2019 Conference
October 26th
Renton Technical College
Navigating New Terrain
in EL Education
October 25th (Pre-conference Workshops)
Welcome!
from the Conference Co-Chairs

Welcome to the 2019 WAESOL Conference. Whether you are presenting or attending demonstrations, workshops, poster sessions, or research reports, we hope you take every opportunity to connect with colleagues from around the Northwest.

We want to offer our deep appreciation to Renton Technical College for allowing us to use this facility. They have demonstrated a commitment to supporting English language education these last two years, and we appreciate their willingness to join us today. In addition, we are proud that so many of the educational publishers choose to join us this year. We are grateful for the ongoing innovations they provide through curricular materials and creative ideas. The publishers will be here all day to support that teaching. They’re eager to share what’s new with you.

This year’s theme is Navigating New Terrain in EL Education. New Terrain says it all. Our profession is undergoing changes at the local, state and national levels. Knowing how to navigate these twists and turns while maintaining teaching standards is a challenge. We hope you find clarity today in a workshop or conversation to support your teaching.

Our conference program encompasses various environments: K-12 schools, intensive English programs, immigrant and refugee classrooms, private tutoring, volunteer agencies, and higher education. We work to foster learning environments that promote engagement, and we are grateful to have so many perspectives represented here. At WAESOL, we believe that when we learn from each other, we serve our students better.

We have worked hard to present a balanced schedule of peer-reviewed presentations, chosen to address concerns of the various contexts in which we teach. In addition, please make sure to visit the poster sessions in the I – building foyer at 1:30. Posters offer excellent opportunities to meet new colleagues and learn about important issues and new research in a small-group format.

Lunch will run from noon – 1:15 to allow time to network with colleagues and peruse the publisher tables. Our WAESOL annual business meeting will take place from 1:00-1:15. Workshops will resume at 1:30 and continue until 4:30. To round out the day, we will have a raffle thanks to the continued support of our exhibitors and publishers. Stick around for hors d’oeuvres as we announce the grant and awards recipients!

We are glad you are here today. Please contact any board member with questions or concerns.

Thank you for coming.

Kind Regards,

Michelle Roth, 2019 WAESOL President (Conference Co-Chair)
Martha Savage, 2019 WAESOL President-Elect (Conference Co-Chair)
Joan Johnston Nelson, WAESOL Executive Director
# Conference Schedule at Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>All day</td>
<td>Publishers’ Exhibits in Building I – Rogers Campus Center</td>
</tr>
<tr>
<td>7:45 noon</td>
<td>Registration/Clock Hours in Campus Center Lobby</td>
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<tr>
<td>8:00 9:00 am</td>
<td>Coffee, Morning Refreshments in Campus Center Cafeteria</td>
</tr>
<tr>
<td>8:50 9:00 am</td>
<td>Welcome to the 2019 WAESOL Conference</td>
</tr>
<tr>
<td>9:00 10:00 am</td>
<td>Keynote Address, Dr. Keith Folse, Sponsored by National Geographic Learning</td>
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<tr>
<td>10:00 10:30 am</td>
<td>Publishers’ Coffee Break in Publishers’ Exhibition Area</td>
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<tr>
<td>10:30 11:15 am</td>
<td>Concurrent Sessions I</td>
</tr>
<tr>
<td>11:30 12:15 pm</td>
<td>Concurrent Sessions II</td>
</tr>
<tr>
<td>12:00 1:15 pm</td>
<td>Lunch in Campus Center Cafeteria • (included w/registration)</td>
</tr>
<tr>
<td>1:00 1:15 pm</td>
<td>WAESOL Annual Business Meeting</td>
</tr>
<tr>
<td>1:30 2:15 pm</td>
<td>Concurrent Sessions III and Poster Sessions</td>
</tr>
<tr>
<td>2:15 2:45 pm</td>
<td>Publishers’ Coffee Break in Publishers’ Exhibition Area</td>
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<tr>
<td>2:45 3:30 pm</td>
<td>Concurrent Sessions IV</td>
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<tr>
<td>3:45 4:30 pm</td>
<td>Concurrent Sessions V</td>
</tr>
<tr>
<td>4:30 5:00 pm</td>
<td>Hot Hors d’oeuvres, Grants &amp; Awards, Publishers’ Raffle</td>
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Pre-Conference Workshops on Friday afternoon, October 25, 2019. These half-day professional development workshops (1:00 to 4:00) are designed to provide opportunities to discuss and examine relevant topics and important issues in greater depth.

