

CATESOL SPRING VIRTUAL CONFERENCE 2021

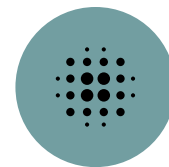
Riding the TIDE

Transformation * Inclusion * Diversity * Engagement



**FRIDAY & SATURDAY
MAY 7-8, 2021**

CATESOL SPRING VIRTUAL CONFERENCE 2021



TEACHING TIP VIDEOS

Available On-Demand Friday & Saturday

EFFECTIVE PRACTICES FOR ONE-ON-ONE PRONUNCIATION FEEDBACK FOR ADVANCED LEARNERS

Marsha Chan

ENGAGE AND MOTIVATE ELLS WITH MUSIC

Aileen Hale

FLIPGRID FOR LOW-TECH, LOW-ENGLISH OR DSPS STUDENTS

Winnie Dinh

LIGHTS, CAMERA, CAPTION: LET'S MAKE A YOUTUBE CHANNEL

Winnie Dinh

PROVIDING WRITTEN FEEDBACK TO STUDENTS ONLINE: THREE WAYS TO MAXIMIZE ENGAGEMENT

Kate Kessler

STUDENT EQUITY AND ACCESSIBLE COURSE CONTENT

Song Hong

TIPS TO PROMOTE GROWTH MINDSETS IN ESL LEARNERS

Laiyin (Tiffany) Lao

USING DRAMA TO ASSIST THE ESL AND EFL IN SPEAKING AND LISTENING

Carol Damgen

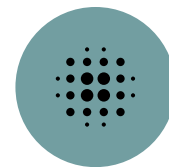
USING ONLINE-LEARNING SOURCES AND PLATFORMS FOR TOEFL TEST PREPARATION

Bonieta Melani

USING WORD, SNAG IT, AND ADOBE ACROBAT

Marcel Castillo

CATESOL SPRING VIRTUAL CONFERENCE 2021



DAY 1

Friday, May 7, 1pm-7pm

1:00 pm

CONFERENCE WELCOME

Susan Gaer, CATESOL President

1:15 pm

CRITICAL THINKING ACTIVITIES TO ENGAGE AND EMPOWER ESL STUDENTS

Serena Chu-Mraz

ENGAGING TEACHING TIPS FOR ENGLISH LANGUAGE TEACHERS

Aileen Hale & Gena Rhoades

IDENTIFYING AND ADDRESSING PROBLEMATIC STRUCTURES IN WRITING

Ricky De La Torre

THRIVING STUDENT VOICES AMID COVID-19

Jose Lopez Mercedes, Merari Weber, & Patricia Sanchez

WHY LIMIT OURSELVES: THE ROLE AND IMPORTANCE OF MULTIMODAL WRITING

Kara MacDonald & Sonia Estima

2:15 pm

K-12 EDUCATORS SOCIAL EMOTIONAL LEARNING ACTION RESEARCH

Andrea Pomerinke, Erika Saito, Jocelyn Moreno, & Rebecca Astorga

Level Forums

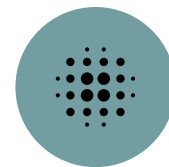
NAVIGATING TRANSFORMATION, INCLUSION, DIVERSITY, AND ENGAGEMENT IN HIGHER ED

Bahiyah Hardacre & Jeremy Kelley

OPEN EDUCATIONAL RESOURCES: WHAT YOU NEED TO KNOW

Amanda Taintor, Rebecca Al Haider, Sally Potter, & Sara Ferguson

CATESOL SPRING VIRTUAL CONFERENCE 2021



DAY 1

Friday, May 7, 1pm-7pm

2:15 pm
Level Forums

THE GUIDED PATHWAYS MINDSET FOR PLANNING LESSONS AND RESOURCES

Janet Cruz-Teposte, Merari Weber, & Song Hong

THE IMPORTANCE OF REFLECTIVE PRACTICES

Fawn Supernaw & Prima Gonzalez

3:15 pm

A TIDAL WAVE OF ACTIVITIES FOR PRONUNCIATION, LISTENING, AND SPEAKING

Jaydene Elvin, Marsha Chan, & Randy Rightmire

APPROPRIATING ESL/EFL ICEBREAKER ACTIVITIES IN THE TEACHER EDUCATION CLASSROOM

Donna Brinton

ONLINE COLLABORATION THROUGH DESIGN THINKING FRAMEWORK FOR TODAY'S ESL STUDENTS

Hande Yildiz

RIDING THE T.I.D.E. OF AUTHENTIC ASSESSMENT

*Arusyak Sargsyan, Maya Mosleh, Romina DerBedrossian, Samar
AbiSaab, Sara Sadeghilar, & Tiffany Ingle*

