

Conference Abstracts

Research-Based Presentations

1. B. Alejandra Amaya & Dr. Norma Guzman	Attitudes of Students Learning EFL towards Native and Non-native Teachers With the increase in the number of non-native English speaking teachers and the attempts to challenge the native speaker ideal, the need for research on the native vs. non-native English speaking teacher debate has intensified. This study presents the findings of research in Mexico regarding this matter.
2. B. Aleka Blackwell	Employing cluster analysis in assessing vocabulary knowledge and targeting intervention We present a cluster analysis of performance on three vocabulary tests which measure different aspects of word knowledge (PPVT-III, WAT, and VST) by 229 native English-speaking college students. The data reveal that a multi-faceted approach to vocabulary assessment is essential to identifying students in most critical need for instructional intervention.
3. B. Ana Celia Herrera Hernandez & Eliphelet Rivera Cuayahuitl	The Challenges of Coping with World Englishes in Summer Camps Each year is more common to see Mexican BA pre- service teachers going on summer camps across the USA. This study explores the challenges experienced by Mexican students coping with a number of World Englishes. Participants found tough to understand World Englishes other than American English.
4. B. Assem Alqarni	Curriculums and Formulaic Sequences Learning Second language learners find difficulty when trying to mastering formulaic sequences. In this session, the presenter negotiates a handful of research-based perspectives on the role of teachers and textbooks in students' learning of formulaic expressions and suggests pedagogical modifications that can foster better learning experiences of such expressions.
5. B. Cameron King	Socio-Cultural Influence on Word Choice

	<p>This practice-based presentation bridges the gap between human experience, cognition and linguistics. The presenter interviewed native English speakers, native Spanish speakers as well as bilinguals of both languages to discover patterns of cognitive processes in relation to word-choice in multilingual and bilingual communities.</p>
<p>6. B. Carlos Alfredo Pazos Romero, Vincent Alain Summo, & Stephanie Voisin</p>	<p>Creencias y Prácticas evaluativas: caso de profesores de francés BUAP</p> <p>Este trabajo sobre las prácticas de evaluación evidencia la problemática que existe en nuestro centro de trabajo. Cada docente evalúa en función de su formación y de su creencia sobre la enseñanza-aprendizaje de una lengua. Resulta, por tanto, necesario fomentar la meta -evaluación con el propósito de mejorar dichas prácticas.</p>
<p>7. B. Elba Méndez García & María Esther Mercado Soler</p>	<p>Achievement in Adulthood: BA in ELT dissertation writing and defense</p> <p>The presenters briefly describe the methodology used to collect an oral account from three BA in ELT undergraduates who wrote and defended their dissertation 20 years after finishing their studies. Analysis of such accounts is discussed to better understand what drives middle-aged undergraduates to successfully fulfill dissertation writing and defense.</p>
<p>8. B. Elsa Fernanda Gonzalez & Nelly Paulina Trejo Guzman</p>	<p>EFL Writing Assessment: Professors' Use of Analytic and Holistic Rubrics</p> <p>This presentation describes a study that had the purpose of describing Mexican University EFL professors' analytic and holistic assessment of written texts and their rubric preference for classroom assessment. It finalizes with a discussion of the importance of language teacher awareness of assessment processes and tools availability.</p>
<p>9. B. Erika Aranguiz</p>	<p>Factors that contribute to Latina student veterans' pursuit of higher education</p> <p>This research study examined the factors that contribute to Latina student veterans' overcoming perceived barrier in an effort to continue the pursuit of higher education beyond the traditional four year program. The results showed a close correlation between personal endeavors and the development of aspirations. Although all participants served a different military branch and encountered</p>

	<p>different challenges in their lives, three recurring themes appeared throughout the study: personal endeavors, military resources and skill sets, and support systems.</p>
<p>10. B. Gabriela Ulloa & Thomas DeMaria</p>	<p>Community Outreach: a Communicative English Program for Teachers' College Students</p> <p>Public and private parties come together in a community outreach program to help in the development of English Language skills of teachers' college students.</p>
<p>11. B. Godwin Iwuchukwu & Rita Iwuchukwu</p>	<p>Sociolinguistics and Language Education in Nigeria</p> <p>This paper investigates sociolinguistics and language education in Nigeria, unveiling the social factors that influence it and the interaction of language with social structures. The work analyses the unstable education policies and their language components. Our findings reveal that most of the language teachers lack adequate knowledge of sociolinguistics.</p>
<p>12. B. Haetham Abdul- Razaq</p>	<p>Familiarity with the School System: Encouraging Parental Involvement for Newcomers</p> <p>This paper sheds light on how familiarity with educational and cultural system influences parental involvement of newcomers. I analyzed data collected from five interviews to show some factors that impede or enhance the effort of refugee parents from getting involved in their children's academic life at home and school.</p>
<p>13. B. Hang Zou</p>	<p>Foreign Language Acquisition and Student Listening Time: A Case Study</p> <p>Results of this case study support the premise that increased time spent listening to English contributes to the acquisition of language. After two years participation, all non-English majors passed the Chinese English Test -4.</p>
<p>14. B. Haraa Al-Zoin & Dr. Felicia Lincoln</p>	<p>Challenges Arabic Female ESL Students Face While Learning English Abroad</p> <p>To create better access to education for Arabic speaking women, educators should know more about the challenges Arabic females encounter while studying abroad. Using the positioning theory of Davies and Harre'(1999), researchers collected interviews of Arabic speaking women about the issues and challenges of studying in an</p>

