Engaged Teaching and Engaged Learning

OCTOBER 11-12 2019
SALT LAKE COMMUNITY COLLEGE
TAYLORSVILLE REDWOOD CAMPUS
itesol.org
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Connect with others in the field!

ITESOL SOCIAL NETWORKING EVENT

Friday, October 11th at 5:00pm
Oak Room STC 201
Appetizers provided.
Location and Directions

Conference Location
Salt Lake Community College
Taylorsville Redwood Campus
Student Center (STC) Building
4600 South Redwood Road
Salt Lake City, Utah 84123

From Salt Lake City International Airport
Get on I-80 E from N 3700 W, Crossbar Rd and Terminal Dr. Take I-215 S to UT-266 E/4700 S in Taylorsville. Take exit 15 from I-215 S. Continue on UT-266 E/4700 S to your destination.

From downtown Salt Lake City
Get on I-15 S/I-80 E from 500 S/Cesar E. Chavez Blvd. Follow I-15 S to UT-266 W/4500 S in Murray. Take exit 301 from I-15 S. Continue on UT-266 W to your destination in Taylorsville.

From the South

From the North
Get on I-15 S. Follow I-15 S to UT-266 W/4500 S in Murray. Take exit 301 from I-15 S. Continue on UT-266 W to your destination in Taylorsville.

From the East
Get on I-80 W. Continue on I-80 W to Murray. Take exit 301 from I-15 S. Continue on UT-266 W to your destination in Taylorsville.

From the West
Get on I-80 E. Continue on I-80 E to Taylorsville. Take exit 15 from I-215 S. Continue on UT-266 E/4700 S to your destination.

Public Transportation
UTA buses are located near Salt Lake Community College (SLCC Redwood Campus). For maps and departure times, refer to www.rideuta.com
Lots K & L have been reserved for conference attendees. ADA parking is also available in the Visitor Lot.
WiFi Access

In the wireless settings for your device, connect to the @slcc wireless network.

Once Connected, open an Internet browser and go to www.slcc.edu. You should be redirected to the registration portal.

Select GUEST ACCOUNT LOGIN.

Username: ITESOL
Password: slcc2019

Mark your calendar for next year’s conference!

October 9-10, 2020
Intermountain TESOL Conference

Hindsight is 2020: Examining the Foundations and Envisioning the Future of ESL

Make sure to follow us on Facebook for more details!
It is my pleasure to welcome you to the I-TESOL Fall Conference 2019 at Salt Lake Community College in Taylorsville. Thank you for your attendance and involvement in this valuable professional event.

This year, our conference theme is Engaged Teaching and Engaged Learning, and we cordially welcome Brock Brady as our keynote speaker. Educators are always reminded of the importance of being engaged, both with their students and their professions. At this conference, you will find presentations that will demonstrate a variety of ways that instructors are interacting with their students to better assist in their learning. In addition, there are presentations that illustrate how educators can become more connected with their occupation and their field.

This year’s conference has participants from all over Utah, other states, and other countries, too. We welcome all, including those who have traveled long distances. Our goal is to provide a forum to discuss the issues facing our students, educators and schools. From the examination of best practices to research-based innovations, the Intermountain TESOL Annual Fall Conference serves as a place for the exchange of ideas.

In addition, we hope that this conference provides an excellent opportunity to meet with others, both practitioners and experts. Intermountain TESOL’s Annual Fall Conference offers a great opportunity for networking and learning about resources in order to best achieve our professional goals. Be sure you visit our exhibitors and vendors area and explore the teaching materials available. At the end of the Friday, we will have a late afternoon social gathering in the Oak Room at Salt Lake Community College. Appetizers will be provided that you can enjoy while you mix and mingle with others in the field. I would like to thank the ITESOL Board members, Salt Lake Community College, the volunteers, and the presenters for helping to make this day possible.

Welcome again to I-TESOL Fall Conference 2019!

Maria Ammar
I-TESOL First Vice President
And Conference Chair
ENGAGED TEACHING AND
ENGAGED LEARNING

This year’s theme is dedicated to learning more about what can be done to attain, maintain, and retain engaged teachers and engaged learners.

**FRIDAY**  
**OCTOBER 11 TH**

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<td>8:30 AM</td>
<td>Check-in</td>
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<td>9:00 AM</td>
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<td>12:00 PM</td>
<td>Lunch</td>
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<td>Oak Room STC 201</td>
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<td>12:45 PM</td>
<td>Featured Speaker</td>
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<td>5:00 PM</td>
<td>Social Networking Activity</td>
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<td>Oak Room STC 201</td>
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**SATURDAY**  
**OCTOBER 12 TH**

