



2023 State Conference  
October 26-28, 2023  
College of Alameda

<https://bit.ly/CATESOL2023State>

# CATESOL 2023 State Conference President's Welcome



## Anthony Burik

### CATESOL President 2021-2023

Welcome to the CATESOL 2023 State Conference! We are so excited to see you in person where we've been "breaking new ground" to create an annual event that is more accessible for our participants. We made a decision this year to shift our conference to an academic setting rather than a hotel or convention center which has helped us keep our registration fees low. We hope you appreciate our effort to take a new approach to our annual premier event while still delivering high quality professional development.

My two-year term as CATESOL President will officially end during the State Conference and I've been reflecting on my time in this role. My path began 15 years ago in the spring of 2008 when I attended a CATESOL event at Laney College in Oakland (a few short miles

from our State Conference this year!). It was a small Saturday workshop, and it piqued my interest in wanting to get involved in this organization.

CATESOL needs people who can help to make this amazing organization even better. CATESOL welcomes you with open arms to the work of our organization like organizing our next State Conference! Reach out during this conference if you have questions or are thinking about joining CATESOL in a volunteer role. For me, being a part of CATESOL has helped me learn about leadership and being a leader, meet so many incredible people at all teaching levels across California, and be of service to my colleagues across the state. I've been so fortunate to work on numerous events and initiatives with talented and dedicated people and be able to make a difference in people's lives. It truly has been a blessing.

It has been an honor to serve as your CATESOL President. I hope this State Conference will inspire you to be a part of this diverse and incredible community that can make a difference in the personal and professional lives of our fellow practitioners. I hope your volunteer journey includes time in CATESOL, and we welcome you to the CATESOL 2023 State Conference!



# CATESOL 2023 State Conference Co-Chairs Welcome

## Sedique Popal & Talley Caruso

2023 State Conference Co-Chairs

When CATESOL President Anthony Burik announced this year's conference theme was Breaking New Ground, we knew we had the Board's support to try some new things so we did!

**Aligning the Program:** We curated sessions to deliver a balanced program supporting emergent trends in English Language Teaching. With an increased focus on continuity across the program, we hope to encourage richer discussions on the critical topics of today.

**Going Beyond the Classroom:** Outreach this year included library literacy programs, food banks, health services and immigration legal services. The objective of this endeavor is to help meet the holistic needs of our learners through expanding our circle of conference participants, thereby extending our conversation beyond the classroom.

**Creating Community:** Community can be defined as individuals and organizations connected through shared goals and aspirations, regardless of locale. We encourage you to attend Featured Sessions hosted by international partners such as Paper Airplanes: Advancing English & Tech Education for Conflict-Affected Communities and Priscila Bordon's ELFing your class: Inclusive Practices to Empower Learners and Teachers.



Whether this is your first conference or your *ump-teenth* one, there will be plenty of relevant material to keep you energized, motivated, current, and connected to ensure we show up as the best educators for our students and for one another.

California leads the country with the highest number of Emergent Multilingual and English Language Learners at over 1.1 million (based on CDE data for the 2022-2023 school year). That is to say, what we contribute and take away from our three days together can really make an impact. So let's get ready to learn, to listen, and to break new ground at this year's CATESOL State Conference in Alameda!

Warmly,

Talley Caruso and Dr. Sedique Popal  
2023 CATESOL State Conference Co-chairs

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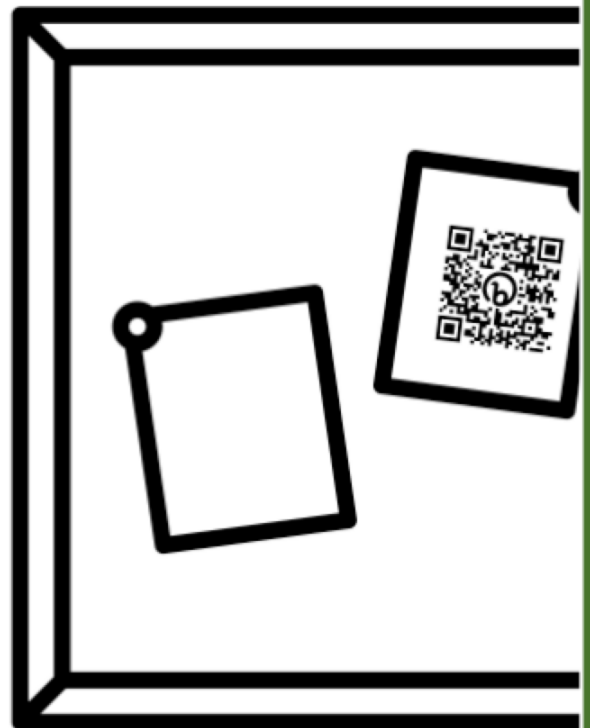
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# scan QR codes

- 1) **OPEN** the camera
- 2) **AIM** the camera at the QR code
- 3) **WAIT** for an "open in..." button,  
then **TAP** the button to get online



# Go Digital!



## How to Download the Sched App and More

Watch this 5-minute [App Tour for Attendees](#) by Sched to learn how to download and navigate the Sched app, update your attendee profile, add sessions to your Sched, and more!

Below are the step-by-step instructions with time stamps.



### *Step 1: Download the Sched app (0:00-0:39)*

Download the Sched app through the App Store on iOS devices and Google Play Store on Android devices.

### *Step 2: Search for CATESOL 23 and tap on the event (0:40-0:50)*

You can review sessions.



### *Step 3: Log in or create an account (0:51-1:18)*

Click on the My Account icon to log in or to create an account.



### *Step 4: Create a profile (1:19-1:50)*

Launch the Sched app, choose Sign up from the login options, enter your email address, and choose a password for your profile. Tap Sign Up, and you will be taken to your profile page.

### *Step 5: Edit Profile (1:51-2:09)*

Once you have logged into the app, tap My Account. You can edit your profile and manage your email settings. Refresh your app if you have been offline for a while in case any updates may have occurred.



Sched App sponsored by the CATESOL Education Foundation

*Step 6: Build your personal schedule (There is no Save button. It will automatically save.) (2:10-2:50)*

How to add a session to your schedule:

- On the schedule screen, you can tap the circle to the left of the session name to add that session to your schedule
- Or you can tap on the session to learn about it and then tap Add to Sched at the bottom of the screen.

How to remove a session from your schedule:

- Tap the circle to the left of the session name
- Or tap the session and then tap the Remove from Sched button at the bottom of the screen.

*Step 7: Filter schedule for quicker browsing (2:51-3:15)*

Tap the word Filters (iOS: top left screen) or the Filter icon (Android: top left screen) to quickly sort through session types to easily locate the sessions you want to enroll in.