	intensive English program.
15. B. Juan Manuel Rojas Vázquez & Rebeca Elena Tapia Carlin	Analyzing multilingual SSL students' perceptions about their comparative learning strategies This research aims to explore the opinions of multilingual students of Spanish as a Second Language (SSL) and their strategic use of comparisons with L1 when learning L2. This study aims to contribute to better understand the process of Spanish language acquisition and learning of multilingual learners.
16. B. Kristina de Korsak	Big Machine Wild: Interdependence, Overgeneralizations and Bilingual Language Development Drawing upon an ethnographic study of two French-English bilinguals in a minority language setting, and bilingual corpuses from the CHILDES database, this presentation provides evidence that young bilinguals overgeneralize cross-linguistically to feed development, while they maintain two separate linguistic systems. Implications for language ideologies and practitioners will be discussed.
17. B. Lahaina Sue Azarcon	L2 Learners' Motivation and Attitude in Learning English English is a part of the education curriculum in the Philippines. Yet, many university students experience difficulty in expressing themselves in English; The study explored the motivation and attitude of Filipino students in learning English (L2).
18. B. Leah Geer & Jonathan Keane	Improving Fingerspelling Comprehension in Second Language Learners of ASL Second-language learners of American Sign Language (ASL) struggle with fingerspelling comprehension more than other aspects of language-learning. To combat this, a training program was developed to improve students' comprehension ability. Results of this training suggest L2 learners benefit from instruction on phonetic variation present in fingerspelled utterances.
19. B. Leonor Rosales, Rosa Nelly Nava, Gabriela Ulloa, Maria Guadalupe, & Teresa Tejeda	Redesigning a BEFL Course through Blended Learning EFL teachers in a higher education institution in the northeast of Mexico identified the need to move from a book-based teaching design to an interactive blended model. This new model incorporates Open Educational Resources (OER) and independent learning

	strategies to develop students' communicative language skills.
20. B Leticia Temoltzin	<p>Hacia una interculturalidad en el salón de clases</p> <p>El estudiante de lengua extranjera forma conexiones entre cómo se dan los patrones de conducta e interpretaciones del mundo en contextos diferentes al suyo, es decir, desarrolla una competencia intercultural, pero ¿cómo se mide esta competencia? Esta investigación propone responder a esta pregunta con base en documentos como el MCER.</p>
21. B. Lina Martin & Dr. Kathryn Henderson	<p>Teacher perspectives on the language of assessment in bilingual education</p> <p>In this session, we will present the findings of a qualitative research study on how teachers decide language of assessment for bilingual students. Key factors included teachers perceived agency and ideologies about language, assessment and instruction. We will discuss implications for bilingual education and assessment and allot time for an interactive session discussion.</p>
22. B. M. Martha Lengeling & Irasema Mora Pablo	<p>Discrimination and Contradictions of Professional Discourse in Job Advertisements</p> <p>This research based presentation shows a variety of examples of advertisements, websites, fliers, and signs found throughout the world that exemplify contradictions and discrimination in the ELT profession. Finally the presenters question this use of discourse and offer reflections upon these conflicting ideologies that are part of our professional discourse.</p>
23. B. María Dolores Carolina Durand Muñoz, Rebeca Elena Tapia Carlin, & María del Rocío Vélez Tenorio	<p>Analyzing Mexican and German ESP Student's Perceptions about Websites</p> <p>Technology plays a very important role in the daily lives of ESL and English as a foreign language (EFL) students. This research identified and compared the perceptions of German and Mexican ESP users about the usefulness of the content found in websites to learn English for Specific Purposes.</p>
24. B. Mary Bridget Burns	<p>La Evolución of a School Leader: A Case Study</p> <p>This is a case study of one principal's evolving leadership strategy and his response to the bilingual school's context. It is situated</p>