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### Navigating New Terrain in EL Education

### MA TESOL

Choose the intensive resident program or the 100% on-line program.

Trinity Western University’s MA TESOL will give you the skills, training, and academic profile you need for a successful TESOL career.

[TWU.CA/MATESOL](http://TWU.CA/MATESOL)
Clock Hours
How do I get clock hours for the 2019 WAESOL conference?

# of Clock Hours Available:
• up to 3 hours for Friday Pre-Conference
• up to 6 hours for Saturday Conference

Fee: $3 per clock hour

During the Conference:
• Sign-in Each Day at the Clock Hour table and pick up a Conference Tracking Sheet. This will include the online access code that you will need to register for clock hours. (Be sure to keep this form.)
• Track the sessions you attend on the Conference Tracking Sheet.

Clock Hour Forms Online After the Conference:
Go to the WAESOL website at www.waesol.org and click on the Clock Hour tab.
Proceed to the 2018 WAESOL Conference link.
Use the registration code received at the clock hour sign-in table to access the payment and registration system.
• Fill out the online form and submit.
• Pay online for the number of clock hours you are requesting.
• WAESOL will verify attendance through the daily sign-in sheets.
• Once verified, an official signed clock hour form will be mailed to you within three weeks.

When You Receive Your Official Form:
• Fill-in and sign the affidavit section.
• Make/save a copy for your records.
• Submit the signed form to your district.

Many presenter handouts are available for download at https://waesol.org/handouts

There is free Wifi on campus. Network name: RTC-Guest
A password is not required, but there is a prompt to “accept terms and conditions.”
### Conference Sponsors

WAESOL would like to thank the sponsors of the 2019 Conference

<table>
<thead>
<tr>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Azar Associates</td>
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<tr>
<td>Benchmark Education</td>
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<tr>
<td>Cambridge University Press</td>
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<tr>
<td>English Central</td>
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<tr>
<td>National Geographic Learning</td>
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<td>OSPI - Migrant and Bilingual Program</td>
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<tr>
<td>Pearson</td>
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<td>PhonicsQ</td>
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<tr>
<td>Sadlier School</td>
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<tr>
<td>Seattle Pacific University</td>
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<tr>
<td>The U.S. Department of State English Language Programs</td>
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<tr>
<td>Trinity Western University</td>
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<td>University of Michigan Press</td>
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**Be Social!**

Use #WAESOL19 on your Facebook, Instagram and Twitter posts to reach others who are following the conference!
Keynote 2018

WAESOL is very pleased to welcome back Dr. Keith Folse as our Keynote for the 2019 Annual Conference at Renton Technical College on October 26th.

Dr. Keith Folse

Dr. Keith Folse is a Professor of TESOL at the University of Central Florida. He is the author of 68 books on a variety of subjects from grammar to vocabulary to composition, including five best-selling books in the Great Writing series by National Geographic Learning. Dr. Folse teaches both undergraduate and graduate courses and is a sought after presenter and speaker at conferences nationally and internationally.

We thank National Geographic Learning for sponsoring our 2019 Keynote.

SPU's TESOL Certification
Summer Intensive
July 20th-August 14th, 2020

- Gain in-classroom experience in an engaging, hands-on learning environment on SPU’s beautiful campus.

- Program curriculum includes built-in practicum hours through SPU’s Interlink Language School.

- WA teachers who complete the TESOL Intensive can also gain an ELL Endorsement with three additional 5000-level courses.

- Email cpeprojects@spu.edu or visit ce.spu.edu for details or to complete a program application.
Navigating TESOL Career Paths  

TEACH ABROAD WITH THE ENGLISH LANGUAGE FELLOW PROGRAM

John Simpson, Judy E. Emerson  
English Language Fellow Alumnus - Institute of Intensive English, Lewis-Clark State College

Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

Teacher Educators, Higher Ed. Intensive English, International Setting

Instructional Strategies  

MATHEMATICS CONTEXTUALIZATION AND INTEGRATION STRATEGIES WITH ADULT LEARNERS

Stephen Sadlier, Julie Williamson  
South Puget Sound Community College

This workshop models instructional strategies for integrating and contextualizing Math into the ESL classroom. College and career readiness standards call for mathematics, while working with guided pathways for adult learners depends on quantitative skills from across the disciplines. Learn and share effective integration of mathematics in the ESL classroom.

