Cultivating Community

with AZTESOL

October 12 - 13, 2018

Mesa Community College
Red Mountain Campus
Mesa, Arizona
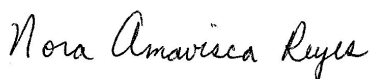
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AZTESOL President's Message

On behalf of the AZTESOL Board, I welcome you to our 2018 State Conference! We are grateful to Mesa Community College for hosting the conference and to the MCC Red Mountain Campus staff and conference volunteers for their commitment to making your conference experience welcoming and comfortable.

Aligned with AZTESOL's mission "to be a leading organization in Arizona where English language professionals at all levels network, advocate, and develop professionally," our theme for the conference this year is *Cultivating Community with AZTESOL*. We have a great lineup of special guests, including our keynote presenter, Jayme Adelson-Goldstein, the author of Oxford Picture Dictionary and a consultant with Lighthearted Learning. We are also very fortunate to have featured speakers Dr. Shane Dixon, Instructor and MOOC Developer with Arizona State University Global Launch; Kelly Neckels, 2017 Arizona ELL Teacher of the Year; and Kate Van Roekel, Teacher Education and Training Coordinator for Literacy Connects. Complementing our keynote and featured speakers, breakout session presentations have been carefully selected to provide you with a conference experience that is both valuable and applicable while encouraging you to continue cultivating community.

Serving as the AZTESOL President this past year and being part of the AZTESOL Board for the past three years have provided significant, valuable professional growth opportunities. Equally gratifying has been working with and learning from the highly dedicated educators and advocates for language learners that comprise our general membership. Indeed, you are the inspiration behind our conference theme as you regularly cultivate community among students and colleagues alike.

Finally, please join me in thanking the conference planning committee for their tireless efforts in organizing this special event.

Enjoy the conference!

Nora Amavisca Reyes

Nora Amavisca Reyes, Ed.D.
AZTESOL President

Schedule at a Glance

Friday, October 12

Time	Activity	Location
3:00 - 4:00	Registration	Saguaro Bldg Lobby
4:00 - 4:50	● Welcome ● Featured Speaker: Shane Dixon, ASU Global Launch Educator	RAP Center, Saguaro Bldg
5:00 - 6:30	● Sociopolitical Issues Session ● Interest Section Meetings	Saguaro Bldg, Rm S152 Saguaro Bldg, Rm S279/280/281

Saturday, October 13

Time	Activity	Location
7:30 - 8:15	● Registration ● Presenter Check-in ● Breakfast	Saguaro Bldg Lobby/Mall
7:30 - 2:00	● Vendor Exhibits	Saguaro Bldg Lobby/Mall
8:15 - 9:00	● Welcome ● Keynote Address by Jayme Adelson-Goldstein, Author of Oxford Picture Dictionary	RAP Center, Saguaro Bldg
9:10 - 10:00	● Concurrent Session I	Saguaro/Palo Verde Bldgs
10:00 - 10:30	● Refreshment Break ● Vendor Exhibits	Saguaro Bldg Lobby/Mall
10:30 - 11:20	● Concurrent Session II	Saguaro/Palo Verde Bldgs
11:30 - 12:20	● Concurrent Session III	Saguaro/Palo Verde Bldgs
12:20 - 1:00	● Lunch ● Vendor Exhibits	Mesquite Bldg, Community Rm Saguaro Bldg Lobby/Mall
1:00 - 1:50	● Featured Speaker: Kate Van Roekel, Literacy Connects ● Annual Meeting ● Vendor Prizes	RAP Center, Saguaro Bldg
2:00 - 2:50	● Concurrent Session IV	Saguaro/Palo Verde Bldgs
3:00 - 3:50	● Concurrent Session V	Saguaro/Palo Verde Bldgs
4:00 - 4:30	● Conference Closing ● Door Prizes	RAP Center, Saguaro Bldg
4:30	● Participation Certificates	Saguaro Lobby

Jayme Adelson-Goldstein
Author, *Oxford Picture Dictionary*
Consultant, Lighthearted Learning
Keynote Address: Saturday, 8:15 a.m.