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<td>8:00 AM</td>
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<td>10:00 AM</td>
<td>Session 9</td>
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<td>12:00 PM</td>
<td>Lunch &amp; General Meeting</td>
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<td>Oak Room STC 201</td>
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<td>Feature Speaker</td>
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<td>*ITESOL Board Meeting</td>
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<td>Session 11</td>
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<td>Awards &amp; Raffle</td>
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<th>Time</th>
<th>Session 1</th>
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<tr>
<td>9:00 a.m.</td>
<td>Grant Eckstein (90 min workshop)</td>
<td>Krista Rich (Teaching Tip)</td>
<td>Laura Thomas (Teaching Tip)</td>
<td>Udambor Bumandialai (Teaching Tip)</td>
<td>Anita Prabhakar (Teaching Tip)</td>
<td>Juan Escalante</td>
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<td></td>
<td>Improving Writing Skills through Storytelling with Low-Literacy Adult English Language Learners</td>
<td>How to Improve Students’ Reading Fluency through Repeated Reading</td>
<td>How to Use Movement to Manage a Classroom</td>
<td>Modifying Everyday Games into Authentic Practice through Video-based Assignments</td>
<td>Engaging ESL Students in an Advanced Grammar Classroom</td>
<td>Brock Brady</td>
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<td>Cly A. Johnson (90 min workshop)</td>
<td>Using Research on Human Learning to Foster Student Engagement</td>
<td>Poster Sessions (90 min)</td>
<td>Enabling Learning through Video-based Assignments</td>
<td>Engaging ESL Students in Advanced Grammar Classroom</td>
<td>Brock Brady</td>
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<td>10:00 a.m.</td>
<td>Cary A. Johnson (90 min workshop)</td>
<td>Jean Kleihans (Teaching Tip)</td>
<td>Judy James: The Study English Language Teaching</td>
<td>Jessica Ambre Barker (Teaching Tip)</td>
<td>Kate Blanco (Teaching Tip)</td>
<td>Brock Brady</td>
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<td>Who’s the Boss: Academic Theories or Engaged Learners?</td>
<td>The Role of Tailored In-Service Training in Enabling Engaged Teachers</td>
<td>Balancing High Quality English Language Teaching</td>
<td>Engagement and Connection</td>
<td>Marquet Alexandria Call (Teaching Tip)</td>
<td>Brock Brady</td>
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<td>11:00 a.m.</td>
<td>Katherine Nobmann (90 min workshop)</td>
<td>Jean Kleihans (Teaching Tip)</td>
<td>Laura Thomas (Teaching Tip)</td>
<td>How to Move Movement to Manage a Classroom</td>
<td>Laura Blum (Teaching Tip)</td>
<td>Brock Brady</td>
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<td>A Purposeful Observation Form for Mentors</td>
<td>Group Writing, Planning, Execution, Reaction, and Pitfalls</td>
<td>How to Use Movement to Manage a Classroom</td>
<td>How to Move Movement to Manage a Classroom</td>
<td>Supporting Underprepared ESL Students</td>
<td>Brock Brady</td>
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<td>Noon</td>
<td>Portia Nae</td>
<td>Jean Kleihans (Teaching Tip)</td>
<td>Laura Thomas (Teaching Tip)</td>
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<td>Brock Brady</td>
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<td>12:45 p.m.</td>
<td>Joe Shuler</td>
<td>Diane Thomas (Teaching Tip)</td>
<td>Laura Thomas (Teaching Tip)</td>
<td>Udambor Bumandialai (Teaching Tip)</td>
<td>Laura Blum (Teaching Tip)</td>
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<td>Beginning-level Statistics: ESL Teachers and Researchers using Ignou</td>
<td>The Role of Tailored In-Service Training in Enabling Engaged Teachers</td>
<td>Laura Thomas (Teaching Tip)</td>
<td>Modifying Everyday Games into Authentic Practice through Video-based Assignments</td>
<td>Supporting Underprepared ESL Students</td>
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<td>For ESL Teachers and Researchers using Ignou</td>
<td>Using Research on Human Learning to Foster Student Engagement</td>
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<td>8:00 a.m.</td>
<td>Session 7</td>
<td>A Look into an IEP’s TOEFL Prep Course</td>
<td>Corbin Rivera</td>
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<td>9:00 a.m.</td>
<td>Session 8</td>
<td>A Look into an IEP’s TOEFL Prep Course</td>
<td>Caitlin Ellis</td>
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<td>10:00 a.m.</td>
<td>Session 9</td>
<td>The effects of planning time on learners’ written performances</td>
<td>Nita Islam</td>
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<td>Session 10</td>
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Featured Speaker: Brock Brady

Brock Brady is the Education Specialist for the U.S. Peace Corps, a volunteer development agency. He supervises education programming and training in over 50 countries. He designed the curriculum and evaluation system for the US Peace Corps TESL Certificate, a 120 training and professional development certificate program that provides two-years of supervised teaching experience and is validated by the Center for Applied Linguistics. It is the first standardized training program for Peace Corps TESL Volunteers and is currently offered in 12 countries where Peace Corps serves.

Brady was in the President Elect/President/Past President for the TESOL International Association from 2009-12 and was a member of the Board from 2005-2008. Before coming to Peace Corps, Brady served as Co-Director of the American University TESOL Program in Washington, DC for 12 years. Prior to coming to American University, Brady directed English Language Programs for the State Department in Burkina Faso and Benin, lectured at Pohang University of Science and Technology (POSTECH) in Korea for two years, and served as a Fulbright Scholar in France, as well as serving as a Peace Corps Volunteer in Togo, W. Africa, where he taught farmers how to plow with oxen.

Brady’s research interests include English language planning and policy, program and course design, and ways to set up both English teachers and English learners for success.

Friday, 12:45pm  Oak Rom STC 201

Reevaluating the Student/Teacher-centered Paradigm in Actual Classroom Practice

Many teachers praise student-centered teaching. However, classroom observations suggest teacher-centered classrooms are the rule. What causes this performance gap and what do teachers use teacher-centered approaches? A survey examines teacher instructional responses (more student-centered or teacher-centered, and why?) to reevaluate assumptions regarding the centeredness paradigm.

Ask most trained teachers and they will advocate for the use of learning styles and student-centered teaching in the classroom. Observe their classes—not so much. Within the context of research-to-date on the student/teacher-centered paradigm, this presentation explores this performance gap (the difference between what teachers claim to do and what they actually do (Phipps, S. & Borg, S., 2009), to better understand why pedagogical aspirations are often trumped by classroom practice (Thomas, M., 2013).

When is teacher-centeredness teaching focused and when it is about simply having control? When is student-centeredness genuinely about learner autonomy and when is it simply “non-instruction?” (Schug, M., 2003). When is student-centeredness limited due to traditional educational cultures and when do cultural issues seem of little consequence when introducing student-centered activities (Braine, G., 2003, Pantiru, S. et al., 2012)?

Continued on next page.
A key element of the research is a survey of teachers and student-teachers from 36 countries that has both quantitative and qualitative elements and focuses on the decisions that teachers make regarding common classroom events and interactions and the reasons for those decisions (Garrett, T., 2008; Emaliana, I. 2017).

