beth@washtenawliteracy.org) Washtenaw Literacy |

| ROOM 320 | **Doubling Up: Co-Teaching Practices that Support the Language and Academic Growth of English Learners** | When teachers enact carefully designed co-teaching, K-12 multilingual students can increase their learning of language and academic content, and classroom and EL teachers can learn through engaging in collaborative work. In this interactive workshop, participants will learn five co-teaching models and strategies for initiating and evaluating these practices.  
Catherine Reischl [creischl@umich.edu](mailto:creischl@umich.edu) University of Michigan  
Evelyn Daugherty [daughertye@aaps.k12.mi.us](mailto:daughertye@aaps.k12.mi.us) Ann Arbor Public Schools  
Kayla Clement [elementk@aaps.k12.mi.us](mailto:elementk@aaps.k12.mi.us) Ann Arbor Public Schools  
Ruth Miller [millerru@aaps.k12.mi.us](mailto:millerru@aaps.k12.mi.us) Ann Arbor Public Schools  
Trish Hayes [HayesTrish0@gmail.com](mailto:HayesTrish0@gmail.com) Ann Arbor Public Schools |

| ROOM 330 | **Building Good Neighbors: Encouraging Latino Community Leadership through Well-Equipped Youth** | Join the discussion about the many barriers limiting Latino youths’ advancement toward a better quality of life, personal growth and opportunities for a brighter, more secure future. Buenos Vecinos (Good Neighbors) works to strengthen the Latino community through the Youth Weavers program at Ypsilanti High School and the Spanish Community Interpretation Program.  
Liz Sirman [esirman4@ycschools.us](mailto:esirman4@ycschools.us) Ypsilanti Community Schools  
Diana Bernal [dianaideabv@gmail.com](mailto:dianaideabv@gmail.com) Buenos Vecinos  
Mikel Llanes [mllanes@med.umich.edu](mailto:mllanes@med.umich.edu) University of Michigan |

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<th>ROOM 350</th>
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| **Using Community-Based Participatory Action Research to Promote ESL Accessibility** | This presentation discusses the principles of Community-Based Participatory Action Research (CBPAR), and their applicability in TESOL/ESL research projects. Use of CBPAR is contextualized through a research project that culminated in the creation of a digital and print resource for adults seeking ESL instruction in Flint.  
Jo Fleischer [alfleise@umflint.edu](mailto:alfleise@umflint.edu) University of Michigan-Flint  
Emily Feuerherm [feuerher@umflint.edu](mailto:feuerher@umflint.edu) U-M-Flint |
### Saturday, 3-4:30 PM

**ROOM 352**

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<tr>
<td><strong>How Michigan’s 2020 Reading Retention Law will Affect All Learners</strong></td>
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<td>We applied the 2020 Michigan 3rd-grade reading law to 2017 3rd-graders (N = 103,046). We calculated M-STEP reading “failure” rates and possible “good cause exemption” rates, with numbers aggregated by gender, economic status, ELL status (N=10,205 ELLs), and home-language. We share results and problems we encountered along the way.</td>
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<tr>
<td><strong>Paula Winke</strong> <a href="mailto:winke@msu.edu">winke@msu.edu</a> Michigan State University</td>
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<tr>
<td><strong>Xiaowan Zhang</strong> <a href="mailto:zhang874@msu.edu">zhang874@msu.edu</a> MSU</td>
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**ROOM 204**

| 3-3:45 PM: Improving Literacy in ELLs through Digital Storytelling |
| This presentation will demonstrate the process of assigning and creating digital storytelling videos as a method of learning for all ELs across all content areas in K-12, post-secondary, and adult learning settings. Differentiated instruction can be used to plan, design, and implement this type of learning. |
| **Melissa Bourg** [melissa@tesoleducator.com](mailto:melissa@tesoleducator.com) TESOL Educator |

### Saturday, 4:30-5 PM

**310 A & B**

| Exhibitors, Coffee & Snacks |

### Saturday, 5 PM

**End of MITESOL 2018**

We’ll see you in Grand Rapids, MI on November 1-2, 2019.
Topics for high-beginning to low-intermediate language learning adults include: Health and safety; Preventing accidents; Reporting incidents; Treating illnesses and injuries; Stages of infants, toddlers, preschoolers, school-age children.

English for Child Care
Language Skills for Parents & Providers
Marianne Brems
Marsha Chan
Julaine Rosner

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

English for Child Development
Language Skills for Parents & Providers
Marianne Brems
Marsha Chan
Julaine Rosner

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

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

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

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

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

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4. Click on **Register and Agree to the Policy**.
5. You are connected to EMU wifi. If you are not able to connect, please reach out to one of the conference volunteers.

ROOM INFO

- **ROOM 310 A & B, 3RD FLOOR**
  - Exhibitors, coffee, snacks, Friday afternoon appetizers, Saturday morning continental breakfast, poster sessions, & Saturday Exhibitor Giveaway

- **ROOM 108 E & F, 1ST FLOOR**
  - Gender-segregated Prayer Rooms

- **ROOM 108 B, 1ST FLOOR**
  - Lactation Room

STUDENT CENTER, 3RD FLOOR

[Map of Student Center, 3rd Floor]