Jayme Adelson-Goldstein, Lighthearted Learning, is a curriculum consultant and teacher educator who focuses on working with adult school and community college agencies across the U.S. to support instructors' integration of rigorous and contextualized lessons aligned to 21st century standards. She has developed online professional development courses and Webinars for TESOL, CALPRO (California) and SABES (Massachusetts). In addition, her international workshops and speaking engagements have expanded her perspective, while confirming the universal challenges and joys of our field! Throughout her 35 years as a teacher educator, Jayme's focus continues to be on refining instruction that respects (and differentiates for) the needs of both learners and instructors. Her recent publications include The Oxford Picture Dictionary 3e; Step Forward 2e: Standards Based Language Learning for Work and Academic Readiness; and the LINCS ESL Pro digital companion learning resource, Preparing English Learners for Work and Career Pathways.

Cultivating Community in Challenging Times:

From our vista point in the West, we can watch as the seeds of sociocultural, economic, educational, and political change take root within our agencies, our programs, and our classrooms. We can remain observant, waiting to reap what's been sown, or we can choose to cultivate communities who will proactively address these complex-- and at times chaotic-- changes.

During this interactive keynote, we will reflect on the nature of cultivation, while analyzing the organic and dynamic relationship between the changes and challenges we face in our field. We will also address ways we can develop and extend our sense of community in order to support effective practices in our classes and successful outcomes for our learners.

Despite farming credentials that are over 42 years old, Jayme Adelson-Goldstein offers a collection of 10 cultivation tips and techniques to help us (and the learners we serve) deveop and engage with our communities. A Google Drive folder link with tips and associated materials is provided.
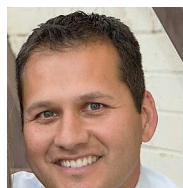
Dr. Shane Dixon
Instructor and MOOC Developer
Arizona State University Global Launch
Featured Event: Friday, 4:00 p.m.

Dr. Shane Dixon has designed teacher training programs for groups from China, Korea, Japan, Iraq, Peru, and Mexico, and has created language programs for companies such as General Electric (Brazil), LG (Korea), and Toyota (Japan). He is the primary designer of ASU's online TESOL certificate program, the largest TESOL Certificate program in the world. He and his team were recognized by Coursera with the 2016 Learner's First Award, given to the top design team as indicated by learner reviews and course ratings. He is the author of three books and several articles, including the Amazon bestselling 100 TESOL Activities: Practical ESL/EFL Activities for the Communicative Classroom. Dr. Dixon holds a doctorate in educational technology from Arizona State University and a master's in English language planning and policy from Brigham Young University.

The Future of Language Learning:
Trends in Technology and the Classroom

Technology continues to shape English language learning. Online courses, self-directed language learning, and flipped or blended classrooms now fill the marketplace. This presentation will demonstrate how a teacher's role is influenced by these trends, and how a teacher can and should engage in the modern language learning experience. Teachers will be introduced to the author's definition of the language learning ecosystem, and will be invited to conceptualize how a teacher might engage in this model both as a learner and as an educator. The presentation will identify pitfalls in online language learning, and how educators may misunderstand the advantages present in the online community because of these pitfalls. Recommendations on how to engage in online learning systems will be given, as well as implications for educators and learners on the growing trend of self-directed language learning.

Kate Van Roekel
Teacher Education & Training Coordinator
Literacy Connects
Featured Event: Saturday, 1:00 p.m.

Kate Van Roekel is the Teacher Education and Training Coordinator for the English Language Acquisition for Adults (ELAA) program of Tucson non-profit, Literacy Connects. In this role, she trains and supports the volunteers who teach Literacy Connects' free community-based ESL classes for adult immigrants and refugees. Kate received her B.A. in Secondary Social Studies Education from the University of Missouri. From 2004-2007, she served as a Peace Corps Volunteer in Chad and in Mauritania. During her Peace Corps service, she taught junior high TEFL classes, facilitated teacher training workshops for local teachers, and trained pre-service Peace Corps TEFL Volunteers. She received her M.A. in Language, Reading, and Culture from the University of Arizona in 2010 and taught in the UA's Center for English as a Second Language IEP and Teacher Training programs from 2010-2016. She was the recipient of CESL's 2015 Excellence in Teaching award.