*Step 8: Now Button (3:16-3:27)*

Select Now (iOS: top right) or the Clock button (Android: top right). It will take you to the current sessions happening at the event.

*Step 9: Directory Section (3:28-3:46)*

It will allow you to view other attendees' profiles if they are public, event speakers, Conference Committee, sponsors, and exhibitors. You can also click on the speaker's profile to view all the sessions when they are speaking.

*Step 10: Venue Map (3:47-4:10)*

Click Venue map to view a map of the College of Alameda.

*Step 11: Attendee Support Guides (4:11-4:45)*

Tap My Account on the app and select Get Support. You can also email [support@sched.com](mailto:support@sched.com).

Watch the 5-minute [App Tour for Attendees here:](#)



Visit the [sched web-site here:](#)



# Go Digital!



## Are You Coming to the CATESOL State Conference? Do You Need PD Flex Credits?

Join us and receive an attendance certificate!

1. First, check with your Admin at your institution about how many hours you can earn by attending the CATESOL 2023 State Conference:  
[CATESOL 23 Website Program](#)

2. Register: [Conference Registration](#)

3. Download the [Sched App](#).



4. During the Conference, use the Sched app and Self-Enroll in sessions with a PD Hour Tag.

5. Complete the [Attendance Certificate Form](#) after the conference.

6. Receive your attendance certificate with attendance hours from CATESOL by November 26, 2023.

7. Submit your attendance certificate to your institution.

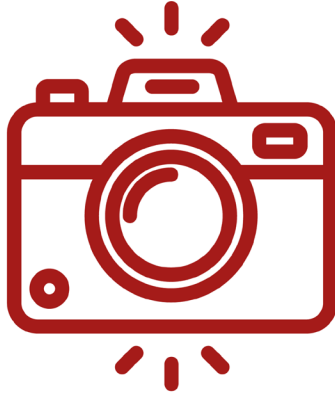
8. Report back your wonderful learning experiences at CATESOL

Thank you for joining us!



Sched App sponsored by the CATESOL Education Foundation





**SHARE YOUR CONFERENCE  
PHOTOS WITH CATESOL AND  
SEE YOUR WORK IN THE  
PHOTO ALBUM THE  
COMMITTEE WILL CREATE  
AFTER THE EVENT**



**[bit.ly/catesol23photodrop](https://bit.ly/catesol23photodrop)**

**Please note that photographs will be taken throughout CATESOL 2023. These will be used by CATESOL for marketing and publicity in our publications, on our website, and in social media posts. Please contact CATESOL at [catesol@catesol.org](mailto:catesol@catesol.org) if you have any concerns or if you wish to be exempted from this activity.**

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# CATESOL 2023 Schedule at Glance

College of Alameda

## Thursday, October 26, 2023

4:00pm-6:30pm	<b>Registration</b>	H Building 1st floor
6:30pm-8:00pm	<b>Welcome and Plenary</b>	Gym
8:00pm-9:30pm	<b>Opening Reception</b>	H Building 1st floor

## Friday, October 27, 2023

7:30am-6:00pm	<b>Registration</b>	H Building 1st Floor
8:00am-9:00am	<b>Breakfast &amp; Newcomer Orientation</b>	F Building 2nd Floor & D-119
8:00am-5:00pm	<b>Exhibitor Hall   Coffee &amp; Snacks</b>	F Building
9:00am-11:00am	<b>Concurrent Sessions</b>	Various
11:00am-12:15pm	<b>Plenary</b>	Gym
12:15pm-1:45pm	<b>Lunch, Level Rap Sessions, &amp; IG Mtgs</b>	Various
2:00pm-3:15pm	<b>Concurrent Sessions</b>	Various
3:15pm-4:15pm	<b>Exhibitor Hour</b>	F Building
4:15-6:30pm	<b>Concurrent Sessions</b>	Various
6:30pm-7:30pm	<b>CATESOL Leadership Reception (invite only)</b>	D-119
6:30-7:30pm	<b>Graduate Student Mixer</b>	H Building 1st Floor
7:00-9:00pm	<b>Friday Night Events</b>	Offsite

## Saturday, October 28, 2023

7:30am-12:00pm	<b>Registration</b>	H Building 1st Floor
8:00am-9:00pm	<b>Breakfast &amp; CATESOL Business Meeting</b>	F Building 1st Floor & Gym
8:00am-5:00pm	<b>Exhibitor Hall   Coffee &amp; Snacks</b>	F Building
9:00am-11:00am	<b>Concurrent Sessions</b>	Various
11:00am-12:15pm	<b>Plenary</b>	Gym
12:15pm-1:45pm	<b>Lunch, Level Rap Sessions, &amp; IG Mtgs</b>	Various
2:00pm-3:15pm	<b>Concurrent Sessions</b>	Various
3:15pm-4:15pm	<b>Exhibitor Hour</b>	F Building
4:15pm-6:30pm	<b>Concurrent Sessions</b>	Various

# Thursday, October 26, 2023

Thursday, October 26, 2023 4:00pm-6:30pm

## Conference Registration

H Building, 1st Floor

Welcome to CATESOL 2023! Check in for the conference this evening to attend our evening Plenary and President's Opening Reception. Plus, you'll get to skip the lines tomorrow and that means you'll be first in line for breakfast Friday morning!

Thursday, October 26, 2023 6:30pm-7:45pm

## Thursday Plenary

Say It Forward: How Oral History Amplifies Unheard Voices

Gym

Erin Limoges

Oral history is both a traditional and transformative process. At Voice of Witness, our work is driven by the power of the story, and by a strong belief that social justice cannot be achieved without deep listening and learning from those marginalized by systems of oppression. In the classroom, this methodology engages students by reading and listening to oral histories, as well as teaching them to tell their own stories and collect narratives from their communities. Oral history centers each individual's unique experiences, allowing students to see themselves reflected in their curriculum.



Erin Vong Limoges (Education Program Director, Interim Co-Executive Director) has a decade of experience working directly in classrooms and partnering with teachers. She has designed, led, and supported projects at schools across the Bay Area that use oral history to highlight stories from their communities and learn more about the people around them. Erin was born and raised in the Bay Area, graduated from UC Davis with degrees in Art History and Communication, and recently completed her MA in Organization and Leadership at the University of San Francisco. Before coming to Voice of Witness, she spent three years teaching children in Madrid and Santiago de Compostela, Spain, and remains dedicated to her multilingual learner students.

K-12,Adult,Community College,College/University • Advocacy / Social Justice / DEI / Intercultural Communication,Teacher Training and Education • Intercultural Communication,Refugee Concerns

Non-Adjudicated/ PD Hour

Thursday, October 26, 2023 8:00pm-9:30pm

## President's Opening Reception

Gym

Anthony Burik, CATESOL President

Following the Thursday evening plenary, join us as we welcome conference attendees. Mingle with friends and meet new colleagues with light refreshments and a special dance performance to open our conference.