	<p>within a broader discussion of leadership in response to the complexities of culturally and linguistically diverse (CLD) students and their families.</p>
<p>25. B. Mingxia Zhi</p>	<p>Evaluation of Different Formats of English Speaking Assessment</p> <p>This synthesis reviews the advantages and shortcomings of different formats of English speaking tests. The implications lead to educators' selection of the testing format based on the goal and practicality of the test and the teaching and learning practices, and discussion on possible improvements to the speaking tests.</p>
<p>26. B. Mirta Maldonado</p>	<p>An exploration of the effects of language policy in education in a contemporary Puerto Rican society</p> <p>This paper discusses the different language policies that permeated the Puerto Rican public education system since the US colonization of the island as well as in the island's contemporary society.</p>
<p>27. B. Patricia Fernandez</p>	<p>Dual Language Immersion Program Equity and Access: Is there equity for all students?</p> <p>In this workshop, I will present my current national research, exploring equity challenges in dual language immersion programs in grades K-12. Specifically, my study researched School Principals who have led Dual Language Immersion programs throughout the U.S. in grades TK-12. Participants will hear current issues of equity as reported by educational leaders at the helm of today's dual language immersion programs. This workshop presents study findings and themes, recommendations and implications for policy work and future research.</p>
<p>28. B. Perla Villegas Torres, Omar Serna Gutiérrez, & Irasema Mora Pablo</p>	<p>Transnational EFL Teachers' Personal and Professional Identity Formation</p> <p>This presentation analyses the process of personal and professional identity formation that transnational English as a Foreign Language teachers in central Mexico undergo. Emphasis is made on the factors of bilingualism, and experiencing events in 2 different countries. The implications consider the impact of identity on the EFL teaching area.</p>
<p>29. B. Rebeca Elena Tapia Carlin,</p>	<p>Developing Indigenous Children Cultural Awareness and Vocabulary Through Trilingual Materials</p>

<p>Gloria Areli Parra Moreno, & Jacob Chico Cruz</p>	<p>In Mexico, there are many indigenous languages; some of them are still alive. This research evaluates the effectiveness of trilingual materials in a Mexican indigenous school. The results revealed that these materials helped most participants to associate these words in the three languages and contribute to develop their cultural identity.</p>
<p>30. B. Sara Merino, Gema Herrera, & Yonatan Puon (confirm attendance!!)</p>	<p>EFL teachers’ perceptions when using ICTs: training program</p> <p>The use of digital tools has been increasing in the last decades in ELT. Teachers have included ICTs in their classrooms with or without previous training. This research reports on in-service teachers ICT training program.. This study explores the participants’ perceptions when incorporating ICTs in their contexts.</p>
<p>31. B. Sevde YAZICI</p>	<p>Written or Oral Teacher Feedback: Which One Facilitates Idea Development in Writing Classes?</p> <p>This study focuses on the effects of written and oral teacher feedback on the content of students’ paragraphs. The results show students’ difficulty in elaborating on ideas, their overestimation of quality of their paragraphs, their beliefs about effective paragraphs, their concerns and lack of content knowledge influenced revision processes and the success of second drafts.</p>
<p>32. B. Shikun Li</p>	<p>Investigation of Different Factors that Contribute to Chinese Heritage Teacher’s Decision on Attending the Workshop in the Summer</p> <p>The study is aimed at revealing different factors that contribute to the Chinese heritage teachers’ decision on attending different types of workshops in the summer. Specifically, this study inquires: “What are the factors that influence Chinese instructor's decision to attend workshops during the summer?”</p>
<p>33. B. Vanessa Mari</p>	<p>The motivation to learn a second language of Puerto Rican students</p> <p>This presentation will discuss what motivates students to learn a second language in Puerto Rico’s public school. It will also provide its participant with ideas and modules on how to motivate their students to learn a second language.</p>
<p>34. B. Vania Castro</p>	<p>Collaborative writing through Twitter in English Classroom in Brazil</p>

	<p>This study examines how collaboration through tweets contributes to proper writing adequacy of personal recounts by students of English as a Foreign Language class in Brazil. The presenter analyses online interactions and recounts produced by the students and finds that the instances of language inadequacies were reduced.</p>
<p>35. B. Whitney Chappell</p>	<p>Encouraging Heritage Spanish Speakers to Formally Study Their Home Language</p> <p>In this work, I provide the linguistic tools to help instructors normalize heritage Spanish speakers' linguistic experiences, provide specific classroom tasks tailored to their needs, and demonstrate the benefits of formal language study to (i) improve heritage speakers' academic Spanish and (ii) decrease their hesitancy to take formal Spanish courses.</p>
<p>36. B. Yi-Ju Tien</p>	<p>Bilingual Discourses in an English-Only College Classroom</p> <p>This paper presents the bilingual practices of undergraduate students in an English-only college class in South Texas. By exploring Discourse as it naturally occurs in the classroom, this paper describes how code-switching is a fluid tool that it is part of the teaching and learning process.</p>
<p>37. B. Ying Li & Ka Ying Cheng</p>	<p>On Positive and Negative Language Transfer for Cantonese-speaking Chinese Learners</p> <p>The present study focus on the language transfer of the semantics system from Cantonese language to Mandarin Chinese, and explores what are the positive and negative transfers of the vocabulary that Cantonese-speaking Chinese learners learned from Great Wall Chinese Textbook Series which is currently used in UTSA Chinese courses.</p>
<p>38. B. Zeliha Kocak & Vicki Lynton</p>	<p>Bilingual Effects on Cognitive Development</p> <p>We will introduce the topic based on historical studies. Then we will compare the recent studies based on bilingual effects on cognitive processing of early bilinguals. We will provide a literature review in 3 categories: the amount of exposure, language similarity and cultural background, and finally socioeconomic status. We will present the studies and the findings regarding the bilingual effects on cognition. Then we will provide a conclusion.</p>
<p>39. B.</p>	<p>University Students' Perceptions of Language Proficiency</p>