Access and Advocacy for All

Thousands of adult immigrants and refugees in our communities face barriers to meeting their daily needs, supporting their children, and accomplishing their goals due to their limited English proficiency. Unfortunately, many of these students do not have access to ESL classes offered by traditional institutions such as universities and community colleges. Some students lack the financial resources necessary to pay institutional tuition and fees. For others, work and family obligations or transportation challenges make it impossible to commit to a formal, semester-long course with attendance requirements. Finally, countless adult students lack the immigration documentation required by state-funded institutions or had to flee their home countries, leaving their education credentials behind.

Community volunteer organizations that offer free, community-based, open enrollment classes help these adults acquire the English language skills they need to advocate for themselves and their families and contribute to their communities. This presentation will examine the needs and strengths of this student population, the role of community volunteer organizations in the TESOL field, and constructive ways to advocate for all of our students this November.

Kelly Neckels
Arizona Educational Foundation
2017 ELL Teacher of the Year
Featured Event: Saturday, 11:30 a.m.

Mrs. Kelly Neckels was born and raised in Phoenix, Arizona where she has been teaching English Language Learners for the past 19 years, including 1st, 3rd, and 4th grade. She is currently a Reading and ELL Interventionist at Sunset Ridge Elementary School in the Pendergast Elementary School District. Kelly received her Bachelors of Arts in Education with Honors in 2000 from Arizona State University, and went on to earn her Masters of Education Degree with Distinction from Northern Arizona University in 2004. Her endorsements include, English as a Second Language, Reading Specialists, and Early Childhood for grades K-12.

Kelly has been married for 12 years and is a mother of six and a grandmother of one! She is a passionate ELL teacher who believes when students feel secure, encouraged, and loved, they will support each other in their journey to becoming proficient in the English Language.

Her co-presenter, **Mrs. Rhonda Hartman**, has been teaching in Arizona for the past 23 years, including 2nd, 3rd, and 6th grade. She was also a Reading and ELL interventionist, as well as an Instructional Coach for teachers in the Pendergast Elementary School District.

Rhonda received her Bachelors of Science in Education as Summa Cum Laude from Northern Arizona State University, and went on to earn her Masters of Education Degree in Early Childhood with Distinction from Northern Arizona University in 2006. Rhonda has been very involved in her district and has held many leadership positions over the course of her teaching career. She was a Professional Development Presenter in the Pendergast District for many years, She has trained teachers in DIBELS, Thinking Maps, Curriculum Mapping and Standard Based Grading. She has been a Student Council Sponsor and served on her school's site council, as well as a new teacher mentor. She has been married for 38 years and is a mother of three as well as a grandmother of three. She is a public school advocate and believes everyone who impacts children is a true treasure hunter.

FEATURED PRESENTATION: Building Relationships and Confidence through Oral Language and Vocabulary Instruction

Materials Makeover: Lesson Planning for Community-Based Adult ESL Classes

Amanda Snell, Lana Bauemlisberger   *Workshop*   **S152**

The limited materials existing for immigrant and refugee adult language learners take a one-size-fits-all approach though students' needs are diverse. In this interactive workshop, we will discuss how to take existing lesson plans for adult immigrant and refugee language learners and tailor them to fit students' specific needs.

Cultivating Hispanic Communities Using Online Teaching Tools

Laura Couret de Gentile   *Workshop*   **S279**

Embrace the Hispanic culture within your classroom. Motivate the otherwise unmotivated student. Extensive research has been done on how to motivate students. Learn about simple techniques to connect your classroom content with Hispanic heritage using free online interactive technology.

Learning English through Literature: An Old Approach with New Perspectives

Enrique Chombo Sanchez, Isabel Escalona *Workshop*   **S280**

The authors will compare shifts in instructional paradigms in the instruction of English as a foreign language in Mexican universities. They will also engage the audience in critical thinking and language applications using literary texts, engaging questioning techniques, and collaborative strategies exemplifying practices now encourage in the Mexican educational reform.

Integrating Technology in the ESL Classroom: Positive or Negative?

Amer Asiri, Osama Alhusayni   *Roundtable*   **S281**

Integrating technology into the ESL classroom may have a positive or negative impact on students' ability to acquire language. The moderators will facilitate a discussion on this impact, asking attendees to share examples in order to come to an understanding of how technology can be better used in the classroom.

Developing English Language Learners' Writing through Nearpod

Muhannad Aljohani   *Technology Demonstration*   **S282**

Nearpod, an online classroom tool, can be used in the classroom to develop students' writing. The presenter will demonstrate the tool and techniques and activities to help students develop not only writing but also creativity and collaboration. Attendees will leave knowing how to use Nearpod effectively in their own classrooms.