U.S. DEPARTMENT OF STATE

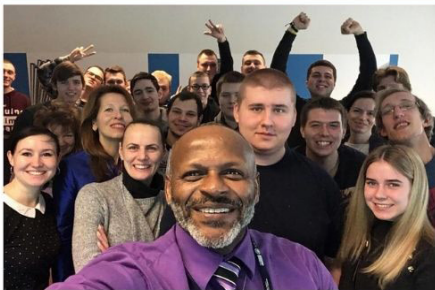
# ENGLISH LANGUAGE PROGRAMS

ⓕ *Fellow*

Ⓢ *Specialist*

Ⓥ *Virtual Educator*

For over 50 years, English Language Programs has placed highly qualified and experienced U.S. educators in the field of TESOL on in-country and virtual projects to assist U.S. Embassies in delivering quality English language programs and to support public diplomacy objectives.



## Overview

- Participants of all programs
  - Are U.S. citizens;
  - Have a graduate level degree or higher; and
  - Demonstrate a commitment to the field of TESOL.
- Projects
  - Projects are designed by U.S. Embassies to build English language capacity at the local and national level.
  - All projects promote mutual understanding as part of the U.S. Department of State's public diplomacy initiative.
  - Both in-person and virtual projects offer opportunities for cultural exchange.

[www.elprograms.org](http://www.elprograms.org)

[f](#) [@](#) [t](#) [in](#) [v](#) @elprograms



# CATESOL 2023 Friday Schedule

College of Alameda

## Friday, October 27, 2023

7:30pm-6:00pm	<b>Registration</b>	H Building, 1st floor
8:00am-9:00am	<b>Grab &amp; Go Breakfast with Exhibitors</b>	F Building, 2nd Floor
8:00am-5:00pm	<b>Exhibitor Hall &amp; Coffee</b>	F Building
8:00am-9:00am	<b>Interest Group Council Breakfast</b>	F Building, 1st Floor
9:00am-9:45am	<b>Concurrent Session 1</b>	Various
10:00am-10:45am	<b>Concurrent Session 2</b>	Various
11:00am-12:15pm	<b>Friday Plenary: John Baugh</b>	Gym
12:15pm-1:45pm	<b>Food Truck Lunch</b>	Courtyard outside F
12:45pm-1:45pm	<b>Lunch, Level Rap Sessions, &amp; IG Mtgs</b>	Various
1:45pm-3:15pm	<b>Poster Sessions</b>	Various
2:00pm-3:15pm	<b>Concurrent Session 3</b>	Various
3:15pm-4:15pm	<b>Exhibitor Hour &amp; Snacks</b>	F Building
4:15pm-5:00pm	<b>Concurrent Session 4</b>	Various
5:15pm-6:00/6:30pm	<b>Concurrent Session 5</b>	Various
6:30pm-7:30pm	<b>CATESOL Leadership Reception*</b>	D-119
6:30pm-7:30pm	<b>Graduate Student Mixer 2023</b>	H Building, 1st Floor
6:30pm-9:00pm	<b>Friday Night Events</b>	Various

\*by invitation only

## Friday, October 27, 2023

Friday, October 27, 2023 7:30am-6:00pm

### Conference Registration

H Building, 1st Floor

Welcome to CATESOL 2023! Check in to pick up your badge, lunch tickets, and other goodies at the Registration desk. Registration closes at 6pm on Friday and opens again at 7:30am on Saturday.

Friday, October 27, 2023 8:00am-9:00am

### Grab & Go Breakfast with Exhibitors

F Building, 2nd Floor

Grab a light breakfast to fuel yourself for a morning of learning. Be sure to say good morning and explore a few of our exhibitors on the way upstairs.

Friday, October 27, 2023 8:00am-5:00pm

### Exhibitor Hall & Coffee

F Building

Find innovative teaching resources, shop local Bay Area vendors, and chat with industry experts to learn what's new in publishing and CATESOL. Don't forget to share your ideas and explore job or volunteer opportunities as well. While you're here, be sure to grab a warm beverage to keep you hydrated and energized throughout the day!

Friday, October 27, 2023 8:00am-9:00am

### Interest Group Council Breakfast

F Building, 1st Floor

Are you member of the Interest Group Council? Join your fellow IG leaders for an hour of in-person networking and discussion about strengthening our Interest Groups. We can't wait to see you! (Invite-only)

Friday, October 27, 2023 8:00am-8:45am

### Newcomer Orientation

D-119

Song Hong, CATESOL President-Elect

Is this your first CATESOL Conference? Join incoming CATESOL President Song Hong for a sense of how to make the most of your first state conference. Hear suggestions from experienced conference-goers and meet other newcomers. Get your questions answered!





الطائرات الورقية  
PAPER AIRPLANES



JOIN US AT

## CATESOL 2023 STATE CONFERENCE!

**DATE**

Friday, October 27th



**TIME**

9:00-9:45 A.M. PACIFIC TIME



### OUR ENGLISH PROGRAM

- *Online Learning: Leverage the power of digital trends for accessible education.*
- *Cultural Communication: Fostering connection beyond language barriers.*

### OUR WOMEN IN TECH (WIT) PROGRAM

- *Inclusivity: Advocating for gender equality in the tech industry.*
- *Feedback Matters: Giving students a voice in program improvement.*

# A DECADE OF SUCCESS

For inquires and collaboration, contact us:



[www.paper-airplanes.org/](http://www.paper-airplanes.org/)



[admin@paper-airplanes.org](mailto:admin@paper-airplanes.org)



**Concurrent Session 1****Paper Airplanes: Advancing English & Tech Education for Conflict-Affected Communities**

D-119

Karim Mikhail; Juyun Hwang; Manar Alshams

Paper Airplanes empowers conflict-affected individuals through our online English Program. By leveraging digital trends, mentorship, assessments, and cultural communication, we foster language proficiency. Our approach goes beyond language learning; Paper Airplanes also advocates for aspiring female technologists through our Women in Tech (WiT) program. Using student feedback surveys and outreach, we empower students to voice areas of improvement within WiT-and we act on these suggestions. Finally, our organization has undergone substantial growth over the past decade. Our partners, ranging from long-time donors to academic institutions, have been instrumental in our success, and we look forward to continued collaboration.