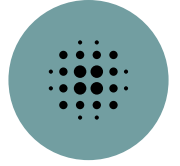
THE TESOL PRACTICUM IN THE ERA OF ONLINE TEACHING

David Malinowski, Priyanvada Abeywickrama, & Scott Phillabaum

USING IMAGES, GIFS, EMOJIS, AND VIDEOS FOR PRODUCTIVE PRACTICE

Christian Alejandra Vela Che, Katrina Tamura, & Kristi Reyes

CATESOL SPRING VIRTUAL CONFERENCE 2021



DAY 1

Plenary 4:15pm-5:00pm

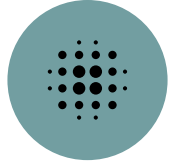


SOCIAL JUSTICE PRAXIS - IN AND BEYOND THE CLASSROOM

Dr. Ekaterina Moore, Dr. Nancy Kwang Johnson, Dr. Emmy Min, Dr. Esther Gross, Dr. Kimberly Ferrario, & Dr. Jenifer Crawford

The Diversity, Equity and Inclusion plenary panel seeks to explore how ESL/EFL educators may effectively engage in social justice praxis (Freire, 1970 /1993) - in and beyond the classroom. U.S. Secretary of Education Arne Duncan (2009) noted that the process of “promoting opportunity and reducing inequality” not only begins in the classroom, but also argued that “great teaching” was defined by “a daily fight for social justice” (Hastings & Jacob, 2016, p. 3). Inspired by Duncan’s call to arms, this panel advocates for the creation of Socially Just Classrooms, in which English language educators serve as Social Justice Educators who become aware and critical of oppressive practices by engaging in self-reflective processes that focus on their respective positionality in relation to oppression, by advocating for the eradication of biased and socially unjust practices within and beyond the classroom. Social Justice Educators also take action by designing social justice curriculum, lesson plans and equitable assessments that effectively place their students’ funds of knowledge (Espinoza, et al., 2021) at the epicenter of the classroom. In a Socially Just Classroom, educators proactively create classrooms of belongingness - classrooms inclusive of the languages and cultures of minoritized communities.

CATESOL SPRING VIRTUAL CONFERENCE 2021



DAY 1

Friday, May 7, 1pm-7pm

5:00 pm

EXHIBITOR SHOWCASE: 20-MINUTE SESSIONS

Sunburst Media

5:00-5:20

AmEnglish Online Pronunciation, Listening, Conversation, and Read Aloud eBooks

5:20-5:40

AmEnglish Online Writing, Grammar, Vocabulary, and Poetry

5:40-6:00

Content-Based Instruction: English for Child Care and Child Development

OTAN

Repeated at 5:00, 5:20, & 5:40

About OTAN

Alliant International Univeristy

Repeated at 5:00, 5:20, & 5:40

Explore Alliant's Onsite and Online TESOL Programs

Burlington English

Repeated at 5:00, 5:20, & 5:40

Hitting All the Right Notes for College & Career Success

Schools First Federal Credit Union

Repeated at 5:00, 5:20, & 5:40

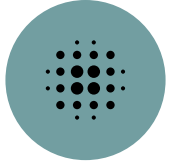
Road to Financial Freedom

6:00 pm

SOCIAL NETWORKING HOUR

Now that you have taken in all of Friday's offerings, grab yourself a beverage and come unwind by chatting with your colleagues. You don't want to miss out on an opportunity drawing!

CATESOL SPRING VIRTUAL CONFERENCE 2021



DAY 2

Plenary 9:00am-10:00am



POSITIVITY AND ENGAGEMENT IN ONLINE AND HYBRID TEACHING

Dr. Dawn Bikowski

This presentation will explore the concept of engagement from a personal level. We will look at how we can maximize student engagement in order to build positivity in online and hybrid classes through three best practices: (1) Knowing Your Students and Yourself, (2) Knowing Your Tools and Learning Environment, and (3) Harnessing the Power of Technology. Students and teachers alike can struggle with how best to teach and learn a language in online or hybrid formats. We will look at technologies and strategies that you can use to engage students in their own learning with technology, as well as engaging yourself as an educator during these challenging times.