Higher Ed. Intensive English, Adult Refugee/Immigrant, Bilingual Programs

Technology  

GOOGLE CLASSROOM: THE BASICS AND THE BENEFITS

Ron Belisle  
Mukogawa Fort Wright Institute

The presenter will first give a short overview of the historical changes in computer learning management followed by a review of the basics of Google Classroom highlighting its many benefits for students and teachers.

Teacher Educators, Higher Ed. Intensive English

Instructional Strategies  

USING THE WRITING PROCESS WITH BEGINNING-INTERMEDIATE ENGLISH LANGUAGE LEARNERS

Donna Price  
San Diego Community College

Invigorate and update your writing lessons! Ensure that your students communicate effectively in writing. Participate in a demonstration of a short narrative writing lesson for beginning-intermediate English language learners. Leave with a list of strategies for incorporating each stage of the writing process into your lessons.

Teacher Educators

Policy and Advocacy  

ADVOCATE FOR YOUR STUDENTS BY ENGAGING YOUR COLLEAGUES

Michelle Roth, Catherine Johnston  
2019 WAESOL President - Clark College

People do better when they know better. This workshop offers materials and ideas for leading transformative small-group discussions with your co-workers about the needs and strengths of EL students. Gain ideas and materials to build institutional empathy and help your non-TESOL colleagues become more EL-student ready.

K-12, Adult Refugee/Immigrant, Higher Ed. Intensive English, Administrators
## Instructional Strategies

**MOVING BEYOND TRADITIONAL ASSESSMENTS: THE ALTERNATIVE BOOK REPORT**

Ronica Penar  
Mukogawa Fort Wright Institute

As the ESL field grows more dynamic, so does the need to discuss aligning teaching ideas and strategies. Alternative assessments are one such strategy. During this presentation, attendees will receive a demonstration of an example alternative assessment, with the opportunity to explore and discuss meaning, benefits, and other ideas.

**Higher Ed. Intensive English, Adult Refugee/Immigrant, k-12**

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**GRAMMAR & MULTIMODAL LITERACIES: CONTENT-BASED, LEARNER-CENTERED EAP**

Lavona Reeves, Min Yi Liang, Edward Lee  
Eastern Washington University

Multimodal literacies include art, film, drama, and music, which should not be considered curricular luxuries.” We teach grammar as an “interplay of meaning-making systems—alphabetic, oral, & visual” (NCTE) embedded in culture. Our original multimodal grammar materials can be adapted for different levels, ages, & settings.

**k-12, Higher Ed. Intensive English, Teacher Educators**

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## Research

**DO YOU HEAR WHAT I HEAR? RESPONDING TO LEARNER ERRORS.**

James Hunter  
Gonzaga University

Surprisingly little research has been conducted on the level of agreement between teachers as to what constitutes an error. This session reports on an investigation into the uniformity of responses to spoken learner language, measuring reaction time and confidence in grammaticality judgments across over 300 participants.

**Adult Refugee/Immigrant, Higher Ed. Intensive English, Administrators**

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**INSTRUCTIONAL MATERIALS DESIGN: KEY PRINCIPLES**

Bridget Green  
Independent/In the wind

We all do it -- when the textbook fails, we write our own materials. But can we do it better? In this session, learn key design principles and practical guidelines to follow for creating fabulous materials coming away with a better understanding of how to develop effective materials for ELLs.

**Teacher Educators, Higher Ed. Intensive English, k-12**

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### Wi-Fi Available

Many presenter handouts are available for download at https://waesol.org/handouts

A password is not required, but there is a prompt to “accept terms and conditions.”
**Policy and Advocacy**

**ADVANCING EQUITY IN EL PROGRAMS: HOW DO WE GET THERE?**

Ines Poblet, Robin Preisinger, John Toof  
Whatcom Community College

What do equitable practices look like in English language programs? How does equity inform a program meeting, assessment or a norming session? This session will explore how to cultivate a shared lens on equity in ELL assessment.

**Higher Ed. Intensive English, Teacher Educators, Administrators**

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**Technology**

**USING ONLINE RUBRICS FOR ASSESSING ONLINE SUBMISSIONS**

Nasrin Nazemi  
University of Washington

Rubrics are seen as effective tools for assessing course work submitted by learners in online courses. They help learners to monitor their progress, and instructors and instructional designers to evaluate the effectiveness of their course. Here, several online rubric creation tools will be introduced, and example rubrics will be discussed.