The hope is to suggest a more nuanced approach to the student-centered/teacher-centered continuum that is less ideological and categorical (Kompa, J. 2018; Kennedy, M., 2015), and looks at classroom interactions discretely in terms of the consequences and benefits of any particular classroom decision to both students and teachers (Mascolo, M., 2009)—and not only in terms of learning but also emotional well-being.

Saturday, 12:45pm

The "Triangle of Professional Teaching Competence"

The Triangle of Professional Competence is a tool for assessing teaching competence in terms of practice (knowledge and skills), relationship (with students, colleagues and supervisors), and commitment (to the profession and to the institution). The tool has been used and improved over the years as it has been used with different teacher audiences. Participants will use this model to go beyond conventional practice to assess the whole teacher.

In a field as mobile as ours, English language teachers receive feedback as varied as the institutions they work for. Student course evaluations and supervisors’ classroom observations can provide valuable but limited input, and negative evaluations can leave teachers feeling more confused than informed about the nature of their professional competence.

The use of self-assessment is even less standardized, often consisting of open-ended questions that prompt teachers to identify their achievements and shortcomings. Such self-assessments “are often flawed in substantive and systematic ways” and their reliability depends heavily on a level of introspection seldom found in such settings (Dunning, Heath & Suls, 2004).

The Triangle of Professional Competence is a tool for self-reflection that promotes "empathetic objectivity" as a way of understanding the ebb and flow of excellence in one’s own work. The three sides of the Triangle provide a simple yet robust analysis of “competence,” weighing one’s classroom practice against two equally but less-often recognized aspects of competence: commitment and relationship.

Participants will be introduced to the Triangle model, apply it to case studies and assess its effectiveness through a trial self-evaluation. Benefits of the model and its potential adaptation for teacher evaluation on a programmatic level will be discussed with audience input actively solicited.
FRIDAY - SESSION 1

BEGINNING-LEVEL STATISTICS FOR ESL TEACHERS AND RESEARCHERS USING JAMOVI

Grant Eckstein, James Hartshorn

Statistics can help validate pedagogical innovation, but ordinary stats programs are expensive, cumbersome, and confusing. Until now, that is. Jamovi, a free, new, open-source software package, makes statistics transparent and intuitive. Bring your computer and download Jamovi (jamovi.com) in advance for a hands-on, beginning-level stats course specifically for ESL teachers/researchers.

A PURPOSEFUL OBSERVATION FORM FOR MENTORS

Juan Escalante

The presenter shares with the audience a focused observation form developed to help mentor teachers provide feedback to first-semester teachers in a community ESL program. The presenter shares tips on how to implement the observation form.

WHO’S THE BOSS: ACADEMIC THEORIES OR ENGAGED LEARNERS?

Cary Johnson, Wendy Larson, Jacob Broadhead, Rachel Messenger

Engaging learners in curriculum will help us as designers improve the overall user experience. We will present two case studies of improving the overall quality of online ESL curriculum based on interactions with learners. We talk about the process of making decisions that align with good pedagogy within technology constraints.

IMPROVING WRITING SKILLS THROUGH STORYTELLING WITH LOW-LITERACY ADULT ENGLISH LANGUAGE LEARNERS

Jessica Hercules

Storytelling is engaging, motivating, and fun! It can also be a great way to help low-literacy level learners find their voice as authors as they take their own stories from oral form to written form. Attendees will learn about opportunities and challenges in using stories in the adult English classroom.

GRAMMAR AS AN ANCHOR: ASSISTING NOVICE LANGUAGE LEARNERS

Andrea Gonzalez

Programs often find the greatest variation in proficiency among novice language learners which can lead to greater difficulty in meeting their language needs. This presentation discusses how the program curriculum at the novice level was adapted to close the gap between learners, ease the teachers' burden, and encourage greater collaboration.
Engaged teaching is enabled by tailored in-service training. This presentation will describe teacher and administrator survey and interview responses regarding in-service training needs for an English-teaching program in Mongolia. Opinions about how the resulting tailored professional development materials fostered more engaged teaching will be shared.

Adult Education

Using Research on Human Learning to Foster Student Engagement

Karin deJonge-Kannan

We want to engage our students so that they will learn, but do we actually know how humans learn? In this session, we will explore what the latest research on human learning means for our ESL/EFL teaching practice in the classroom.

Higher Ed/Applied Linguistics

Building Resilience in Language Learners

Allison Wallace Baker

Resilience was shown to be a common self-regulated learning (SRL) skill that impacted student perceptions of language learning goal success among three case study participants. This presentation discusses the results of the study and specific ways to foster resilience in language learners both in and out of the classroom.

Adult Education

Balancing Between Student Engagement and Academic Success

Eve Einselen Yu

What leads to academic success? Students need content that engages, promotes critical thinking, and provides language skills necessary to communicate their ideas effectively. Using content from National Geographic Learning, the presenter will demonstrate how our content motivates students while equipping them with essential language and critical thinking skills needed to succeed academically.

Higher Ed/Applied Linguistics
In this session, instructors will learn how to set up pair-work assignments for writing 5 paragraph academic essays. The presenter will discuss writing topics that encourage and motivate, assessment methods, logistics, and problems that can occur with each of these.

Moving Long Term ELs and Newcomers Forward with English Language Proficiency

STC 223
11:00 AM - 11:45 AM
Portia Naze

iLit ELL, a device-based blended reading program, promotes 2+ years reading growth in one year. With embedded SIOP strategies, iLit ELL focuses on Academic Language, Vocabulary, Writing and Comprehension. Over 3,000 e-books translate in 47 languages, with culturally relevant content engaging students Grades 4-12 (Newcomers to Long Term ELLs).

How to Improve Students’ Reading Fluency Through Repeated Reading

STC 023
11:00 AM - 11:45 AM
Krista Rich

ESL students decode and integrate text significantly better when reading something twice. Yet teachers and students often overlook this incredibly useful pedagogical innovation. We present the eye-tracking science behind repeated reading of narrative and expository texts and offer suggestions for teachers to include repeated reading activities in a busy curriculum.