ICT in ESL: Best Practices and Applications

Cristian Enrique Gómez Domínguez, José Luis Ramirez Romero, Adriana Erizeira Ruiz Chávez   *Technology Demonstration*   **PV209**

In this demonstration, the presenters will share the best practices they found in an extensive literature review and in two large studies related to the use of ICT in ESL in basic education and will show several gadgets and computer applications that ESL teachers can use to enrich their courses.

Take Five! Cultivating a Community of ESL Writers
Liza Martinez   *Workshop*   **PV120**

In this workshop, participants will engage in five activities that can be used in the secondary/post-secondary ESL classroom. By lowering students' affective filters, these activities can serve as catalysts for creating a community of ESL writers.

Creating Opportunities for Multimodal Interactions and Language Development Using Dramatic Inquiry
Megan Troxel Deeg   *Research Paper (9:10-9:35)*   **PV 207**

This presentation will share how researchers worked with a classroom practitioner to create opportunities for multimodal interactions and language development using dramatic approaches. Come learn how dramatic inquiry facilitates learning through an interactive instructional approach to teaching and find out how this approach aligns with best practices for English Learners.

Global Community Approach to Students' Listening Comprehension Skills
Okim Kang, Difei Lu   *Research Paper (9:35-10:00)*   **PV 207**

The study examined to what extent incorporating different varieties of World Englishes in the EFL classrooms could affect students' listening comprehension and perception skills. Results showed that focused instruction with World Englishes, not the traditional approach, could help English learners gain comprehension skills for different varieties in a global community.

From Feeling a Fraud to Becoming an English Teacher
José Angel Martínez Benítez   *Research Paper (9:10-9:35)*   **PV208**

This case study explores the teacher development process of a seasoned EFL teacher in Guanajuato, Mexico through the analysis of her views on emotions, expertise, and professional philosophy. The findings suggest that after feeling a fraud, now she is a proud EFL teacher.

Teacher Identity: Native, Non-Native, or Simply a Teacher?
Oguzhan Tekin   *Research Paper (9:35-10:00)*   **PV208**

The idealism of the native speaker model is still prevalent particularly in the hiring practices of educational institutions, negatively affecting non-native English speaker teachers' (NNESTs) beliefs in their competence and leading to social injustice. Ways to raise awareness and to enhance collaboration between native and non-native teachers will be discussed.

Teaching Community/Workplace Adult ELLs?
Get Them Talking ASAP!

Nancy Kwoh *Workshop* **S152**

Enabling students to use English effectively in their everyday lives is the quintessential goal of adult education English classes. A proven success in both community and workplace settings, the ASAP approach combines instruction of aural skills, sentence construction, asking/answering questions, and pronunciation basics to produce confident speakers outside the classroom.

Powerful Peers: Using Student Networks for Language Learning

Katherine Yaw *Workshop* **S279**

This workshop presents strategies for teachers and program administrators to build language learner peer networks as a community of practice. Such networks can reinforce learning objectives and generate feedback beyond the teacher. Examples will come from higher education and IEP settings, though strategies may be applicable to middle/high school learners.

Applying ACTFL Speaking Proficiency Guidelines to Reading Instruction

Ethan M. Lynn *Workshop* **S280**

This presentation will give background on the ACFTL Proficiency Guidelines, demonstrate classroom application in the form of reading comprehension questions, and provide ample practice time. While this presentation will be most relevant to instructors of students at the intermediate level and higher, all will benefit from these universally applicable principles.

Politeness Strategies in Business Email Correspondence

Tatiana Kurochkina *Roundtable* **S281**

Business email correspondence is a needed skill as the world inter-communicates, and it falls under the umbrella of teaching business English. The writing and the strategies to achieve your goals will vary depending on the email type. This discussion focuses on politeness strategies in requests, refusals and negotiation.

Lexical Bundles: Keys to Joining the Academic Writing Community

CeAnn Myers, Nicholas Velde *Workshop* **PV120**

University students depend on their ability to write, yet non-native students often struggle with academic writing and fail to adopt vocabulary observed in the academic register. This workshop will provide methods for teaching academic lexical bundles to improve students' academic writing and usher them into the community of academic writers.