**k-12, Higher Ed. Intensive English, Administrators**

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**Navigating TESOL Career Paths**

**EXPLORING BENCHMARKS IN TEACHER PROFESSIONAL IDENTITY TRAJECTORIES**

David Martin  
Washington State University

As teachers we need to periodically step back and investigate how our experiences in and out of the classroom have impacted who we have become as teachers/professionals. In this presentation, we will explore visual representations for seven distinct teacher trajectories and discuss the professional value of visualizing such introspection.

**Higher Ed. Intensive English, Administrators, Teacher Educators**

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**Other**

**ACCESSING WORLD CULTURES: CRITICAL THINKING, CREATIVITY, AND COMMUNICATION**

Susan Strand  
English Language Instructor and Teacher Trainer

In this teaching demonstration, participants experience how virtual travel into a world culture can be exploited to teach language skills, foster critical thinking, and cultivate creative expression. Participants will be immersed in a slice of South African culture through visual presentation, discussion, imagination, music, and dance.

**k-12, International Setting**

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**Instructional Strategies**

**PRACTICAL IDEAS FOR PRACTICING VOCABULARY IN ACADEMIC WRITING**

Keith Folse  
Keynote Speaker

This session identifies important vocabulary that students need for successful academic writing. Using examples of practical activities, some from the Great Writing series, we will consider how you can easily use these with your students so they are more likely to produce better academic writing.

**Higher Ed. Intensive English - International Setting - Adult Refugee/Immigrant**

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Please join us in Building I at 4:30 for our Grants & Awards ceremony, hot hors d’oeuvres, and the publishers’ raffle.
### 11:30-12:15 pm

<table>
<thead>
<tr>
<th>Room</th>
<th>Presentation Title</th>
<th>Speaker</th>
<th>Affiliation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>H - 205</td>
<td><strong>BRAIN-BASED RESEARCH: PRACTICAL TIPS FOR LANGUAGE TEACHERS</strong></td>
<td>Stacy Hagen</td>
<td>Azar Grammar/Pearson Education</td>
<td>Advances in brain research are shedding new light on ways to practice language more effectively. Of particular interest to teachers are findings in the following areas: repeated practice, spaced practice, working memory, automatization, and pattern seeking. Included in this presentation are suggestions for a variety of exercise types.</td>
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<tr>
<td>J - 310</td>
<td><strong>ENLIVENING LITERACY THROUGH COMMUNITY-LINKED PROJECTS</strong></td>
<td>Anny Case</td>
<td>Gonzaga University</td>
<td>Discover how middle school ELD students engaged in ambitious community-based projects, such as building a Marshallese boat and producing a map of public art. With support from community partners, students also participated in multiple writing tasks. In the process, their writing skills improved along with their confidence as authors.</td>
</tr>
<tr>
<td>J - 315</td>
<td><strong>RURAL EL EDUCATION: ASSUMPTIONS, BENEFITS, AND CHALLENGES: MYTHS VS. REALITY</strong></td>
<td>Joan Johnston Nelson</td>
<td>EL Trainer and Consultant, OSSI Continuous Improvement Partner</td>
<td>Small rural schools experience many challenges, especially in serving ELLs. This session highlights the myths and realities of who these students are, the challenges faced in implementing rural EL programs, and ways to meet those challenges. Participants will also have an opportunity to discuss challenges and suggestions.</td>
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<tr>
<td>H - 202</td>
<td><strong>INTEGRATION OF REGIONAL DOCUMENTARIES IN THE ESL CLASSROOM</strong></td>
<td>Rosemary Colón, Ali Asiri</td>
<td>Teacher and Student - Washington State University</td>
<td>The activities in learning guides developed by KSPS (Spokane’s PBS affiliate) and Gonzaga’s MATESOL for KSPS regional documentaries include ELL considerations. This workshop aims to share some activities and resources present in the guides so teachers may integrate them into their ELD/ESL classrooms.</td>
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**Scan this QR code for more details about each presentation, such as Session format, presenter bios, etc.**

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Join us for lunch in Campus Center Cafeteria followed by the annual WAESOL business meeting.
WAESOL Grants and Awards

Please join us today at 4:30 in Building I to celebrate and recognize the recipients of the 2019 WAESOL grants and awards.