Jocelyn Fernandez & Ana Valeria Davila	<p>Graduation Requirements</p> <p>This paper is aimed at investigating the perspectives of a Mexican University's students towards a language policy the institution established which requires students to demonstrate intermediate foreign language proficiency in order to obtain their degree. Results suggest improvement on the resources provided to the students to meet the graduation requirements.</p>
40. B. Dr. Deborah Palmer & Idalia Nuñez	<p>Viewing Dual Language Critically: The Continuous Uphill Battle for Spanish</p> <p>This research study implements discourse analysis to examine the micro-interactions between two students (i.e. a bilingual student and native English speaker) in a TWDL program, demonstrating English dominance in the context. We advocate a reconceptualization of the role of the teacher to support target language development in dual language classrooms.</p>
41. B. Mediha Toraman	<p>AN INVESTIGATION OF DIRECTIVE SPEECH ACTS IN L2 LEARNERS' E-MAILS</p> <p>This study (a master's thesis) focuses on the directive speech acts used by Turkish speakers of English in their e-mails to their instructors. The results show the participants mainly use direct strategies, eliminate the opening and closing forms, and use inclusive pronouns in their requests and suggestions in their e-mails.</p>
42. B. Daphne Villarreal	<p>The voices of Latina high school students in South Texas</p> <p>Research regarding how Latina students pursue college based on cultural identity, social media, and self-perception.</p>
43. B. Glory J. Soto	<p>Exploring academic writing: Perceptions of graduate students and professors</p> <p>This presentation will reveal the findings of a qualitative research which explored the perceptions of graduate students and professors regarding academic writing at the Master's level in the University of Puerto Rico, Mayagüez Campus.</p>
44. B. Hsiao-ping Wu & Esther Garza	<p>Overcoming deficit thinking on bilingual/ESL pre-service teachers</p> <p>This qualitative study examined the concept of deficit thinking on 50</p>

	<p>bilingual/ESL pre-service teachers who were enrolled in a teacher-prep program in Texas. Research findings and discussion will be included in this session.</p>
<p>45. B. Vivian Gabriela Mazariegos Lima & Maria de Loudres Gutiérrez Acéves</p>	<p>Developing Communities of Practice for In-Service Teachers in Chiapas</p> <p>As a result of different research projects the academic body has been engaged in Chiapas, we have got insets' opinions about their context and teaching practice; the aim is to support them developing communities of practice and reflecting about their teaching process.</p>
<p>46. B Yonatan Puón Castro & Gema Elisa Herrera Arellano</p>	<p>Alternative exit option for EFL undergraduates: A case study</p> <p>This study reports on an in-service teacher training program offered as an exit option at Facultad de Lenguas, BUAP. This research particularly seeks to bring to the light the benefits of this program in two levels: updating their teaching skills and the personal impact after obtaining a university degree.</p>
<p>47. B. David Martinez Prieto</p>	<p>Thematic patterns in the development of L2 academic writing</p> <p>This qualitative research focused on the use of thematic patterns to improve English writing production in Mexican upper-intermediate students. Students were divided into one experimental and one control group. Thematic patterns were promoted in the experimental group. Results suggested that the promotion of thematic patterns can foster more cohesive texts</p>
<p>48. B. Martyne Chanslor</p>	<p>Language Policy and the Dialectic of the Native American Classroom</p> <p>The presenter examines the need for language education policy that creates a hybridity of Native American and Euro-American languages and cultures in the classroom. She seeks to turn the classroom space from one of linguistic and cultural genocide to one that synthesizes both colonizer and Other into a third space.</p>
<p>49. B. Sergio Gonzalez & Ana Lilia Castillo</p>	<p>Interculturalidad escolar en la enseñanza del idioma inglés a nivel universitario</p> <p>La interculturalidad en la enseñanza del idioma inglés aporta habilidades discursivas, comunicativas y cognitivas a estudiantes, las cuales pueden utilizar en un evento comunicativo específico, el cual se genera cuando son usuarios de la lengua. Hoy día en un mundo</p>