Use of Social Media in a Blended Learning Environment
Agueda Lorenia Araiza Angulo,
Martín Alejandro Cocoba Cadena   *Technology Demonstration*   **PV209**
This is an interactive demonstration used to present blended learning with social media as a tool in the classroom, where teachers will adapt it to their experiences and requirements regardless of their students' English level. Target audience is teachers of any level, interested in applying social media in their classes.

Cultivating Community Across Languages and Cultures
Claudia Kunschak   *Research Paper (10:30-10:55)*   **PV208**
How to cultivate community with learners from different backgrounds? Knowing how they feel about their linguistic and cultural selves in a foreign environment helps. This presentation will explore Chinese students' thoughts on the opportunities and challenges of developing translingual and transcultural competence based on questionnaire, interview and focus group data.

Conducting Research Far from Home: Challenges and Joys
Fredricka Stoller   *Research Paper (10:55-11:20)*   **PV208**
In this research paper, a study conducted in Vietnam, focused on the reading habits of Vietnamese university students, is described. Emphasis is placed on the background of the study, a summary of results, a discussion of the challenges and joys experienced, and implications for AZTESOLers interested in conducting research abroad.

Unpacking Language Conventions in Discipline-Specific Writing Assignments
Alissa Nostas   *Technology Demonstration*   **S282**
Many EAP writing programs focus on general rather than discipline-specific writing, leaving L2 writers ill-prepared to meet the demands of university-level writing assignments. This session includes practical activities that help students engage with different corpus-selected language conventions in various academic disciplines, resulting in better participation in L1 university discourse communities.

Concurrent Session III   11:30-12:20

Building Language Communities in Content Area Classrooms
Ashley Coughlin   *Workshop*   **PV120**
This session aims to build background knowledge and confidence as students explore high-level content area concepts. Learn strategies to engage all students while still challenging intermediate and advanced learners. Leave this session with all the materials necessary to incorporate a science-based lesson tomorrow with the strategies incorporated.

FEATURED PRESENTATION:
Building Relationships and Confidence through Oral Language and Vocabulary Instruction
Kelly Neckels, Rhonda Hartman   **PV207**

This session will be centered on effective instructional practices that help guide English Language Learners within an Arizona Sheltered English Immersion classroom to a level of confidence in learning and using the English language. The instructional practices will focus on helping English Language Learners build relationships with teachers as well as their peers through oral language and vocabulary activities. Effective oral language and vocabulary practices that focus on building positive teacher-to-student and student-to-student relationships will be discussed, modeled, and practiced. The instructional practices will demonstrate how positive relationships will benefit English Language Learners on their journey to becoming proficient in the English language. This session will be interactive, hands-on, and suitable to teachers working with elementary ELL students.

Language Learning Online: Interactive Tools and Feedback Types
Nadia Moraglio, Tahnee Bucher   *Technology Demonstration*   **PV209**
ESL and foreign language classes have traditionally been taught in face-to-face environments because active student participation, constant exposure to the language, and interaction are believed to enhance learning. With the advancement of technology and online teaching tools, more classes as well as tutoring are now available online. The presenters will describe how to create online language environments that are conducive to using the target language in an authentic way to promote student development of communicative and linguistic competence. They will also discuss the role assessment plays in fostering authentic online interactions via non-evaluative feedback and integration of formative and summative assessment.

English Language Learners Act as Advocates for Adult Education
Jennifer Tenace Dennis,
Debbie Goldenstein   *Workshop*   **S152**
Many adult English language learners may not be aware of the impact they can have on decision makers. How can they become advocates for their own educational needs? In this presentation, participants will see how learners can use storytelling and other projects to promote the importance of adult education programs.

Storytelling and TPR: A Powerful Combination to Enhance Learning
Ana Martinez, José Luis Ramirez   *Workshop*   **S279**

In this workshop, the presenters will share some key points to build stories in combination with TPR activities, discuss what to do and what not to do when using this combination, and demonstrate how and when to use body expression to make storytelling more appealing to students.

Innovative Ways of Teaching and Testing Oral Communication Skills
Angelina Serratos, Victoria Zander   *Workshop*   **S280**

Teaching and assessing oral communication skills can be challenging for teachers and students alike. In this workshop, the presenters focus on new ways to teach and assess oral communication skills, which include the use of podcasts, note-taking tasks, as well as creating and responding to Voicethread presentations.