THE SALLY WELLMAN VOLUNTEER AWARD
This award is given to an ESOL professional who has exhibited outstanding dedication in the community as a volunteer doing ESL-related work. It is the intent of WAESOL that this award will honor the recipient and inspire continued dedication to others in the local communities. This award is co-sponsored by WAESOL and Dr. LaVona Reeves of Eastern Washington University. This year’s recipient of the Sally Wellman Volunteer Award is Tim Diko, Mukogawa Fort Wright Institute.

EXCELLENCE IN TEACHING AWARD
This award is given to an ESOL teacher who has exhibited outstanding dedication in the classroom and/or learning community. It is the intent of WAESOL that this award will honor the recipient and inspire continued dedication to others in the profession. The 2019 Excellence in Teaching Award recipient is Donna Aase, Clark College.

PROFESSIONAL DEVELOPMENT GRANT
This grant is given to a WAESOL member who has a plan for furthering their professional development. The recipient can use this grant to attend (1) a conference, (2) a workshop, or (3) a class related to the ESOL field. WAESOL’s intent with this grant is to highlight the determination and drive of a member of WAESOL to continue growing as a professional. The professional development grant for 2019 will go to Teresa Carmack, Lewis and Clark State College.

TWO PROJECT FUNDING GRANTS
The purpose of these grants is to encourage and benefit classroom/community projects that directly impact English language learning in Washington state and/or nearby communities. The intent of WAESOL is to encourage ongoing creativity and innovation in our field. Project funding grants this year go to Yelena Alexander, Federal Way Public Schools and Ruiming Cash, University of Washington.

If you are looking for funds to support a project or would like to nominate a hard working teacher or volunteer, please visit our website. Deadlines, eligibility, and application procedures for 2019 grants, awards and scholarships can be found here: https://waesol.org/grants-awards-2/
### Instructional Strategies  H - 210

**TEACHING READING OUT OF THE BOX BY ACTIVATING STUDENTS’ BACKGROUND KNOWLEDGE**

Nizar Sulaivany, Azzeddine Bencherab  
Renton Technical College

This paper is twofold. The implementation of metacognitive conversations will be discussed with a little focus on prior knowledge and suggest ways on activating students’ knowledge. Some of the activities in this paper listed have been implemented in our respective classes. We leave it to the teachers’ discretion to adapt them.

*Adult Refugee/Immigrant, Higher Ed. Intensive English, k-12*

### Instructional Strategies  I - Culinaire

**REAL PEOPLE, PLACES, AND STORIES MATTER IN BUILDING READING SUCCESS**

Talya Clay  
National Geographic Learning

The Internet is rife with misinformation. The challenge for many learners is that they need to comprehend the content they are reading and simultaneously evaluate content to determine its veracity. Reading Explorer focuses on building reading, vocabulary, and critical thinking skills needed to navigate the challenges of the information age.

*Higher Ed. Intensive English, Adult Refugee/Immigrant, International Setting*

### Instructional Strategies  H - 205

**ORGANIZE AND ACCESS ENGLISH SOUNDS USING PICTURE CUES**

Phyllis Herzog  
Owner/Developer PhonicsQ

This session will emphasize the importance of teaching written English as an alphabetic code using a picture as a cueing device to connect letters and sounds for decoding, encoding and pronunciation. Teachers will learn basic phonics patterns and rules and be able to apply them to all instruction and student levels.

*k-12, Adult Refugee/Immigrant, Teacher Educators*

### Research

**ACQUISITION OF MULTIWORD UNITS AMONG CHINESE ESL LEARNERS**

Alexander Tang  
Seattle University

Multi word units are often used in ESL education and are often not the focused on. The study aims to focus on the cognitive affect and brain networks in the context of applying Vygotsky’s sociocultural theory and pair work in the second language classroom, focusing on Chinese ESL adult learners.

*Adult Refugee/Immigrant, Higher Ed. Intensive English, Teacher Educators*

### Instructional Strategies  Poster Area

**GLOBAL IMPACT- INTERNATIONAL SERVICE TRIPS FOR LANGUAGE AND LIFE RECHARGE**

Liese Rajesh  
Global Impact- Seattle Colleges

Through photographs, stories, participant responses and the sharing of reflection questions and semester materials; presenter will demonstrate a process for engaging student and faculty growth through service learning participation.

*Adult Refugee/Immigrant, Higher Ed. Intensive English, International Setting*

### Instructional Strategies  Poster Area

**INCORPORATING BRAIN DEVELOPMENT KNOWLEDGE INTO ESL LITERACY FOR MIDDLE SCHOOLERS**

Michele Pointel  
Gonzaga University

This poster addresses brain development in middle school-aged youth and how to support brain-aligned literacy acquisition for ELLs of that age group.