	globalizado la interculturalidad debe estar en un salón de clase, como un método pedagógico
50. B. Lucia Rubio & Julia Menendez Jardon	How to Use Vocabulary Production and Recognition Tests in Advanced Third Year University Spanish Courses This presentation will analyze how much vocabulary the students of an advanced course can recognize and how much vocabulary they can produce. It will also discuss the correlation between knowledge of vocabulary and the final grade in an Advanced Spanish Grammar and Composition class.
51. B. Marie Heath	Close That Gap Now! Closing the achievement gap requires an effective and transparent method of revealing individual student understanding. Constructed response allows students to access higher-thinking skills which are essential to prepare our students for success.
52. B. Josefina Santana	Test Anxiety in High-Stakes Language Tests: Beyond the Classroom This paper reports on research into the personal and professional consequences of test anxiety in high-stakes English exams (e.g. TOEFL). In Mexico, most universities have established English proficiency as a graduation requirement. Not obtaining the required points means students do not receive a professional diploma, with consequences for their professional future.
53. B. Aurora Aguirre	"Partial Selves" in the Writing Center Six interviews with multilingual tutors are analyzed through narrative inquiry methods with a specific focus on the narratives of tutoring experiences told by the three tutor participants. Emerging themes reveal the nuances of tutor identity tied to language ideologies, language learning theories, and expert/novice status, among others.
54. B. Yi-Jen Tsai & Kisha Bryan	International Service Experiences & Language Beliefs: A Taiwanese Case Study The presenter(s) will discuss the language ideologies and attitudes of international students who participate in international community service projects or travel to “outer circle” English-speaking countries in hopes of learning the language. In addition, they will provide

	implications for program planning, teaching, and research.
55. B. Armando Garza	Voices that matter: Latin@ teenagers' perceptions on their dual-language education This paper presents the voices of Latin@ teenagers reflecting their own perceptions on their bilingual and bicultural education experiences. These voices need to be heard and understood; therefore, they should be treated as powerful tools depicting the premise that bilingual education is not a bridge to English-only education.
56. B. Vilma Huerta Cordova	Diseño curricular en educación de idiomas en la UABJO, Oaxaca Este trabajo presenta la evolución del plan de estudios de la Licenciatura en la Enseñanza de Lenguas de la Universidad Autónoma "Benito Juárez" de Oaxaca, México a través de tres intervenciones curriculares, poniendo énfasis en la última versión que se encuentra sustentada en una visión crítica.
57. B. Eiman Alshammari	Technology Impact on Second Language Acquisition, a systematic Review of the literature This paper surveys the available literature to summarize how ICT is related in improving second language learning. We categorized our researched technologies into four categories : Web based, Mobile based, singing, and finally gamification.

Practice Based Presentations

1. C. Jacqueline Riley	Using Free Online Videos with English Language Learners The integration of purposefully selected online videos can provide ELL with authentic language and useful content. This presentation will explore how to maximize the content and capabilities of three quality educational video websites (YouTube Edu, TED-Ed and WatchKnowLearn) to promote both language and content among ELLs.
2. C.	Is Critical Thinking Doable? Raising Questions in an EFL

<p>Julia Atcheson</p>	<p>Classroom</p> <p>This practice-based presentation proposes ideas for implementing critical thinking skills in English as a foreign language Japanese University-level courses. The presenter will share sample materials and tips for incorporating critical thinking into the curriculum and discuss the challenges of raising students' critical awareness while teaching a foreign language.</p>
<p>3. C. Leticia Piantzi Varela & María del Carmen Castillo Salazar</p>	<p>Developing Cultural and Professional Competencies in Pre-service Language Teachers</p> <p>This paper presents the benefits of the three-year implementation of an activity called cultural puzzle in a language teacher education program in a Mexican public university. The results were analyzed and showed that the activity led to the students' development of cultural and professional competencies in their teaching practicum experience.</p>
<p>4. C. Michael Tallon</p>	<p>Cooperative Learning and Second Language Acquisition</p> <p>Cooperative Learning can be defined as “the instructional use of small groups so that students work together to maximize their own and each other’s learning” (Johnson et al. 2013). The five essential elements of cooperative learning are well suited for use in the language classroom to promote second language acquisition.</p>
<p>5. C. Misty Ferguson</p>	<p>SLA and Play</p> <p>Sociocultural theory established the importance of play in cognitive development; in recent years, the sociocultural turn in SLA has led researchers to examine the role of the playful language in acquisition. This presentation will consider what counts as talk in the language classroom and why teachers might want to make a place for play with language.</p>
<p>6. C. Pedro Escamilla</p>	<p>Un acercamiento semántico a la enseñanza del subjuntivo en español</p> <p>La ponencia propone un enfoque semántico a la enseñanza del subjuntivo. La vía semántica hace posible manejar este rasgo verbal mediante conceptos ya establecidos en la estructura cognitiva del aprendiz. El intento es despojar la enseñanza del subjuntivo de terminología estructural y morfológica ajena a los conocimientos del estudiante.</p>