Achieving Authenticity in English Language Classrooms
Abdulelah Matar M Alotaibi   *Roundtable*   **S281**

Many EFL/ESL programs may not focus on the development of spoken English in authentic situations. In this roundtable discussion, the moderator will lead a discussion on the significance of creating authenticity in the classroom and different activities that can be integrated to provide more authentic learning experiences for students.

Applying Corpora Directly & Indirectly to English Language Teaching
Amanda Hilliard   *Technology Demonstration*   **S282**

This presentation discusses an indirect application of corpora through the creation of a learner corpus and a direct application in which students used online corpus websites. Participants will walk away with examples and suggestions of how they can start applying corpus linguistics both directly and indirectly to their own classes.

Concurrent Session IV   2:00 - 2:50

What Works for Migrant Students: A Personal Story with Common Experiences
Guadelupe Arredondo   *Workshop*   **S152**

This workshop narrates the personal story of a migrant student who attained academic achievement and highlights the turning points that were key to her success. The presenter supports her own narrative with current scholarly findings so that educators' actions are precise and purposeful to structure success for other migrant students.

What Can TBLT Contribute to Refugee ELL Literacy Instruction?

Tyler True, Megan Wagy   *Research Paper (2:00-2:25)*   **PV207**

Literacy instruction is an urgent need for refugee ELLs. Existing research and methodologies address the special characteristics of these learners. By examining theories of literacy, we suggest that Task-Based Language Teaching could be an effective approach to refugee ELL literacy instruction and illustrate with a sample lesson plan.

Cultivating Community through Task-Based Learning: Sustainability with Japanese University Students

Sarah Jarboe, Claire McLaughlin *Research Paper (2:25-2:50)*   **PV207**

Global Launch hosted 108 sophomores from Nanzan University in Nagoya, Japan for six weeks. During their stay at ASU, they conducted research on sustainability issues and created sustainability campaigns to implement at Nanzan. This program opened new doors to task-based language teaching and using English as a medium of content instruction.

Utilizing Writing in L2 Vocabulary Instruction

Kyra Nelson   *Research Paper (2:00-2:25)*   **PV208**

Acquisition of vocabulary and writing skills is essential to L2 success. This presentation discusses ways in which teachers can utilize writing exercises to improve vocabulary acquisition and allow students to improve in both areas.

Watch Your Language: Helping Students Make Polite Email Requests

Michael D. Winans   *Research Paper (2:25-2:50)*   **PV208**

This presentation examines email requests that students make of their teachers from two populations taking composition for native and near-native (NS) and multilingual (ML) English speakers. The presentation will conclude with explicit pedagogical recommendations for lexical shells that can be utilized by ML students to compose polite email requests.

Using the Musical *Hamilton* in the ESL Classroom

Victoria Zander   *Workshop*   **S279**

This workshop includes a hands-on experience using the musical *Hamilton* in the ESL classroom. The materials introduce students to American history using rap, hip hop, and pop music, discuss slang, the difference between real historical events and musical theater, and vocabulary. The materials also include assessment ideas.

Concurrent Session IV (cont)   2:00 - 2:50

How to Design Adaptable Placement Tests for Adult ESL
Maria Kostromitina,
Dannae Campbell   *Workshop*   **S280**
Adult literacy centers strive to improve their ESL services for adults to be successful vocationally and socially, but first must identify their English proficiency. This presentation describes the process of designing a placement test that is easily administered and suitable for the unique context of teaching everyday English skills.

Academic Writing: Reporting Verbs and the History of Slavery
Judy Miller   *Workshop*   **PV120**
Academic writing requires commenting on source material using reporting verbs that differ in meaning, grammatical usage, and stance. International students also want to understand the American community. This workshop consists of a series of steps leading to an essay comparing textbook sources on slavery with narratives by slaves themselves.

Using Virtual Reality Technology to Develop Students' Speaking Skills
Majed Alsaeed   *Technology Demonstration*   **PV209**
One of the challenges faced by ELLs is developing speaking skills. The presenter will demonstrate how to use Virtual Reality technology to encourage this development. Attendees will use their smart devices, along with provided computers, to create a 360 scene & learn about accompanying activities to enhance students' speaking skills.