*k-12, Bilingual Programs*
Changing Demographics  J - 310

AGING AND LANGUAGE LEARNING

Mary Goodrich
Gonzaga University

Social and affective factors, along with physical and cognitive changes that occur during the normal aging process, can have a significant impact on language acquisition for learners 50+ years old. Learn the strengths and needs of older language learners, and also strategies to maximize your effectiveness with this age group.

Adult Refugee/Immigrant, Administrators

Research  H - 212

IMPACT OF SUPPORTED 1:1 TUTORING FOR ADULT LEARNERS

Cat Howell
Literacy Source

Adult learners with 100+ hours of instruction are more likely to make gains, increase wages, and attend higher education (Morgan et al 2017). We conducted a cohort-based study in a volunteer literacy program to investigate if supplementary 1:1 tutoring aligned to classroom-based instructional goals leads to increased hours or gains.

Adult Refugee/Immigrant, Administrators

Instructional Strategies  J - 315

ESCALATING CONFLICT RESOLUTION AND SLA IN THE ESL CLASSROOM

Lawrence Metzger
UC Berkeley

Conflict resolution is an effective instructional strategy for stimulating highly interactive communication in the UC Berkeley EAP classroom when facilitated through the TKI method (Kilmann, 2005; 1975) integrated with Jungian personality dynamics (MBTI). This workshop will provide an opportunity for participants to actively experience this motivational and productive technique.

International Setting, Higher Ed. Intensive English, Teacher Educators

Instructional Strategies  J - 305

ESCALATING CONFLICT RESOLUTION

Liz Falconer
Renton Technical College

Explore ways to use Canvas and build computer literacy for language learning in lower-level ELL classrooms. Empower your students with useful tools and language practice in a learning community that includes focused, scaffolded skills with real-world relevancy. Bring your own favorite sites to share!

Adult Refugee/Immigrant, Higher Ed. Intensive English

Policy and Advocacy  H - 207

DESIGNING EFFECTIVE PROGRAMS FOR ENGLISH LEARNERS

Veronica Gallardo
Director of Migrant and Bilingual Education, OSPI

The session will support district staff in developing and designing a research based English Language Program that meets federal and state requirements and opportunities and examples in braided funding.

k-12 , Bilingual Programs, Administrators

Technology  J - 305

COMPUTERS, CANVAS AND COMMUNITY

Daniela Barbosa
Gonzaga University

Understanding the hardships each culture represented in our classrooms has endured should not be taken for granted. In fact, being aware of what is involved when different aspects of an individualís identity are violated within the scope of fundamental human rights is one step in the long path of meeting the learning needs of these students. In that sense, this study reveals how indigenous vulnerability has been explored by organizations resulting in the promotion of injustice.

Bilingual Programs, Adult Refugee/Immigrant, International Setting
NAVIGATING THE TERRAIN OF TEACHER EDUCATION IN CHINA

Joshua Schulze, Anne Ittner  
Western Oregon University - Western Oregon University

The increase of English medium instruction in China has created opportunities for US-based educators to share their expertise in China. This session will share the voices of students and discuss the teaching strategies that worked in helping Mandarin dominant students become effective ESOL teachers.

Teacher Educators, International Setting, Higher Ed. Intensive English

FACILITATING GUIDED PATHWAYS CONVERSATIONS WITH YOUR ELA & ABE STUDENTS

Raquel Poteet, Marcus Antonio Gunn  
Renton Technical College - Student Success Specialist - College and Career Pathways

This session will show step-by-step how focus group sessions on Guided Pathways can be facilitated in ELA Intermediate and Advanced classes. We will go over the lesson plan and activities developed on Canvas for this topic. In addition, we will share the perceptions and suggestions from a student advisor perspective.

Teacher Educators

USING VENTURES TO INFUSE WORKPLACE PREPARATION SKILLS IN ESL CLASSES

Donna Price  
San Diego Community College

Soft skills such as verbal communication, problem solving and collaboration are critical for employment. Ventures helps students develop these skills with a communicative approach that includes problem solving and collaboration through projects and interactive worksheets. The presenter shares skills essential to making a successful transition into the workplace.

Adult Refugee/Immigrant, Teacher Educators, Administrators

POSSIBILITIES WITH PODCASTS

Anikke Trier  
Mukogawa Fort Wright Institute

Podcasts are a great resource for English language classrooms. In this presentation, the presenter will explain what podcasts are and how they can be used as listening and cultural tools. The presenter will also describe a modified podcast project where students create their own podcast in a language rich activity.