Adult, College/University, Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication, Listening / Speaking / Pronunciation, Reading / Writing / Literacy • Intercultural Communication, Online Teaching, Refugee Concerns, Technology-Enhanced Language Learning

Non-Adjudicated/ PD Hour

**Culturally and Linguistically Responsive Teaching in Adult Education**

H151

Sachiko Oates

Join this interactive workshop to find out what culturally and linguistically responsive practices can look like in adult education. With the increasingly diverse adult education population in California, especially in ESOL classrooms, it is more likely that educators serve learners who are of a different race, ethnicity, language group, and socioeconomic status than their own. One of the evidence-supported ways to achieve equitable outcomes is through culturally and linguistically responsive teaching (CLRT). Applying CLRT encompasses a shift in school culture, teacher training, instructional materials and approaches, and other school wide policies.

Adult, Community College • Advocacy / Social Justice / DEI / Intercultural Communication, Content-Based Approaches / Integrated-Skills • Intercultural Communication, Refugee Concerns

Adjudicated/PD Hour

**Dive into Digital: Building Digital Confidence with BurlingtonEnglish**

H213

Petar Milardovich

Digital literacy extends beyond finding, evaluating, and conveying information using technology. It is the ability to be technically competent, to read and write well, and to think critically to become empowered with the confidence to navigate a digital world. In this session, we will explore how BurlingtonEnglish immerses students in a complete digital experience with standards-based, teacher-led instruction to develop English proficiency while integrating essential digital literacy skills that learners need to achieve success.

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

Adult, Community College • Content-Based Approaches / Integrated-Skills, Teacher Training and Education • Technology-Enhanced Language Learning

Non-Adjudicated/ Exhibitor

## Emerging Technology in Language Learning: Short-Form Video Curriculum Design

H109

Weiyu Su

Short-form video content has become a trend in today's digital world, especially in popular social media platforms like YouTube, Instagram, and TikTok. Traditional instructional videos are losing their advantages in language learning classrooms as students' attention spans are shorter. Short-form videos offer a more concise, focused, and engaging way to deliver information compared to traditional materials, and they are designed to be focused on a single topic and use engaging elements to increase motivation and engagement. This presentation will illustrate the effectiveness and discuss the teaching opportunities that short-form video creates in language learning classrooms.

College/University, Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication, Content-Based Approaches / Integrated-Skills • Intercultural Communication, Technology-Enhanced Language Learning

Adjudicated/PD Hour

## Engaging Multilingual Learners with Ellii

H153

Michelle Wooding-Andrade

Language students learn best when they are engaged with relevant, meaningful lessons that are scaffolded for their level. Ellii (formerly ESL Library) is an online ELT content platform used in 10,000+ schools and districts around the world. Learn how to easily access our comprehensive library of highly engaging, ready-made materials to help you guide your language students through their learning journey.

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

Adult,Community College,College/University • Content-Based Approaches / Integrated-Skills,Grammar / Vocabulary • Teaching of Pronunciation,California State Universities,Technology-Enhanced Language Learning,Teaching English in the Workplace

Non-Adjudicated/ Exhibitor

## How AI Can Personalize ESL Lessons on Any Topic

H313

Victoria Pu

Are you teaching English for a specific purpose such as vocational education, test preparation, or business English? Do you teach multi-level classes of adult learners who need personalized assessments tailored to their level? Linguistic was spun out from the Allen Institute for AI Research to answer that call. We are TEFL-certified teachers and AI practitioners (research experience from Stanford, MIT, Northwestern University) building to give ESL teachers the superpower to teach English on any topic, for any student level. We'll show you how AI can be leveraged to generate personalized learning experiences and competency-based assessments tailored to different student levels.

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

Adult,Community College,Intensive English Program • Reading / Writing / Literacy,English for Specific Purposes • Online Teaching,Technology-Enhanced Language Learning,Teaching of Pronunciation,Teaching English in the Workplace

Non-Adjudicated/ Exhibitor

## Integrated Reading & Grammar Curriculum for a University Support Class

H202

Francisco Martin; Jason Nava; Qian Chen; Hana Wu

This presentation describes a curriculum that focuses on integrating reading and basic grammar at a First Year Composition (FYC) writing program at a Bay Area state university. This curriculum incentivizes students' enrollment by fusing two previously offered support courses and by offering multiple modalities, such as synchronously and, at times, asynchronously.

College/University, Intensive English Program • Grammar / Vocabulary, Multi-Level Classrooms, Reading / Writing / Literacy • California State Universities, Online Teaching

Adjudicated/PD Hour

## Practical Classroom Activities that Support ELPS and New Standardized Tests

H152

Donna Price; Betsy Parrish; Gretchen Bitterlin

Standardized tests are changing and the English Language Proficiency Standards are more important than ever. What can you do in the classroom to support your adult ESOL students and increase measurable skills gains? In this session, we'll show easy and practical classroom activities that you can use to teach to the standards. We'll also discuss simple ways to help your students prepare for the newly revised tests while developing academic, career, and life skills.

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

Adult • Standards-Based Instruction • Part-Time Educators

Non-Adjudicated/ Exhibitor

## Reading to Write: Internalizing Reading Habits to Build Writing Skills and Vice Versa

H312

David Skolnick

This presentation on the reading-writing connection will show how we can give students simple tools to improve their reading comprehension while simultaneously building their knowledge of and ability to use rhetorical strategies. The presenter will demonstrate how to help students internalize metacognitive approaches to reading and writing offline as well as briefly introduce social annotation platforms such as Perusall.

College/University • Reading / Writing / Literacy •

Adjudicated/PD Hour

## Teaching Exceptional Needs ESL Students in the IEP Context

H222

Celeste Coleman

This presentation will help IEP instructors better address the needs of their students with exceptional needs, covering foundational principles, neurodiversity and dyslexia, and Universal Design for Learning. Participants will be encouraged to analyze the effectiveness of their current approach to working with students with exceptional needs and to brainstorm specific modifications.

College/University, Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication •

Adjudicated/PD Hour

## Using AI: CHAT GPT and Diffit for Reading and Writing

H113

Susan Gaer

Artificial Intelligence (AI) is here. We can't stop its arrival, so let's join the party. The presentation will address teaching multilingual learners using AI. The session demonstrates two free AI tools, ChatGPT and Diffit, as useful techniques for teaching reading and writing. The session concludes with a discussion about the ethical and responsible use of AI tools.

Adult, Community College • Reading / Writing / Literacy • Technology-Enhanced Language Learning

Adjudicated/PD Hour

## Why Teaching Listening Might Be the Most Important Thing You Teach

H154

Alastair Graham-Marr; Luis Coloma

Critical thinking is a vitally important concept that has sadly been hijacked as an educational buzzword and misused to the point of rendering it near meaningless. And yet it remains a needed yet undeveloped thinking "skill" in people interacting in any language: native, second or foreign. Critical thinking entails getting an understanding of the subtext: the assumptions and veiled messages that are loaded into all forms of discourse. This workshop will explore this further.