<p>7. C. Stacy Saathoff</p>	<p>Using Critical Pedagogy to Design a Teacher Education Course</p> <p>Designed for scholars, teachers, teacher educators, and practitioners, this presentation discusses how to apply a critical pedagogical approach to a teacher education course, addresses the associated challenges with using such an approach, and explores the potential of preparing pre-service teachers to use critical language pedagogy in their own multilingual classrooms.</p>
<p>8. C. Virak Chan</p>	<p>Integrating reading and writing in English for International Students Courses</p> <p>One activity called text analysis has been effective in the EIS courses and will be shared in this presentation. The activity will also illustrate how Google Scholar can be utilized to find the frequency of key phrases in certain academic texts. Then participants will discuss its incorporation into their classes.</p>
<p>9. C. Ervin Ortíz</p>	<p>Generando Espacios para favorecer la convivencia del alumnado Afrodescendiente</p> <p>Las actividades transversales extracurriculares para favorecer la convivencia del alumnado y generar mejores espacios de diálogo, respeto y solidaridad en el centro escolar, que he desarrollado por tres años son: La Tertulia Gastronómica y el fortalecimiento de la Danza Local y de origen africano para reivindicar la identidad social.</p>
<p>10. C. Freida Golden, Josh Thompson, & Evelyn Lawson</p>	<p>Resorting the Word Wall for Multilingual Students</p> <p>Current research suggests that vocabulary is best learned with more frequent, explicit, and higher-level use of target words. Making use of word walls in ways that are more resourceful helps both the teacher to create effective, meaningful lessons and the multilingual students who are learning English from these lessons.</p>
<p>11. C. Majed Alharbi & Mustafa Hersi</p>	<p>Rhetoric and Mechanisms of Saudi Students' L2 Written Identities</p> <p>Using real-life samples of Saudi ESL students' writing, the presenters will draw upon their personal experience as Saudi ESL/EFL writers and researchers in the field of L2 identity to navigate the complexity of Saudi students' ESL writing. Then, they will suggest relevant pedagogical practices.</p>

<p>12. C. Aaron Salgado</p>	<p>Metafiction, a Practical Tool to Build Language Learners' Interpretive Competence</p> <p>Engaging language learners in texts by fluent speakers for the target language community seems challenging, and is often left for advanced courses. Teachers will learn about an innovative way to immerse language learners in authentic texts by having them create works of metafiction through activities scaled by Bloom's taxonomy.</p>
<p>13. C. Marie Heath</p>	<p>Knowing your ELLs and How to Appropriately Serve their Needs</p> <p>Understanding ELLs will help to better serve this diverse population of students. ELLs are students whose first language is not English, but many other factors need to be taken into consideration: culture, native country, ethnicity, religious beliefs, asylee/refugee status, US born vs. immigrant students, prior schooling, and many more.</p>

Poster Presentations

<p>1. D. Aleka Blackwell</p>	<p>Rethinking lexical categories in vocabulary testing: The case for verbs</p> <p>We present a measure of vocabulary based exclusively on verbs, with items which rely on the relationship between superordinate and subordinate verbs (e.g., To jog is a way to run). Item Response Theory analyses revealed that frequency levels on this measure are differentially informative across the continuum of lexical competence.</p>
<p>2. D. Alice Krause & Dora B. Ramirez</p>	<p>Effects of Instruction on Article Acquisition in Second Language Spanish</p> <p>This study examines the delayed effects of instruction on the acquisition of articles in second language (L2) Spanish. Participants' definite article use approximates native speaker usage, whereas indefinite articles show little improvement. Native speakers' use of indefinite articles is unstable, encouraging a discussion concerning native speaker norms and L2 instruction.</p>
<p>3. D.</p>	<p>Gender and Linguistic Stereotyping: A Study on Color Term</p>

<p>Amanda Swearingen & Elena Fabiano</p>	<p>Variation</p> <p>This presentation reports on a small-scale quantitative research project aimed at examining the widely held stereotype that men tend to use basic color terms more frequently than more “feminine” variations. The findings offer fascinating insight into gender-based linguistic stereotyping and potentials for future research on gender and color term variation.</p>
<p>4. D. Elmira Orazaliyeva & Fauziya Orazbayeva</p>	<p>Multilingualism in Kazakhstan: experience of using three languages</p> <p>Kazakhstan now officially has the second State Program of developing and using languages in the Republic. The main idea is to save all languages of all ethnic groups in Kazakhstan and to increase the role of Kazakh state language. Communicative functions of Russian and English are still developing for different purposes.</p>
<p>5. D. Ghada Badawi</p>	<p>Assessing Grammatical Knowledge of Advanced AFL Students at Columbia University</p> <p>By using descriptive, reliability and item analyses, this project investigates whether Arabic learners at Columbia University would struggle, during the academic semester, with the usage of specific grammar patterns that other students struggled with in summer. Pedagogical implications are discussed to inform future instruction of Arabic at Columbia University.</p>
<p>6. D. Jenifer Burk</p>	<p>The benefits of biliteracy in dual language immersion and adult immersion contexts</p> <p>I discuss the academic, cognitive, economic, political, and socio-cultural advantages of biliteracy</p>
<p>7. D. Juan Rafael Cervantes</p>	<p>"English THREE: Creating models for today's students"</p> <p>The model has its origin in the acronym THREE. It is because of the set of strategies integrated to meet the EFL college students needs. These strategies are Tutoring, Homegrouping, Reading Circles, and E-learning for English learners. They offer a dynamic and well conducted way to help students improve their abilities.</p>
<p>8. D. Liz Foerster & Wilailuck Dechsri</p>	<p>Communities Can Create Relevant Language Development Teaching Materials</p>