Higher Ed. Intensive English, International Setting, k-12

READY TO WORK, ESOL CURRICULUM AND STRATEGIES FOR BEGINNING LEARNERS

Taiko Aoki-Marcial  
Literacy Source, Ready to Work curriculum and instructional lead

Designed for the City of Seattle’s Ready to Work program, this four-skill curriculum develops beginning-level language learners’ awareness of English for the workplace and academic planning. Instructors will present an overview of the curriculum, share teaching strategies, materials, and project artifacts from learners enrolled in the program.

Adult Refugee/Immigrant, Teacher Educators, Administrators
EXPLORING PERCEPTION GAPS ON USING TRANSLATION AS A PEDAGOGICAL METHOD

Ruiming Cash
University of Washington, Seattle

It is not unusual that in varied language classrooms students use translation as a learning tool, but the teachers either discourage or fail to guide them appropriately. This study tried to gain an understanding on such a perception gap to help inform future pedagogical decisions on applying translation.

Higher Ed. Intensive English, Teacher Educators, International Setting

READLANG: A WEB READER

Helen Johnson
TIUA (Tokyo International University of America)

A free internet tool for both instructors and students to post reading material from eBooks, articles, websites or other texts into the web reader. Use this web tool to read, translate words or phrases, and create vocabulary lists and flashcards to reinforce learning.

Higher Ed. Intensive English

STUDENT MENTAL HEALTH: TEACHERS AS FIRST RESPONDERS

Stacy Hagen
Azar Grammar/Pearson Education

Many students struggle with stress, anxiety and depression, and teachers are often the first contact. How we respond is critical. Research has shown that an emotional connection with just one adult can help mitigate negative experiences that affect learning and behavior. This talk addresses first steps in helping students.

k-12 Adult Refugee/Immigrant, Higher Ed. Intensive English

WORKING WITH INDIGENOUS LANGUAGES FROM GUATEMALA

Ann Renker PhD
OSSI Continuous Improvement Partner (for OSPI)

An increasing number of families from Guatemala are attending WA schools, and a significant number speak an indigenous language from the Mayan and Uto-Aztecan language families. As we teach English, working with these speakers can be more effective when sociolinguistic and sociocultural information is incorporated into student and family services.

k-12, Adult Refugee/Immigrant, Bilingual Programs
Instructional Strategies  H - 205

TEACHING THE LOWEST LEVEL & WHAT, WHY, AND HOW

C Bonner
Edmonds Community College

Beginner ESL is different than other levels. What do students really need to learn? This workshop will focus on what, why, and how to teach students who are just starting to learn English. Presenter will share information, tips, materials, activities, and resources for effective low-level classes.

Adult Refugee/Immigrant

Research  J - 305

TO STAY OR NOT TO STAY? STUDENT PERSPECTIVES ON RETENTION

Jessica Weimer, Leah Schubert, Sofia Marshak
English Language Program, Cascadia College

The presenters share the findings of a qualitative study on retention focusing on the students’ experiences in a community college as an international student, including their motivations, barriers, and self-efficacy. Applications of the research findings to program policies and practices are discussed among the presenters and audience members.

Higher Ed. Intensive English, Administrators

Instructional Strategies  J - 310

EFFECTIVE RESPONSE WRITING

Martha Savage
Gonzaga University

This workshop explains a process of promoting substantive writing based on guided discussion of texts. It involves valuing student voice and strategic planning of discussion, vocabulary development, and writing feedback. A color-coded process of providing accessible feedback is explained. Participants can bring questions and experience.

Adult Refugee/Immigrant, International Setting, Higher Ed. Intensive English

Technology  H - 202

HIGH-QUALITY HYBRID COURSES FOR INTERNATIONAL STUDENTS AND TEACHERS

Teresa Carmack, Judy E. Emerson
Lewis-Clark State College - Institute of Intensive English, Lewis-Clark State College

This teaching demonstration will highlight high-quality hybrid courses for English language learners designed using best practices. Such courses maximize the benefits of synchronous face-to-face instruction, in person or through video, along with asynchronous online instruction to better prepare international students for college and develop strong pedagogy for international teachers.