Concurrent Session V   3:00 - 3:50

Building Academic and Workplace Communication Skills with
Ventures
Gretchen Bitterlin   *Exhibitor Presentation*   **S152**
Discover how *Ventures* uses collaborative activities to build the communication skills that are key to learner success in college, the workplace and in the communities. Experience the many different collaborative activities in the Ventures series that promote face-to-face interaction.

Cultivating a Classroom Community through Dialectic and
Argumentative Discussions
Alma M. Sandigo   *Workshop*   **S279**
Participate in two meaningful strategies that develop communicative and academic skills in 2-20 classrooms: (1) Socratic Seminar to build dialogue and (2) Philosophical Chairs to construct arguments. Both strategies use reading, writing, listening, and speaking as tools for critical thinking, academic language, and collaboration. Templates, rubrics, and suggestions for differentiation will be provided.

Rubric Development for ESL Writing and Speaking Tasks
Valeriia Bogorevich, Elnaz Kia   *Workshop*   **S280**

The workshop will provide steps of rubric creation and revision for assessing ESL speaking and writing. By the end of the session, participants will be able to implement received practical knowledge to either create their own rubrics for language testing or be ready to revise the existing rubrics.

Arizona's Proposition 203: Impacts on Latinx and Indigenous ELLs
Sandy Ngoc Nguyen   *Research Paper (3:00-3:25)*   **PV207**

This project focuses on impacts that bilingual education policies have on the social, cultural, and linguistic development of English Language Learners in Arizona K-12 schools. Effects of and solutions to these policies, specifically among Latinx and Native American communities, will be discussed.

Content-Based Instruction in an English L2 Writing Class: Aligning Students' Needs with Materials
Amable Daiane Custodio Ribeiro *Research Paper (3:00-3:25)*   **PV208**

This paper aims to briefly review the role of CBI in an English L2 college writing class. It will mainly present the materials and activities designed for lessons related to the course's topic, and it will demonstrate strategies that international students, as writers, adopted in order to compose a narrative assignment.

Cultivating Community: Lessons from Indonesia
Lisa Bernier   *Workshop*   **PV120**

Over the past four years, during the entire month of May, GCU COE students have been teaching English in two schools in West Timor, Indonesia. The transformation of the teachers and schools there is remarkable. What we learned supports the research. What elements can you add to your classroom?

Increase Engagement and Accountability in a Sustainable Classroom Community
Kaitlin Decker   *Technology Demonstration*   **PV209**

This session presents how to fully integrate technology and re-think lesson delivery and facilitation. The focus will be on creative adaptations to common classroom and textbook activities with a variety of tools (ex. PollEv, Google Drive, Padlet, PlayPosit, Wizer, Plickers) to eliminate paper, engage learners, and provide assessment.

About AZTESOL

AZTESOL is the Arizona state affiliate of TESOL, the international professional organization for educators in the field of teaching English to speakers of other languages. Since our organization began in 1954 as the Arizona Bilingual Council, it has provided over six decades of service. Our members work with learners of English in Arizona's public and private schools, colleges, universities, and adult and refugee education programs.

Our Mission

To be the premier reliable community where English language professionals at all levels can network and develop professionally in the Southwest region.

AZTESOL Awards

AZTESOL is proud to support its members through a number of grants and recognition awards. For information on the opportunities listed below and more, please visit:

aztesol.org/grants-awards

AZTESOL Educator of the Year
AZTESOL Distinguished Service Award
Outstanding Tutor of the Year
Cheryl Walsh Professional Growth Award
Dennis Oliver Distance Assistance Grant
Jean Zukowski/Faust Special Project Academic Mini-Grant
AZTESOL Mexican Educator Grant
Outreach and Communication Grant
Classroom Materials Grant
Continuation of Excellence Grant

2016 Conference Planning Committee

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On-Site Registration Coordinator: Dianna Sanchez

The MCC Red Mountain Campus

Conference events will take place at Mesa Community College, Red Mountain Campus, at 7110 East McKellips Rd., Mesa, AZ 85207. All events will take place in the Saguaro, Palo Verde, and Mesquite Buildings.

Campus Map:
https://www.mesacc.edu/maps/red-mountain-campus/

<u>Recommended Parking</u>

Free parking is available in Visitor Parking and Lots 1, 2, 3, 4, and 6, identifiable on the Campus Map.

Conference Program proudly sponsored by

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