	<p>The poster describes the process ethnolinguistic communities in SE Asia have followed to produce culturally relevant language development teaching materials based on their own language, culture, and values. The materials help children to develop a strong foundation for their education in listening, speaking, reading, writing and creative and critical thinking.</p>
<p>9. D. Vicky Ariza Pinzón & Georgina Aguilar González</p>	<p>A Rhetorical Path Towards Thesis Writing in ELT</p> <p>Writing tasks with different purposes and cognition processes are challenging at the University. This study explores the response of a group of 14 ELT thesis writers to those challenges when exposed to rhetoric, linguistic and discursive strategies. Findings lead students to set, realistic action plans that build on thesis writing.</p>
<p>10. D. Yoshito Hirozane</p>	<p>English speaking rate across Japanese and English monolingual/bilingual speakers</p> <p>An experiment was conducted to investigate how fast Japanese and English monolingual/bilingual speakers can speak English. The results showed that native English speakers are capable of speaking English roughly twice as fast as Japanese speakers and that bilingual English speakers can speak English as fast as monolingual English speakers.</p>
<p>11. D. Liliana Maria Villalobos Gonzalez</p>	<p>Culture interference in FLL among international and domestic university students</p> <p>Why is the incidence of intercultural interactions low among international and domestic students in this university centre? How do the cultural differences of each group interfere with their social interactions within the university campus environment? And why do both groups fail to take advantage of this opportunity to develop their foreign language proficiency level and skills?</p>
<p>12. D. Maria Del Carmen Castillo Salazar & Norma F. Murga Tapia</p>	<p>Promoting Cultural Competence through Extensive Reading</p> <p>This session aims to present an exploratory study related to the applications of ER activities to promote cultural competence. The subjects were 5 pre-service language teachers who reported their perceptions about the cultural dimensions and proposed some ER activities to promote cultural competence such as: culture fair, projects and games.</p>
<p>13. D.</p>	<p>Spanglish in San Antonio, Texas</p>

Ray Sanchez	The presentation answers the question where and who speaks Spanglish in San Antonio, Texas in relation to social-economic classes. The emphasis in this study has been place on the sociolinguistic prospective of code-switching. Finally, the geographical and demographical data will lend support for the claim.
14. D. William Lydon	Urban/Rural Distinction of Texas Accent among Anglo Adults A small-scale research project to explore an aspect of linguistic variation in the Anglo Texas accent between urban and rural areas.
15. D. Karla Estefanía Ramírez Hernández	Students' perceptions about learning: CLIL-methodology in a Mexican context Content and Language Integrated learning is a growing methodology and a rare practice in Mexico, this is why this paper investigates the perceptions from three undergraduate students regarding their learning since their program opted for a Content and Language Integrated Learning methodology in their university context.

Workshops

1. E. Amanda Swearingen	Strategies that Stimulate: Engaging Newcomers in Print Literacy This workshop looks at how educators can motivate newcomer students to interact with printed texts by promoting literacy engagement. Participants will identify themes in immigration literature relevant to newcomer experiences, and will leave the workshop with an extensive bibliography and activity ideas for transforming their newcomers into engaged readers.
2. E. Eduardo Cortés Sánchez	The Parent-Teacher alliance with EFL Young Learners This workshop will explore the use of parental workshops, as a strategy for involve parents in their children's EFL learning process. The speaker will present effective communicative strategies to deal with parents and different language strategies and ideas that participants can apply to promote active parental participation in their classrooms.
3. E. Jenifer Swoyer	Structured Conversations, Deconstructed

	<p>Structured Conversations are a tool to provide ELLs with scaffolding to practice and support their academic discourse development. With a focus on middle school ELL students, examples of writing activities and other types of academic conversations and classroom discourse protocols will be demonstrated and discussed.</p>
<p>4. E. Liz Foerster & Mary Saurman</p>	<p>Communities Can Create Relevant Curriculum Integrating Their Own Culture and Language</p> <p>The presentation and workshop will give participants a glimpse of how language groups in Asia are creating their own language development curriculums. They will also have a hands on experience of learning how to plan a culturally relevant language development curriculum for their own context.</p>
<p>5. E. Marie-Louise Koelzer</p>	<p>Digital Storytelling with Mobile Phone Applications: Snap Chat and Voyzee</p> <p>This workshop shows how educators can use digital storytelling to engage ESL students in informative and persuasive writing tasks with mobile phone applications. By combining digital storytelling with the writing process approach, students are able to enhance their vocabulary and grammatical skills, and increase their motivation and engagement toward writing.</p>
<p>6. E. Dr. Martha Sidury Christiansen & Marie-Louise Koelzer</p>	<p>From Tweet to Essay</p> <p>This workshop shows how teachers can use Twitter to foster academic writing. By composing, revising, and arranging multiple tweets into an essay, students are able to deepen their understanding of writing as a recursive process, enhance and practice their vocabulary and grammatical skills, and demonstrate motivation and engagement toward writing.</p>
<p>7. E. Menetra Wilson</p>	<p>21st Century Curriculum Design for Diverse Learners</p> <p>This interactive workshop discusses the importance of integrating 21st century skills, backward design, inquiry, and strategies for diverse learners into second language curriculum and development. Participants engage in a simulated class that reflects the techniques proposed during the discussion. Participants will make and take home materials relevant to the session.</p>
<p>8. E.</p>	<p>Designing Effective Language Arts Lessons for</p>