Pay Attention, Make a Connection: Remembering New Vocabulary

STC 025
11:00 AM - 11:30 AM
Jenelle Cox

Learning new vocabulary is challenging, but even remembering which words you have learned is a trial! This mnemonic device will help your students not only remember the spelling of the words, the meaning of the words, but also....the words!

Getting hungry? Head to STC 201 for lunch after this session.
## FRIDAY - SESSION 4

### BALANCING TEACHER TRAINING AND HIGH QUALITY ENGLISH LANGUAGE TEACHING

**Ben McMurry**

Administrators who work with novice teachers often struggle to balance teacher training with high quality teaching for their English language learners. Learn how to maximize teacher training without diminishing the quality of instruction. Administrators from a lab school share insights and tips for successfully balancing these two important objectives.

### HOW TO USE MOVEMENT TO MANAGE A CLASSROOM

**Laura Thomas**

In this session, instructors will learn how to set up pair-work assignments for writing 5 paragraph academic essays. The presenter will discuss writing topics that encourage and motivate, assessment methods, logistics, and problems that can occur with each of these.

### ENGAGEMENT AND CONNECTION

**Haley Hinkle**

Making connections with ESL students from various cultural backgrounds is a crucial component of accessing social capital (Coleman, James) in the classroom. When teachers create rapport that seeks to engage with a student’s sociocultural background and values (Jensen and Bybee, in press), we will be enabled to teach and encourage in ways that validate students’ experience and perspectives and draw on their skills.

### ADDING AUTONOMY TO ASSIGNED READING

**Mariah Krauel-Nix**

Instructors and students come from a variety of reading backgrounds and with differing opinions of what type of reading material should be assigned. So, how can reading curriculum be structured to incorporate these differing ideas? Presenters will share authentic examples and experiences with one possible solution, leveled book lists.

### WHAT’S IN A MEME?

**Karina Jackson**

Using the popular format of memes, grammar students engaged with targeted grammar forms by creating authentic language. This session will explain the process of expanding grammar understanding using meme culture.

### EXTRINSICALLY MOTIVATING STUDENTS TO INCREASE THEIR AMOUNT OF EXTENSIVE READING

**Mariah Krauel-Nix**

How can an instructor foster a motivation to read extensively? This presentation discusses one possibility, book charts. By charting students’ progress and extrinsically motivating them along the way, students can be encouraged to read more extensively and gather the benefits that ensue.
FRIDAY - POSTER SESSIONS
3:30 PM - 5:00 PM IN STC 201

THE STUDY BUDDY MAP: AN ENGLISH LANGUAGE TUTORING TOOL
  Judy James
When paired up with a language partner it can be frustrating to think of things to talk about beyond greetings and getting to know each other. Using a tool full of tips and level-guided discussions, language learners can fast track their communicative skills productively and efficiently. Problem? See the solution.

TOEFL IBT FAQ: WHAT YOU WANT TO KNOW ABOUT THE TOEFL IBT
  Chirstin Stephens
In this interactive poster session, the presenters will provide information about the TOEFL iBT. Participants can ask questions they would like to have answered including “What is the TOEFL?” “What are the 2019 updates to the TOEFL?” and “How can I help my students prepare for the test?”

ESL WRITING FOR VISUAL AND KINESTHETIC LEARNERS
  Paula Cabrera
Teaching writing can be a challenge. A more interactive approach to introduce the basics of a paragraph and an essay structure to visual and kinesthetic learners is to use posters.

LEVELING TEXTS BY VOCABULARY: A LOOK AT THE ACADEMIC VOCABULARY LIST’S FREQUENCY BANDS
  Lynne Crandall McPhie
AVL frequency bands were compared against biology and U.S. history textbooks. Results suggested that words 1 to 800 are the most useful to learn and it is beneficial to divide word lists into smaller bands at the frequent end of the list and larger bands at the less frequent end.
FRIDAY - SESSION 5

ENABLING ENGAGED LEARNING THROUGH VIDEO-BASED ASSIGNMENTS
Umbamdoor Bumandalai

Video based assignments can engage students with the help of the technology they regularly use. The presenter shares how video tutorials and video response assignments, created by students, enhanced her students’ learning.

Higher Ed/ Applied Linguistics

MODIFYING EVERYDAY GAMES INTO AUTHENTIC PRACTICE FOR INCREASED PARTICIPATION AND ENGAGEMENT
Jessica Ambre Barker

In modern day, regardless of the age, level, or amount of motivation, students need more to keep them continually involved and engaged in classroom learning. Provided will be several examples of how simple classic games can be modified to create fun class activities that give students real focused English practice.

Adult Education

SUPERIOR WORD-BUILDING SKILLS: HELPING LEARNERS GET TO THE ROOT OF VOCABULARY ACQUISITION
Maryann Phillips, Chirstin Stephens

Based on research from SLA, presenters illustrate the importance of building learners’ knowledge of word roots and affixes. They also demonstrate how identifying word parts makes new words easier to remember. Presenters then share various online resources and class activities that can be used to treat vocabulary acquisition mindfully.

Higher Ed/ Applied Linguistics

ENGAGING STUDENTS THROUGH STUDENT-LED CLASS DISCUSSIONS
Katie Blanco

What better way to involve students in the learning process than by allowing them to be the teacher? Student-led class discussions are a fun way to engage students with interesting topics and with each other.

Higher Ed/ Applied Linguistics
FRIDAY - SESSION 6

ENGAGING ESL STUDENTS IN AN ADVANCED GRAMMAR CLASSROOM
Anita Prabhakar

Studying advanced grammar is most often viewed as tedious and challenging by ESL students. This session focuses on promoting meaningful learning and social interaction in teaching grammar. Teaching and learning tips that engage the learner and make learning grammar more effective and enjoyable will be discussed.

SUPPORTING UNDERPREPARED ESL STUDENTS
Anne Cannon, Maria Ammar

University and college ESL students are occasionally underprepared for college-level coursework. This presentation will offer tips for identifying student readiness, scaffolding instruction, and utilizing institutional resources to help students prepare for university study. The presenters will provide examples of techniques used in their own classrooms to successfully support underprepared students.