Higher Ed. Intensive English, Teacher Educators, Administrators

Instructional Strategies  H - 207

BRINGING IN MISSING CURRICULUM THROUGH ENGAGING STUDENTS’ MULTILINGUAL MULTICULTURAL IDENTITIES

Nancy Yi-Cline
Seattle University

Emergent bilinguals should be able to show up authentically and engage in critical conversations about race and language in classrooms. Using a literacy framework and the innull curriculûmi concept, this workshop engages participants in reflecting on curriculum and pedagogy and aims to move them towards culturally and linguistically sustaining practices.

k-12, Bilingual Programs, Administrators

Instructional Strategies  J - 312

MULTILEVEL SHARE POWERPOINT PRESENTATIONS

Christina Momono
Spokane Community College

In this session, we will discuss the Share PowerPoint Presentations. Students from different levels choose a topic that they have been working on in their classrooms, prepare a small Power Point, and present it to peers in different classrooms. It is a collaborative way to work to help energize students and help them build confidence and competency.

Adult Refugee/Immigrant, Higher Ed. Intensive English, Teacher Educators
FROM SHOCKED TO ENTHUSIASTIC: ELLS’ REACTION TO NNESTS’ ACCENT

Vocata Kim
Gonzaga University

Following an experience of enthusiastic participation by ELLs in dictation activities with a nonnative English speaker teacher, this study reports an NNEST’s reflections about her perception of English pronunciation teaching as well as data on ELL perceptions. The analysis suggests three themes in students’ reactions to pronunciation teaching by NNESTs.

Adult Refugee/Immigrant, International Setting, Teacher Educators

DEVELOPING & TEACHING INTERNATIONAL HUMAN RIGHTS COURSES WITHOUT VIOLATIONS

Lawrence Metzger
UC Berkeley

International Human Rights is at the heart of policy and advocacy issues often unspoken and avoided in the ESL classroom. Yet, navigating its controversial nature is a rich source of content which may be objectified by providing a conceptual framework grounded in a self-critique platform of historical etymology.


HOW GUIDED PATHWAYS PLANNING CAN HELP US BETTER SERVE ENGLISH LANGUAGE LEARNING STUDENTS

Camille Pomeroy
Bilingual Spanish/English ABE/HS+ Instructor

This session will raise awareness of the Guided Pathways movement in the State of Washington and to discuss and define how ELA students are considered as part of the efforts. The session will include an overview of Guided Pathways as well as opportunity to create ELA student pathways. The session will include an overview of Guided Pathways; an overview of how RTC is approaching making sure the English Language Learning students are included in the college’s Guided Pathways planning; A discussion around where other institutions are in regards to ELA faculty, staff and students taking part in Guided Pathways planning; and group work around drafting some sample pathways for example ELA students.

Adult Refugee/Immigrant, Administrators, Higher Ed. Intensive English

Please join us in Building I at 4:30 for our Grants & Awards ceremony, hot hors d’oeuvres, and the publishers’ raffle.
Are you interested in taking an active leadership role in supporting your WAESOL organization and serving your fellow teachers? If you have a passion for educating speakers of other languages, enjoy collaborating with colleagues, and are interested in further developing your leadership skills, a position on the Board is right for you! You can nominate yourself (or a colleague) for a position on the WAESOL board of directors. If you would like to nominate yourself or someone else, go to: https://waesol.org/board/elections/ and submit your nomination.

Just like WAESOL itself, the Board is open to TESOL professionals from all areas of practice: k-12, higher ed, adult education, teacher trainers, administrators, etc. We are especially in need of more representation from k-12.

Nominations are currently being accepted until November 5, 2019. Learn about each position at the following link: https://waesol.org/board/elections/. The election takes place November 12 - 18 and results will be announced by November 25.

**OPEN POSITIONS:**

- **President-Elect** (one-year term followed by one-year term as President and followed by one-year term as Past-President)
- **Recording Secretary**
- **Four Member-at-Large positions**

**REQUIREMENTS FOR NOMINATIONS**

- Must be a current WAESOL member at the time of the election and throughout the term of the position.
- Must work or reside in Washington State or within 100 miles of the state border upon election to the Board.
- Any Board member involved with finances may be subject to a background check.
- A short bio is required to submit a nomination.
- Board members are required to attend 4 meetings each year and participate in planning for and implementing the annual conference.


Mary Martha Savage  
2019 WAESOL President-Elect  
Chair of the 2019 Nominations/Elections Committee
Navigating New Terrain in EL Education

Sessions

Registration

Keynote

Exhibitors

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