<p>Gina Garza-Reyna & Norma Guzman</p>	<p>Culturally/Linguistically Diverse Students</p> <p>This presentation will provide the audience with tools to help educators integrate multicultural literature into the PK-6th classroom. Various authors and their works will be highlighted. Sample activities will be given for each book presented and aligned to the TEKS. An annotated bibliography will be provided. (46 words)</p>
<p>9. E. Wade Alley & Enrique Barba Navarro</p>	<p>Gamification in the EFL Classroom</p> <p>Gamification is the use of game elements in nongame contexts. This workshop gives participants hands on experience of gamification and how it can be used in class. Participants complete challenges to get them thinking, talking, and creating activities they can then apply to their own classes. Detailed handouts are provided.</p>
<p>10. E. Andy Cubalit</p>	<p>Revitalizing Multiple Reading to Enhance ESL Students Communication Skills</p> <p>MRP provides ample opportunity for students to learn a language with ease. The research findings provide practical information about developing English reading comprehension abilities using Multiple Reading Program. As the Multiple Reading Program is an eclectic approach, it focuses on the reading skills acquisition based on the learning abilities of every individual student. This workshop will demonstrate how MRP is done.</p>
<p>11. E. Frances de la Peña & Lilo Brill</p>	<p>How to reach the reluctant Secondary ELL Student</p> <p>The session is hands-on packed with strategies of how and what it takes to make, create, and maintain a Writing Clinic that incorporates expository writing vs. personal writing development while utilizing and supporting their multiple cultures; allowing our ELL's to become the helpers in Language Arts Classrooms.</p>

Symposia

<p>1. F. Angela Chapman, Jaime Duran, Ashwini Tiwari, & Hsuying C.</p>	<p>Bridging Languages to Learn Anatomy: Spanish as Linguistic Capital?</p> <p>Preliminary findings from a study designed to help students recognize bilingualism as linguistic capital during an anatomy lesson</p>
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Ward	are presented. Participants can engage in an anatomy dissection while making linguistic connections to anatomy vocabulary. A faculty panel discussion representing science education, bilingual education, and special education will follow.
2. F. Carlos Ojeda	Academic Approach in Tamaulipas (Mexico) Basic Education English Program The state of Tamaulipas is pioneer and national leader in English language teaching in Mexico. Since 2010 Tamaulipas Basic Education English Program has universal coverage in all public elementary schools in the state. This presentation is about the historical beginnings, evolution, current development and academic achievements of this program.
3. F. Gareth Scyner, Rebeca Elena Tapia, Eliphelet Rivera Cuayahuitl, & Maria del Rocio Velez Tenorio	Bilingual and Multilingual Case study Narratives: Classroom Implications The 4 co-presenters will outline the background narrative of how their child developed bilingual or multilingual language competence, explaining the role of the environmental, parental and pedagogical input that occurred. The symposium will then discuss the practical applications that can be developed from these findings.
4. F. Zohreh Eslami, Shaun Ko, Angela Jade Wang, & Angelica Maria Ramos Ribeiro	Task based language teaching and Technology The current literature on Task-based language teaching (TBLT) deals almost exclusively with TBLT as used in face-to-face (FTF) classrooms. There is a relative lack of research on TBLT in technology-mediated contexts. This proposed symposium, therefore, fills this gap and shows how technology can be used in TBLT.
5. F. Zohreh Eslami, Ruoqiao Chang, Yunkyeong, Choi, Zihan Geng, & Wei Jiang	The interface between Content-based language learning, task-based language learning, and technology This presentation intends to study the features of computer-based tasks as well as content-based language learning to contribute to interdisciplinary approaches to instructed second language acquisition. We aim to bring synergies between L2 task-based approaches, content-based language learning and CALL.
6. F. Paulina Trejo, Alberto Mora	Returnee EFL teachers in Mexico: the role of transitions The paper describes a research project conducted by Mexican and

Vázquez, Martha Lengeling, & Irasema Mora	American academics currently going on in Mexico which explores the role of major life transitions experienced by returnee EFL of teachers in the development of their sense of self (identity) and their capacity for autonomous and empowered action (agency).
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