DEAF CULTURE/DEAF STUDENTS IN ESL CLASSES
Laura Blum

Learning to read and write English is a challenge for many ESL adults, but especially for Deaf students. Understanding their culture and community will help you design your curriculum to meet their unique linguistic needs.

INCREASING STUDENT TALK TIME
Marquet Alexandria Call

There will be a short presentation/demonstration using eliciting, modeling, a group activity, and an extension of the group activity. All attendees will then be able to share how they adapt this model to the specific level and population that they teach.
Day 1 is done!
We'll see you back in the morning for another round of inspiring sessions.
SATURDAY - SESSION 7

A LOOK INTO AN IEP’S TOEFL PREP COURSE  
Corbin Rivera  
STC 201  
8:00 AM - 8:45 AM  
For this presentation, we will talk about four major aspects of TOEFL preparation covered in our curriculum: strategy instruction; supplemental materials, engaging activities, and test score-class grade correlation.

READINIC JUMMBELD LTTERES: WHAT IT MEANS TO READ IN ENGLISH (AND FRENCH)  
Caitlin Ellis, Navy Borrowman, Grant Eckstein  
STC 221  
8:00 AM - 8:45 AM  
Contrary to Internet hoaxes, reading jumbled letters is not efficient in an L1 and even worse in an L2. Still, L2 readers can manage the task even at low proficiencies. This presentation examines the myth of jumbled letters and explores the neurolinguistic phenomena of reading in an L1 and L2.

IMPROVING READING THROUGH ADDITIONAL SIMULTANEOUS READING AND LISTENING  
Mariah Krael-Nix  
STC 223  
8:00 AM - 8:45 AM  
A common dilemma many university-bound IEP students face is scoring the required score on the Test of English as a Foreign Language (TOEFL), especially on the reading section. This presentation highlights one IEP’s solution, a book group. Learn more about the rationale, structure and student reaction to the design.

FACILITATING INTERNATIONAL FRIENDSHIPS WITH THE VISAS VOLUNTEER PROGRAM  
Robb McCollum  
STC 023  
8:00 AM - 8:45 AM  
VISAS (Volunteers with International Students And Scholars) connects domestic and international students through volunteer opportunities. Volunteers can serve as conversation partners and classroom assistants, and also attend VISAS Cafe for intercultural exchange. This presentation offers suggestions on building a volunteer program on your campus.

MINIMAL PAIRS IN MOTION  
Katie Donoviel  
STC 025  
8:00 AM - 8:30 AM  
Are you tired of minimal pair drills? Minimal pair practice doesn’t have to be boring! Come learn a variety of games that focus on minimal pair practice. This session will require you to get up and get moving, so put on your “game face” and join in the fun!
SATURDAY - SESSION 8

PROMOTING SECOND LANGUAGE SOCIALIZATION THROUGH COURSE PROJECTS

Elena Shvidko

This session presents an approach that can encourage learners’ socialization to the environment around them (instructional contexts and naturalistic settings), allowing them to acquire new linguistic forms. The presenter offers suggestions on how to adapt this approach to diverse teaching contexts.

INTERCULTURAL COMMUNICATION IN LANGUAGE TEACHER EDUCATION

Ron Martin

The contextualization of language education suggests that language learners should receive language instruction under the umbrella of understanding self and other. Yet the actualization of intercultural communication within language education is difficult to achieve. This paper introduces a graduate TESOL curriculum that embeds an intercultural education mindset among students.

METACOGNITION & JOURNALING: MANAGING STRESS IN THE L2 WRITING

Jenica Draney

In this teaching-oriented presentation, an ESL instructor will offer interactive discussion of metacognitive strategies for engaging students in class while managing affective issues. The presenter will share the results of an in-class journaling project designed to study how students’ motivation and stress concerning course “bottlenecks” affect their expectations and learning.

USING MOBILE TECHNOLOGY TO ENGAGE L2 LEARNERS IN AN AMAZING QR CODE RACE

Mark Tanner

Teachers will learn how to use QR codes to create an “Amazing Race” activity designed to promote TESOL’s principles for exemplary teaching of English learners and to engage students in a series of fast paced tasks that practice listening, speaking, and reading skills through the use of hand-held technology.

Higher Ed/Applied Linguistics

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Adult Education
SATURDAY - SESSION 9

MULTIMODALITY IN THE SECOND-LANGUAGE CLASSROOM: USING GRAPHIC NOVELS TO IMPROVE LANGUAGE ACQUISITION

Bracken Daryl Lind

Using multimodal resources in the classroom lead to students being more engaged in the language learning process and can lead to better retention of the ideas discussed. Here we will discuss some benefits of multimodality and focus specifically on one possible mode in language teaching: graphic novels

THE EFFECTS OF PLANNING TIME ON LEARNERS’ WRITTEN PERFORMANCES

Nitia Islam

The present study is an attempt to find a relationship between task complexity and its effect on the complexity, accuracy and fluency (CAF) of the performance of a group of Swedish secondary school learners. The task was made complex by examining a resource-dispersing variable (planning time).

NOTICING ENGLISH - ATTENTION, AWARENESS AND CONSCIOUSNESS-RAISING STRATEGIES FOR ENGAGED TEACHING

Teresa Stillo Ramirez

Language existed first; then grammar was codified to describe it- so why do we expect ELLs to acquire the language without helping them to first recognize it and without drawing their attention to how it is used in genuine contexts? Notice: you are hereby invited to come learn about the Noticing Hypothesis and inductive approaches to engaged teaching.

STUDENTS DON’T SEE CITATIONS WHEN READING ACADEMIC TEXT—WHAT THIS MEANS FOR TEACHERS

Grant Eckstein, Katie Watkins, Judy James, Allison Baker

Citations provide truncated reference information that most people tend to overlook when reading academic text. But new eye-tracking research shows that both students and their professors view academic citations in the same way but that reading for synthesis changes things. Applications for teaching (and reading) are discussed.