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

Adult • Grammar / Vocabulary, Reading / Writing / Literacy • Materials Writers

Non-Adjudicated/ Exhibitor

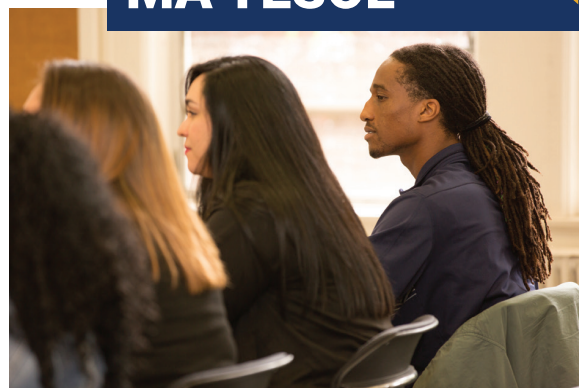
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- ✓ Theoretical Knowledge
- ✓ Application Skills
- ✓ Latest Technology Tools



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(650) 508-3600



SCAN ME

Friday, October 27, 2023 9:00am-9:15am

**Lightning Talk****What We Learned (and Didn't Learn) from the Pandemic**

H108

Eric Miller

When virtually all instruction went online with the onset of the pandemic, it seemed as though the greatest challenge for adult/noncredit ESL was technical: getting the technology for online classes to both students and instructors, and teaching everyone how to use it. In many ways, this was generally accomplished, to everyone's credit. However, evidence indicates that most adult/noncredit ESL programs were not able to instill the practices necessary for self-directed learning that are necessary for truly effective online education--owing to circumstances that have shaped adult/non-credit ESL since long before the pandemic.

Adult • Program Administration and Evaluation, Standards-Based Instruction • Online Teaching, Technology-Enhanced Language Learning

Adjudicated/PD Hour

Friday, October 27, 2023 9:30am-9:45am

**Lightning Talk****How Covid and Blackboard Enabled Me to Go Paperless**

H108

Mike Laib

For me, going paperless in the classroom had long been an unachievable ideal, until during COVID when I had to teach to the far side of the world and paper was no longer an option. I learned how to integrate Zoom and Blackboard into my weekly schedule with electronic document access and a Blackboard upload box for grading. Thus, I achieved 100% paperless status while working from home. Since COVID, I have opted to continue the paper-free option. This quick session will exhibit my approach and a few fortuitous discoveries.

College/University • Content-Based Approaches / Integrated-Skills, Materials Development / Publishing, Teacher Training and Education • Online Teaching, Technology-Enhanced Language Learning, University of Southern California

Adjudicated/PD Hour





# OUR SERVICES

READY TO CHANGE YOUR STORY?

## ASYLUM

• ASYLUM IS A PROTECTION FOR INDIVIDUALS WHO ARE AFRAID TO RETURN TO THEIR COUNTRY DUE TO HAVING SUFFERED SERIOUS HARM AND BELONG TO A PROTECTED GROUP.

## LGBTQ+ ASYLUM

• FOR INDIVIDUALS WHO ARE PART OF THE LGBTQ+ COMMUNITY, HAVE SUFFERED SEVERE HARM IN THEIR COUNTRY, AND FEAR RETURNING.

## ASYLUM BASED ON DOMESTIC VIOLENCE

• FOR WOMEN AND MEN WHO HAVE BEEN IN ABUSIVE RELATIONSHIPS THEY CANNOT ESCAPE, WHO HAVE EXPERIENCED DOMESTIC VIOLENCE IN THEIR COUNTRY, AND FEAR RETURNING.

## SIJS (JUVENILE VISA)

• THE SIJS IS FOR CHILDREN UNDER 21 YEARS OLD (IN CALIFORNIA) WHO HAVE EXPERIENCED ABUSE, NEGLECT, OR ABANDONMENT BY THEIR MOTHER, FATHER, OR BOTH.

## VAWA

• RESIDENCY OPTION FOR INDIVIDUALS MARRIED TO CITIZENS OR RESIDENTS, BUT WHO ARE IN ABUSIVE OR CRUEL RELATIONSHIPS.

## U VISA

• FOR THOSE WHO HAVE BEEN VICTIMS OF A QUALIFYING VIOLENT CRIME IN THE US (DOMESTIC VIOLENCE, ARMED ROBBERY, ASSAULT, ETC.) AND REPORTED IT TO THE POLICE.

## T VISA

• VISA FOR INDIVIDUALS WHO HAVE SUFFERED ABUSE AT WORK, WORKED WITHOUT PAY, OR HAVE BEEN IN ANY TRAFFICKING SITUATIONS.

## CITIZENSHIP

• FOR INDIVIDUALS WITH PERMANENT RESIDENCY (GREEN CARD) WHO WISH TO BECOME CITIZENS OF THE UNITED STATES.

## TOURIST VISA EXTENSION

• FOR INDIVIDUALS WHO ENTERED WITH A TOURIST VISA BUT NEED MORE TIME IN THE COUNTRY.

## PAROLE

• TRAVEL PERMISSION FOR RELATIVES WHO ARE STILL IN THEIR COUNTRIES (VENEZUELA, HAITI, NICARAGUA, AND CUBA).

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• RESIDENCY APPLICATION THROUGH A FAMILY MEMBER WITH LEGAL STATUS OR THROUGH A PARTNER/SPOUSE.

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**Concurrent Session 2****Asylum-Seekers: Shifting from Victim to Warrior**

D-119

Fernanda Bueno

How can you help immigrants find their power and remove the limitations on who they can become? How can you celebrate the community for their differences while teaching them what it takes to be successful in a new life in this country? We will discuss how you can offer hope, mentorship, and kindness to create a growth mindset that truly empowers the immigrants you come into contact with. We will speak on mindset, provide a list of actionable steps, and hear about the diversity in our immigrant community. In partnership with the CATESOL LGBTQ+ and Refugee Concerns Interest Groups.

K-12,Adult,Community College,College/University,Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication • Materials Writers,Intercultural Communication,Refugee Concerns

Non-Adjudicated/ PD Hour

**BETTER AT IT': Research-Guided Questions for Developing Vocabulary Activities**

H152

Ilya Osovskiy; Kourosh Ghaderi; Robert Ford

The state of the art in vocabulary learning focuses on encoding and retrieval (which are cognitive strategies) (Nation, 2022). However, can we be more holistic in our vocabulary instruction by taking into account the 'whole' language learner participating in a learning context? Can we incorporate recent research into learning strategies and strategic self-regulation (S2R, Oxford, 2017), learners' motivation to study vocabulary and their ideal L2 selves (Dornyei & Ushioda, 2021), and learners' autonomy (Benson, 2011), intuition and communication (Nation, 2022)? This presentation introduces 10 research-based questions for developing vocabulary activities along with an acronym, 'BETTER AT IT,' for remembering them.