DAY 2

Saturday, May 8, 9am-2:30pm

10:15 am

CRITICAL INTERCULTURAL COMMUNICATION AND ITS ROLE IN TESL/TEFL PROGRAMMING

Kelly Metz-Matthews & Theresa Perales

CSU INTEREST SECTION RAP SESSION

Bahiyah Hardacre & Stefan Frazier

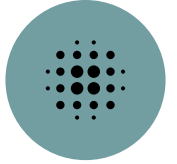
EQUITABLE SYLLABUS: RIDING THE WAVES OF INCLUSION AND DIVERSITY

Hillary Hartman & Mariana Silva

HELPING STUDENTS ACCESS AND SUCCEED IN THE ONLINE CLASSROOM

Christian Alejandra Vela Che, Katrina Tamura, & Kristi Reyes

CATESOL SPRING VIRTUAL CONFERENCE 2021



DAY 2

Saturday, May 8, 9am-2:30pm

10:15 am

INTERNATIONAL TEENS CONVERSATION EXCHANGE: CROSSING BORDERS AND BRIDGING DIFFERENCES

*Elena Martin Santiago, Massimo Esposito, Nayara Salbego, & Ryan
Detwiler*

STUDENT VOICES ABOUT ONLINE LEARNING

Maren Anton & Paige Endo

11:15 am

AB705 PANEL

Kathy Wada, Meryl Siegal, & Sydney Rice

Level Forums

ADULT ED AND ACHIEVEMENT GAPS: WHAT DOES THE DATA SHOW?

Elza Hess

INCLUSIVITY & DIVERSITY IN LESSON PLANNING

Fawn Supernaw & Prima Gonzalez

NAVIGATING TRANSFORMATION, INCLUSION, DIVERSITY, AND ENGAGEMENT IN HIGHER ED

Jenifer Crawford

USING AN EQUITY LENS TO IMPROVE OUTCOMES FOR K-16 ENGLISH LEARNERS

Erika Saito & Julie Goldman

12:15 pm

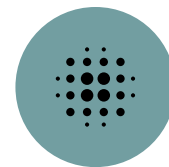
ALL OUR VOICES: MATERIAL DEVELOPMENT FOR INCLUSION, DIVERSITY, AND ENGAGEMENT

Nicole Brun-Mercer

EASY OFFICE OR DRIVE PROJECTS FOR LANGUAGE PRACTICE

Barry Bakin

CATESOL SPRING VIRTUAL CONFERENCE 2021



DAY 2

Saturday, May 8, 9am-2:30pm

12:15 pm

INTERACTIVE ZOOM BREAKOUT ROOM ACTIVITIES FOR COMMUNICATIVE LANGUAGE TEACHING

Savoyonne Steindler

LEADERS OF THEIR OWN LEARNING: SUPPORTING STUDENTS WITH MASTERY BASED GRADING

Sara Sadeghilar & Tiffany Ingle

TEACHING WORKFORCE SKILLS IN A POST- PANDEMIC WORLD

Bentley Cavazzi, Daniel Rueckert, Danielle Pelletier, & Nora Mitchell

VIRTUAL INTERNATIONAL EXCHANGE: LEARNING IDIOMS AND AMERICAN CULTURE WATCHING FRIENDS SITCOMS

Camila Castro, Carla Stoner, & Mariela Hualpa

1:15 pm

AN INCLUSIVE CLASSROOM CULTURE: PRACTICES AND APPROACHES

Ekaterina Moore & Kimberly Ferrario

I AM "MIXED BLOOD" HONHYEOL (나는 혼혈입니다)): TEACHING IDENTITY AND BELONGINGNESS IN A SOCIALY JUST CLASSROOM (SJC)

Nancy Kwang Johnson

INTEGRATING LANGUAGE SKILLS, PRACTICES, AND CONTENT IN TESOL LESSON PLANNING

Esther Gross & Jennifer Crawford

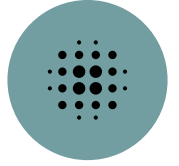
DEI Workshops

2:20 pm

CLOSING REMARKS

Susan Gaer, CATESOL President

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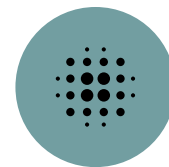
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Prima Gonzalez

Intensive English Program (IEP) Level Assistant Chair

Fawn Supernaw

ONBOARDING TEAM AND SOCIAL NETWORKING HOUR

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Elizabeth Maciel, Yue Qiao, Jie Su