ENGAGING ESL STUDENTS THROUGH ONLINE WRITING DISCUSSIONS

Jared Sell

This presentation will demonstrate how online writing discussions can be created and utilized via Canvas. It will also explain the rationale behind using discussions in lieu of other more traditional writing homework assignments.

COLLABORATIVE WRITING PROMPTS: INVOLVING THE LEARNERS

Jared Sell

This presentation will discuss the value of drawing on the background knowledge and skills of ESL students in an effort to develop appropriate writing prompts for the class. It will discuss the process and preliminary results of collaborating with students to develop level-appropriate writing prompts.
“THE TEACHER IS JUST BEING NICE”: HOW STUDENTS PERCEIVE AND VALUE PRAISE IN WRITTEN FEEDBACK

Karla Coca, Grant Eckstein

To study the effects of praise in written feedback, we developed an original survey for learners from a variety of backgrounds studying in ESL programs. The survey included six samples of student writing accompanied by teacher commentary given either as person or performance praise. Results from 100 respondents indicate that students have mixed reactions towards person praise. Some found it to be neutral or irrelevant, others found it misleading or overly encouraging. Conversely, students more widely valued the didactic and encouraging nature of performance praise. Results can help teachers understand how different types of praise may impact the writing development of their students.

ENGAGEMENT AND CONNECTION

Haley Hinkle

Making connections with ESL students from various cultural backgrounds is a crucial component of accessing social capital (Coleman, James) in the classroom. When teachers create rapport that seeks to engage with a student’s sociocultural background and values (Jensen and Bybee, in press), we will be enabled to teach and encourage in ways that validate students’ experience and perspectives and draw on their skills.

LET US ALL BE ENGAGED

Juan Escalante

The presenter will address some of the challenges faced at the English Learning Center (ELC) regarding their community ESL program. The presenter will also talk about how the ELC has handled those issues.

Please head to STC 201 for lunch after the Interest Section meetings.
SATURDAY - SESSION 10

**INTENTIONAL PLACEMENT TESTING**
Juan Escalante, Maria Summers
The presenters share placement testing practices from their context. They also explain the development process and demonstrate how to use the assessment instruments.

**OF EQUAL IMPORTANCE: PRIORITIZING PREPOSITIONS**
Matthew Lee Tyler
Prepositions are the secret ingredients for excellent English sentences. Every great story requires supporting details for the world in which the character must interact. A working knowledge of positions and word relationships helps English express orientation. By considering alternative prepositions, English comes to life and tells amazing stories.

**INTERCULTURAL COMPETENCE IN THE WRITING CLASSROOM**
Mary Garceau, Taryn Skahill
These are some practical teaching tips for fostering intercultural competence in your writing classroom aimed towards students of advanced proficiency. Ideas include Kaplan’s visual representations of writing styles as well as the implementation of cultural scripts. We will share ways that we have successfully incorporated these practices into our classrooms.

**BACK TO THE FUTURE OF PRONUNCIATION TEACHING WITH THE “ZOOM PRINCIPLE”**
Mark Tanner
This teaching tip will take teachers on a ride back to the future of pronunciation teaching with ways to use the Zoom Principle to provide a pedagogical framework for diagnosing learner difficulties and then systematically addressing these issues in contextualized communicative practice that goes beyond the word and sentence level.

**“SHARE YOUR NAME AND SOMETHING INTERESTING ABOUT YOURSELF”**
Krista Rich
We’ve all been there. And somehow, that “something interesting” seems less interesting with each round. Whether you’re building class rapport or leading teacher trainings, you’ll love these low-stress, high-interest activities. The best part? They’re adaptable to any language skill, so you don’t have to feel guilty for using class time!

**10 AUTHENTIC COMMUNICATIVE SPEAKING & LISTENING ACTIVITIES TO ENGAGE STUDENTS**
Krista Rich
Sometimes Google doesn’t give you the activity ideas you need—or maybe you have great activities but feel in a rut because you are doing the same ones from week to week. We present several tried-and-true activities for speaking and listening, ranging from beginning to advanced. This hands-on presentation will arm you with several authentic and engaging activities to take back to your classroom!
SATURDAY - SESSION 11

USING COCA TO SIMPLY YOUR CORRECTION CODES

Mark Makino

Instead of confusing WWs and VFs, give your students COCA! COCA is one tool to help them resolve tricky language issues like collocation and register. This presentation will cover the most useful functions of COCA for intermediate to advanced ESL academic writers.

Higher Ed/Applied Linguistics

FIELD TRIP TIME: GETTING STUDENTS OUT AND BRINGING Z.E.A.L. INTO THE ENGLISH CLASSROOM

Sharon Lyman

This session will present benefits and ways of incorporating field trips into English language curricula. The presenters will also discuss strategies to work around challenges of taking students on field trips. The participants will leave with field trip ideas useful for their own instructional settings.

Adult Education

PRONUNCIATION RESOURCES FOR ESL TEACHERS: 10-MINUTE PRONUNCIATION LESSON PLANS

Erica Roque Havican

This project consists of twenty-five 10-minute pronunciation lessons that involve different methods and teaching styles. Because of the reported lack of teacher time and training on teaching pronunciation, this website brings pronunciation lessons that teachers can incorporate in their lesson plans without doing extra work with modifying their original plans.

Higher Ed/Applied Linguistics
About the Presenters

Ammar, Maria

Maria Ammar is Associate Dean of ESL at Salt Lake Community College. She has an M.S. in TESOL, and she has worked in administration and instruction at language schools, community colleges, and universities in the U.S. and overseas.

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Baker, Allison Wallace

Allison Wallace Baker is a TESOL MA graduate of Brigham Young University with research interests in self-regulated learning, second language acquisition, educational psychology, and motivation.
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Barker, Jessica Ambre

Jessica graduated from BYU–Hawaii with a BA TESOL degree, two TESOL certificates, and Level II ITTPC CRLA certification. She now works for Lumos Language School.
j b t e s o l t e a c h @ g m a i l . c o m

Blanco, Katie

Katie Blanco has a master's degree in TESOL and is currently teaching at BYU's English Language Center and in UVU's Department of English Language Learning.