Adult, Community College, College/University, Intensive English Program • Grammar / Vocabulary • California State Universities, Online Teaching, Technology-Enhanced Language Learning

Adjudicated/PD Hour

**Breaking New Ground with FRIEDs, an Easy Content-Development Resource**

H202

Cristin Boyd

FRIEDs help students develop content easily & confidently. This simple mnemonic stands for Facts, Reasons, and ...? Help your students break new ground in content development! Appropriate for speaking and writing at various levels. Google Doc student handout and fun! activities shared.

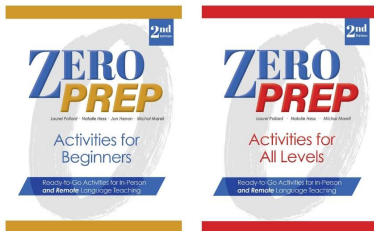
Community College, College/University, Intensive English Program • Listening / Speaking / Pronunciation, Reading / Writing / Literacy •

Adjudicated/PD Hour



# PRO LINGUA LEARNING

Greetings to old friends and hello to new friends! We are Pro Lingua Learning, a vibrant new publishing company formed in 2021 by combining the best of Pro Lingua Associates and Language Arts Press. We are a company of teachers like you, fully committed to our field, our colleagues and our students. In that spirit, we invite you to talk shop with us at our CATESOL booth and peruse our titles. Here are a couple samples:



## Zero Prep Activities for Beginners

## Zero Prep Activities for All Levels

By Laurel Pollard, Natalie Hess, and Michal Marell

These brand-new editions of ready-to-go activities for both in-person and remote language learning are every teacher's dream for classroom-tested, curated activities which promote the four skills (plus grammar, vocab, and class cohesion) and get students excited about interacting.



## Gramática del inglés: Paso a paso 1 and 2

By Elizabeth Weal

These books are written specifically for Spanish speaking adults and high schoolers with little to no formal knowledge of grammar, either in English or in Spanish. A free Teacher's Guide for each level provides interactive plug-and-play activities that bring every lesson to life.

## Come visit us in the Exhibitors' Hall!

We also invite you to meet Michael Berman, who will be giving Saturday's featured CATESOL presentation entitled, "Old Ground, New Ground: Student Motivation in the 2020s." Michael is Professor of ESL at Montgomery College in Maryland, and we are proud to say he is also Pro Lingua Learning's CEO (Chief Education Officer.)

## Breaking New Ground: Giving Accents a Voice in the Classroom

H153

Monica Rosso Tabrizi

Interdisciplinary research shows that speakers perceived as ‘having an accent’ may be burdened by deficit-thinking, xenophobia, racism and/or racial prejudice among others (Matsuda, 1991, Lippi-Green, 2012, Orelus, 2020, Ramjattan, 2019). As a component of linguistic identities, accents are still pathologized (Golloher et al., 2022). The presentation will give an overview of how ‘having an accent’ is still an invisible issue in education with far-reaching consequences. Attendees will have an opportunity to contribute to the ongoing discussion around accents and will walk away with adaptable materials that appeal to all four skills to help normalize accents.

K-12, Adult, Community College, College/University, Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication, Content-Based Approaches / Integrated-Skills, Listening / Speaking / Pronunciation • Intercultural Communication, Non-Native Language Educator Issues, Teaching of Pronunciation

Adjudicated/PD Hour

## Breaking the Financial Barrier to ‘Credit’ ESL: The Benefits of ‘Mirrored’ Courses

H151

Jacob Skelton

What is a ‘mirrored’ course? What are the benefits of ‘mirroring’ your ESL program? Is there a downside? Learn how one college in the Los Angeles Community College District (LACCD) has broken the financial barrier to the Credit ESL program by creating noncredit mirrored sections that run concurrently with their credit counterparts. Mirroring aims to provide access to college-preparatory Credit ESL courses for students who are ineligible for financial aid -- typically undocumented students. Participants will hear how the mirrored program works, recognize its purpose and benefits, and understand the potential drawbacks and challenges.

Community College • Advocacy / Social Justice / DEI / Intercultural Communication, Program Administration and Evaluation

Adjudicated/PD Hour

## Critical Partnerships for Linguistically Inclusive College Writing Placement

H113

Nicole Brun-Mercer

Colleges are invested in improving student success and retention, but few admissions, advising, and writing programs have collaborated with TESOL specialists to connect U.S.-resident multilingual students to appropriate resources. Those partnerships could be leveraged to create a linguistically inclusive first-year writing process that identifies students who need or desire more English language support without stigmatizing them. The presenters offer strategies for collaboratively building linguistic diversity into the writing placement process. Participants in high school programs, college admissions, adult schools, and college writing programs will discover new ways to strengthen pathways to and through college.

Community College, College/University • Advocacy / Social Justice / DEI / Intercultural Communication, Program Administration and Evaluation • California State Universities, Refugee Concerns

Adjudicated/PD Hour

## Fresh Approaches to Grammar Instruction for Students and Teacher Trainees

H313

Michael Berman

Grammar doesn't have to be boring! The editor of three well-known resources – The ELT Grammar Book, The Grammar You Need series, and the Zero Prep series – shows how engaging, accessible content mixed with corpus-based and active-learning approaches transforms grammar instruction from lifeless to lively. Materials provided.

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

K-12,Adult,Community College,College/University,Intensive English Program • Grammar / Vocabulary,Teacher Training and Education • Corpus-Informed Research and Teaching,Online Teaching

Non-Adjudicated/ Exhibitor

## Is that it, or hay mas cuentas?': Multilingual Storytelling

H109

Tamara Roose

Educators often want to engage students' diverse language backgrounds in the writing classroom but are unsure how. Therefore, there can be pushback from both educators and students who may wonder where, when, and how students can draw upon their heritage languages in their current academic contexts. Hear about a personal narrative project in a first-year writing course where different languages and English were intentionally incorporated into the storytelling assignment. Lesson plan materials, rubrics, student narrative excerpts, and reactions will be shared, and time will be given for participants to discuss how to adapt these teaching techniques to their own contexts.

K-12,Adult,Community College,College/University,Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication,Reading / Writing / Literacy •

Adjudicated/PD Hour

## Motivational Teaching Increases EFL Students' Motivation and L2 Writing Performance

H312

Raed Alzahrani

This study sheds light on a neglected area in second language education--the role of the motivational design of classroom materials on learners' motivation and L2 writing development. Ninety EFL students were randomly assigned to an experimental group and a control group. Two teachers in the experimental group were given an instructional guide to implement 17 motivational strategies into their instruction. Data collected from surveys, writing samples, interviews, and reflection journals showed that the intervention had a positive effect on students' motivation and L2 writing, and it was also perceived by teachers as a chance for personal growth.

Adult, College/University, Intensive English Program • Materials Development / Publishing, Teacher Training and Education • Materials Writers, Research Writers

Adjudicated/PD Hour

## Multilingual and Multicultural Practices in ESL Teaching

H222

Karla Torres; Ahlyssa Toscano; Jackeline Granados

We propose a curriculum aimed to integrate inclusivity, cultural appreciation, and linguistic diversity among English language learners (ELLs) and ESL teachers. These methods aim to create a comprehensive educational social environment for student success and beyond. Participants will leave the session with an appreciation for multilingualism and multiculturalism as well as with new ideas for developing task-based and project-based activities that will assist students in changing registers within different social environments.

Adult, Community College, College/University • Advocacy / Social Justice / DEI / Intercultural Communication, Content-Based Approaches / Integrated-Skills •

Adjudicated/PD Hour

## Pepperdine University MA in TESOL Program Info Session

H108

Kevin Wong; Feidana Yalikun

Please join us to learn about the Master of Arts in Teaching English to Speakers of Other Languages program at Pepperdine University! At the session, you will be given the opportunity to:

- Experience an in-depth overview of the program
- Meet and hear from Program Director, Dr. Kevin Wong
- Review the application process
- Participate in a Q&A session

- Receive a waiver code for the \$55 application feeWe're excited at the opportunity to showcase the ways in which Pepperdine will further prepare you for a life of purpose, service, and leadership.

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

K-12,Adult,Community College,College/University,Intensive English Program • Teacher Training and Education • Online Teaching,Technology-Enhanced Language Learning,California State Universities,Part-Time Educators

Non-Adjudicated/ Exhibitor

## The World is Your Classroom: Teach with English Language Programs

H213

Nicholas Gordon; Christopher Stilwell; Randi Dermo

Learn from English Language Program alumni how you can make a difference globally through in-person and virtual teaching projects designed by the U.S. Department of State for experienced U.S. TESOL professionals. English Language Fellows, Specialists, and Virtual Educators provide language instruction, conduct teacher training, and develop resources, while being cultural ambassador

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

K-12,Adult,Community College,College/University,Intensive English Program • Teacher Training and Education • Online Teaching

Non-Adjudicated/ Exhibitor

## Understanding the Academic Needs of US-Educated English Learners in Higher Education

H212

Lisa Davenport

This presentation will provide an overview of US-educated English learners focusing on their transition from high school to community college in the years since the pandemic and the implementation of AB 705 and 1705. The presenter, a doctoral candidate at CSUSB, will discuss the barriers English learners face in higher ed and data on transfer-level English outcomes since 2018. It will conclude by discussing best practices to support English learners as they graduate from high school and transition to community college.

K-12, Community College, College/University • Advocacy / Social Justice / DEI / Intercultural Communication •

Adjudicated/PD Hour

## Which Peace Corps Program is Right for Me?

H154

Sakeena Ali

Three Peace Corps programs offer the opportunity to work alongside a community abroad. Join us to learn more about the different time commitments and requirements for each program: the traditional 27-month program, short-term positions for experienced professionals and returned Volunteers, and virtual service opportunities for returned Volunteers. Find the program that's the right fit for you!

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

K-12, College/University, Adult, Intensive English Program, Community College • Advocacy / Social Justice / DEI / Intercultural Communication, English for Specific Purposes • California State Universities, Part-Time Educators, University of Southern California, Intercultural Communication

Non-Adjudicated/ Exhibitor

# Linguistic

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**Friday Plenary**

## Prejudicial Barriers to Successful TESOL Education

Gym

John Baugh

Linguistic bias matters, and many native speakers of American English who are monolingual often judge others based on their English fluency? How does this prejudicial linguistic landscape impact those who teach English as a second language as well as their students who are likely to encounter discriminatory reactions to their speech and writing? This discussion describes instances of linguistic profiling in educational contexts and some strategies that TESOL instructors might share with their students to help them withstand alternative forms of linguistic insensitivity while simultaneously emphasizing the importance of linguistic and cultural dexterity.



John Baugh is the Margaret Bush Wilson Distinguished University Professor at Washington University in St. Louis. He is past president of the Linguistic Society of America and the American Dialect Society. He is a fellow of the American Association for the Advancement of Science, and a member of the American Academy of Arts and Sciences. His most recent book is titled *Linguistics in Pursuit of Justice*, published by Cambridge University Press. His research seeks to utilize linguistic science to improve the human social condition with particular attention to efforts to reduce and eliminate various forms of linguistic discrimination against members of underrepresented groups throughout the world.

K-12,Adult,Community College,College/University,Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication • Intercultural Communication,LGBTQ+,Non-Native Language Educator Issues,Teaching English in the Workplace

Non-Adjudicated/ PD Hour





**VOICE OF WITNESS**

**Voice of Witness (VOW)** is an oral history nonprofit that supports classrooms across the US, amplifying marginalized voices & connecting educators & students with tools for storytelling.

VOW's flexible resources & services address the need for inclusive & culturally relevant learning opportunities.

**Oral history** is a useful tool for all students, and particularly for English language learners, as it incorporates literacy, communication, critical thinking, social-emotional learning, and a participatory vision of history.

**Voice of Witness offers:**

- Free Common Core-aligned lesson plans
- Oral history storytelling project toolkits
- Resources for English language learners
- Professional development workshops for schools
- Project & curriculum support for educators

**Learn more at: [voiceofwitness.org](http://voiceofwitness.org)**

Contact: [edu@voiceofwitness.org](mailto:edu@voiceofwitness.org)

I am incredibly grateful for the opportunity I had to collaborate with VOW this year. They are such helpful thought partners and curriculum writers. The educators at VOW are skilled, thoughtful, and helpful for both teachers and students.

**Matt Colley**  
High School Teacher



Scan me to learn more about VOW resources and services!





**Lunch**

**Food Truck Lunch & Rap Sessions**

F Building, Courtyard

It's lunchtime!  
Choose a lunch option from one of three local food trucks:



**Kabob Trolley** (Halal, GF, Veg, and Vegan options)  
Rice Bowl + Side Salad/Pita.  
Choose from Beef/Lamb/Chicken Kabob or Falafel.