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Blum, Laura

Laura Blum has associated with the Deaf community since she was a child and has been a professional interpreter for over 25 years. She is happy to share her knowledge about the Deaf community to help TESOL teachers understand this linguistic minority group.
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Borrowman, Navy

Navy is pursuing a Math Education major at BYU with a minor in TESOL. Her research interests include curriculum design and second and foreign language instruction.
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Broadhead, Jacob

Jacob Broadhead is a curriculum writer for EnglishConnect 3.

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Brown, Hannah

Hannah recently received her Master's degree in TESOL from BYU and works full-time as a visiting faculty member at BYU's English Language Center.
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Bumandalai, Udambor

Udambor Bumandalai: M.A. TESOL, BYU; B.A. Linguistics, TESOL minor, BYU. Chair ESL Department, Snow College.
b . u d a m b o r @ g m a i l . c o m

Cabrera, Paula

BYU Graduate from Chile. Currently working at US Ling Institute.
p a u l a c c 0 2 @ g m a i l . c o m

Call, Marquet Alexandria

Masters of Curriculum and Instruction for Adult ESL. TESOL 12 years ESL Instructor/Coordinator EnglishSkills Learning Center
m . c a l l @ e s l c e n t e r . o r g

Cannon, Anne

I am an ESL teacher with 20 years of experience. I currently teach at Salt Lake Community College where I focus on Academic English.
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About the Presenters

Cox, Jenelle  jenellecox@sbcglobal.net
Jenelle Cox teaches Advanced English Pronunciation at Brigham Young University and all ESL skills at the English Language Center at BYU.

dejonge-Kannan, Karin  karin.dejongekane@usu.edu
Dr. deJonge-Kannan is Principal Lecturer of Linguistics at Utah State University. Her interests are in teaching, learning, language, and culture.

Donoviel, Katie  k.donovieleeslcenter.org
Katie Donoviel is the Associate Director of the English Skills Learning Center. She is passionate about all things ESL, especially curriculum development and teacher training

Draney, Jenica  jenica.draney@gmail.com
An ESL Writing instructor at a small, private liberal arts college in Salt Lake City will share information gathered in a mixed freshman writing course.

Duncan, Emma  duncanemma91@gmail.com
Emma Duncan is a student in the Master’s of Second Language Teaching program at Utah State University. She teaches a conversational English course.

Eckstein, Grant  grant_eckstein@byu.edu
Grant Eckstein is an assistant Professor in the Linguistics department at BYU. He is co-editor of the Journal of Response to Writing and has published in venues such as TESOL Quarterly, Journal of Second Language Writing, and Research in the Teaching of English.

Ellis, Caitlin  caytee.chisholm@gmail.com
Caitlin holds a degree in French with a minor in TESOL from BYU. Her research interests include French foreign language instruction and second language vocabulary learning.

Escalante, Juan  juanbyuhr@gmail.com
Juan Escalante serves as the Community Outreach English Supervisor at BYU's English Language Center. He earned his MA in TESOL from BYU.

Evans, Norman  norman_evans@byu.edu
Norman Evans, EdD, is the Department of Linguistics Chair at Brigham Young University.

Garceau, Mary  mar.e.garceau@gmail.com
Mary Garceau is a BYU Master’s student studying Linguistics. Mary graduated from BYU-Hawaii in TESOL and teaches adult learners.

Gonzalez, Andrea  andreaairvingonzalez@gmail.com
Andrea taught at the English Language Center for nine years. Her professional interests include grammar, curriculum design, and self-regulation.

Halaczkiewicz, Marta  martahalaeusu.edu
Marta Halaczkiewicz is senior lecturer at Intensive English Language Institute at Utah State University. She mentors students in the Master’s of Second Language Teaching program.
About the Presenters

Hansen, Jennifer
Jennifer Hansen is a TESOL MA student at Brigham Young University. She teaches English at BYU’s English Language Center. Her research focus is reading fluency for adult English language learners with specific emphasis on repeated reading.

Hart, Judson
Judson Hart is the Technology and Assessment Coordinator at Brigham Young University’s English Language Center. His research interests include scalable proficiency assessment solutions, vocabulary teaching and testing and teacher evaluations.

Hartshorn, James
K. James Hartshorn received his PhD in Instructional Psychology with an SLA emphasis. He is currently an assistant professor of linguistics at BYU.

Hercules, Jessica
Jessica Hercules has worked with adult English language learners for 10 years in various capacities and settings. She is presently working with adult immigrant and refugee populations in Salt Lake City with the English Skills Learning Center.

Hinkle, Haley
I study TESOL and Latin American Studies at BYU and teach English online. I have experience advocating for high school ELL students and teaching international students and EFL in Perú.

Islam, Nitia
Bachelors and Master’s in English. Certified English Teacher in Sweden.

Jackson, Karina
Karina is the Coordinator of Curriculum and Instruction at the BYU English Language Center.

James, Judy
Judy James graduated from BYU’s TESOL program with a master’s degree. Judy James has an MA in TESOL and teaches at BYU’s ELC. Her research interests include conversation partners, language production, and colleague support.

Johnson, Cary A.
Cary Johnson is the EnglishConnect Manager at BYU Pathway Worldwide.

Kleinhans, Jean
Jeannie Kleinhans has been teaching ES/FL for 19 years, in a variety of contexts, from language academies to university courses, and every age and level.

Krauel-Nix, Mariah
Mariah Krauel-Nix is the Reading Skill Area Supervisor at Brigham Young University’s English Language Center. Her interests include the development and implementation of self-regulated learning within intensive English programs, reading, writing, and materials development.
About the Presenters

**Larson, Wendy**
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Wendy Larson is a curriculum writer for EnglishConnect 3.

**Lind, Bracken Daryl**
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Bracken Lind is a Graduate Student and Instructor of beginner Spanish at Utah State University. He enjoys finding ways to engage students in language learning.

**Lutz, Sarah**
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Sarah completed her MA TESOL at BYU in 2017. She is currently over the grammar and GRE/GMAT curriculum at Selnate International School.

**Lyman, Sharon**
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Sharon Lyman studies in the Master’s of Second Language Teaching program at Utah State University. She teaches an intensive English language reading course.

**Makino, Mark**
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Mark Makino is a lecturer in the American Language and Culture Center at Southern Utah University. He has spent most of his career in Japan.

**Martin, Ron**
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Ron Martin, Associate Professor at Rikko University (Tokyo), leads the Graduate School of Intercultural Communication TESOL-J program. He has taught in Japan for 23 years.

**McCollum, Robb**
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Robb works with the American Language and Culture Center at Southern Utah University.

**McMurry, Ben**
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Ben has been in the TESOL field for almost 20 years. His professional interests include teacher training and professional development, materials development, and qualitative research.

**McPhie, Lynne Crandall**
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Lynne Crandall McPhie graduated from BYU with a TESOL MA degree in April 2019. She currently works full-time at Selnate International School. She is currently over the reading and writing curriculum at Selnate International School.

**Messenger, Rachel**
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Rachel Mesenger is a curriculum writer for EnglishConnect 3.

**Naze, Portia**
portia.naze@pearson.com
Portia spent 14 years as a teacher, administrator, and coach in Indiana. Her focus was on curriculum alignment, assessment preparation and remediation, and teacher mentoring. She is now a member of the Pearson ELL and Supplemental team.

**Nobmann, Katherine**
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Katherine Nobmann, MA-TESOL, is an instructor at Brigham Young University's English Language Center.
About the Presenters

**Phillips, Maryann**  
Maryann Phillips is an instructor at Internexus teaching novice learners. She recently graduated from BYU-Hawaii with experience in teaching advanced grammar.

**Prabhakar, Anita**  
Anita Prabhakar has a PhD in Curriculum & Instruction specializing in TESOL, an M.Phil and M.A. in English. She teaches ESL, education and TESOL classes.

**Rich, Krista**  
Krista Rich is a visiting faculty member at the English Language Center at BYU. She is currently the listening & speaking skill area supervisor. Her research interests focus primarily on using eye-tracking as a means to examine second language reading behavior.

**Rivera, Corbin**  
Corbin completed his MA TESOL at BYU in 2018. He is currently over the listening/speaking and TOEFL curriculum at Selnate International School.

**Rocha, Érica Roque**  
Érica Roque Havican is a TESOL MA student at the Brigham Young University. Her love for the English language has made her an English teacher.

**Sell, Jared**  
Jared Sell is currently the Writing Skill Area Supervisor at the English Language Center at Brigham Young University.

**Shvidko, Elena**  
Elena Shvidko is an assistant professor at Utah State University. Her research interests include interpersonal aspects of language teaching and multimodal interaction in the classroom.

**Skahill, Taryn**  
Taryn Skahill is a BYU Master's student studying Linguistics. Taryn graduated from BYU-Hawaii in TESOL and teaches adult learners.

**Stephens, Chirstin**  
Chirstin Stephens is a lecturer at Southern Utah University’s IEP. Her most recent research interests include listening and vocabulary.

**Stillo Ramirez, Teresa**  
Teresa Stillo Ramirez is a first generation Italian-American who grew up bilingual in Philadelphia. She has a Bachelor’s Degree in German from Chestnut Hill College and a Masters in Teaching Languages from the University of Utah. She has taught Italian, Latin, German, Spanish and ESL for over 25 years. She has taught in Dual Language Immersion classrooms and coordinated a GED in Spanish program in the Catholic Diocese of Salt Lake City. She has written op-eds advocating for community ESL and currently teaches ESL at Salt Lake Community College.
About the Presenters

Summers, Maria  
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Maria Summers is an instructor at BYU’s English Language Center. She earned her MA in TESOL from BYU.

Tanner, Mark  
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Mark Tanner has a Ph.D. in Educational Linguistics and is a faculty member in BYU’s TESOL Certificate and MA TESOL programs.

Thomas, Laura  
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Laura Thomas is the DI English program coordinator with the English Skills Learning Center. She speaks Portuguese and an embarrassingly little amount of broken Spanish.

Tyler, Matthew Lee  
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The son of an editor, Matthew Lee Tyler specializes in Chinese genealogical research and family history instruction. He bridges the two by teaching English.

Watkins, Katie  
kati1lu122@gmail.com

Katie Watkins is a graduate student in BYU’s Linguistic Department and researches the experiences of language users and learners.

Yu, Eve Einselen  
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Eve Einselen Yu is an editor with National Geographic Learning. She has been in ELT for over 25 years as a teacher, writer, and editor.
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Andrea Gonzalez
Brigham Young University

Sociopolitical/Advocacy
Utah Rep.

Sociopolitical/Advocacy
Idaho Rep.

We'll see you next year!
**OVERVIEW**
- Full-time, Summer Intensive (May-August)
- Part-time, Fall & Spring (October-April)
- Tuition: $6,800

**BLENDED LEARNING FORMAT**
1. **Online Component:**
   - Five required TESOL courses
   - Asynchronous study via Canvas
2. **Onsite Component:**
   - Continuation of five courses
   - Teaching Practicum
   - Senior teacher mentoring
3. **During the Program:**
   - Free Professional Development Workshops
   - TESOL Career Day

**LEARN MORE at TC.edu/TESOL**

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**Intermountain TESOL**

*Furthering ESL professionals in Utah, Idaho, and Montana*

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Volunteer to teach English to

REFUGEES & IMMIGRANTS

in Salt Lake City

- No previous teaching experience or second language required.
- Extensive teacher training and mentoring provided.
- 3-5 hours a week
- 100-hour commitment

For more information email volunteer@eslcenter.org or visit eslcenter.org/steps-to-volunteering