**Cielito Lindo** (Veg and Vegan options)  
Choose from: Hearty Super Burrito - OR- Quesadillas (Vegan cheese available) - OR - Garlic Shrimp Tacos

**Fresh Catch Poke** (GF, Veg, and Vegan options)  
Choose from: Tuna Shoyu or Spicy on rice, side of seaweed  
OR - Tofu on rice, side of seaweed salad (GF, Veg, Vegan)  
OR\_ Chicken teriyaki with a side of macaroni salad - OR -  
Kalua pig on rice, side of macaroni salad  
Can't choose? They'll be back tomorrow too and you can try a new option tomorrow!

**Rap Sessions**

**CATESOL Newsletter and Blog, A Great Venue for Sharing Your Expertise**

H108

Kara MacDonald; Sonia Estima

This session explores the wide range of submissions CATESOL Newsletter and Blog welcome and how accessible they are for members to share their action research, conference presentations, and/or classroom activities. Come join the Research Writers-Interest Group (RW-IG) coordinators to learn about publishing in the newsletter and blog and be part of further fostering CATESOL's community of practice.

- Research Writers

Non-Adjudicated/ PD Hour

**Novice Teacher Mentor Rap Session**

H222

Bahiyih Hardacre; Anna Joaquin; Stefan Frazier; David Malinowski

During this rap session, students or newly graduated teachers who are seeking career and teaching advice will have an opportunity to meet with experienced teachers and administrators. In addition, participants can bring their resumes/CVs to ask for any comments or suggestions. This will be a motivating and informative session for students and teachers to help them be more prepared, informed, and confident as they transition from student to teacher.

K-12,Adult,Community College,College/University,Intensive English Program • Teacher Training and Education • California State Universities,Non-Native Language Educator Issues,Online Teaching,Part-Time Educators

Non-Adjudicated/ PD Hour

## Policy, Educational Practice, & Other Support for K-12 Newcomers In California

H212

Ruth Barajas; Sam Finn

Join the K-12 Level Rap Session to learn about promising practices in newcomer education and gain a better understanding of state and national policies that impact immigrant students today. We will reflect with fellow K-12 educators on current realities for newcomers in our schools, discuss ways to move beyond the status quo to improve systems and practices, and walk away with tools and resources to create school environments that are safe, welcoming, and responsive to the needs of this population.

K-12 • Advocacy / Social Justice / DEI / Intercultural Communication, Program Administration and Evaluation, Teacher Training and Education • Refugee Concerns

Non-Adjudicated/ PD Hour

## The Community College Speaks...Again!

H202

Michelle McNeary

For previous rap sessions, ESL practitioners contributed over 100 responses to a survey about a range of ESL topics, including DEI issues pertaining specifically to ESL, new trends and practices in OER, transfer and articulation efforts, guided pathways, and enrollment trends. During this year's rap session, we'll pick up where we left off and discuss a few other items on the menu! Engage your colleagues in a discussion around these topics and around the questions and concerns that arise as we move our industry forward. Take part in the conversations that help us actively shape our college ESL programs.

Community College • Intercultural Communication, Materials Writers

Non-Adjudicated/ PD Hour

Friday, October 27, 2023 12:45pm-1:45pm

## Networking Sessions

### Corpus-Informed Research/Teaching (CIRT-IG) Business Meeting and Networking

H109

Margi Wald; Nicole Brun-Mercer

Interested in using corpus-informed materials in your pedagogy or research? CIRT-IG provides a forum for practitioners, researchers, and teacher trainers to discuss how using corpora in the classroom can facilitate language learning and to share effective instructional practices that grow out of this use. Join a growing corpus of corpus users at our annual business meeting and networking session. Bring questions, ideas, and snacks/beverages -- and collocate with CATESOLers.

• Grammar / Vocabulary, Materials Development / Publishing, Reading / Writing / Literacy • Corpus-Informed Research and Teaching

Non-Adjudicated/ PD Hour

### CSU Interest Group (CSU-IG) Business Meeting and Networking

H112

Bahiyyih Hardacre; Jaydene Elvin

We welcome everyone associated with (or interested in) the California State University system to come and exchange ideas and experiences about the TESOL programs across the state.

- Program Administration and Evaluation, Teacher Training and Education • California State Universities

Non-Adjudicated/ PD Hour

### Online Teaching Interest Group (OT-IG) Business Meeting and Networking

H113

Kristi Reyes; Katrina Tamura

The Online Teaching Interest Group will meet to share insights, experiences, and ideas about the dynamic world of online ESL education. We will discuss best practices for online ESL instruction, methods for overcoming challenges, and fun ways to use interactive learning tools. We encourage all participants to actively engage in this meeting actively, contributing their unique perspectives to enrich our collective knowledge and understanding of the online ESL teaching landscape. Whether you are an experienced online instructor or just starting your journey in virtual classrooms, this meeting promises to be a valuable opportunity for networking and growth.

- Online Teaching

Non-Adjudicated/ PD Hour

### Refugee Concerns Interest Group (RC-IG) Business Meeting and Networking

H151

Sherry MacKay

RC-IG coordinators will take this opportunity for: a) introductions; b) sharing accomplishments from the last year; c) brainstorming with participants ideas for workshops, collaborations, and webinars for the upcoming year; and d) enroll participants into leadership roles, as well as, leading some upcoming activities.

- Advocacy / Social Justice / DEI / Intercultural Communication, Teacher Training and Education • Refugee Concerns


Non-Adjudicated/ PD Hour

### Teachers of Pronunciation (TOP-IG) Business Meeting and Networking: Mixing & Mingling

H153

Marsha Chan; Randy Rightmire

Are you currently teaching pronunciation or interested in starting? Gather with experienced teachers and newcomers interested in teaching pronunciation at any level, whether in dedicated pronunciation courses or integrated in reading, writing, listening, speaking, vocabulary, or multi-skills courses. We'll review TOP-IG activities and concerns from 2022-2023 and discuss possibilities for the coming year. Share your experience with a group of like-minded peers. Bring your ideas and questions as we hear from our colleagues who teach pronunciation and who will be sharing their experiences and best practices. Get ideas that you can use to inform your classroom teaching. Snack and chat!



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- Listening / Speaking / Pronunciation • Teaching of Pronunciation

Non-Adjudicated/ PD Hour

### Teaching English in the Workplace (TEW-IG) Business Meeting and Networking

H152

Kelly Metz-Matthews; Kathryn Manthorpe

Join TEW-IG members and other interested professionals for our business meeting on the group's vision moving forward. In addition to networking, carving out goals for the next year, and electing leadership, we will examine our overlap with other fields/groups and consider ways to expand the group and gather resources. Whether you are new to teaching English in the workplace or simply want to connect with other members, join us!

- Teaching English in the Workplace

Non-Adjudicated/ PD Hour

Friday, October 27, 2023 1:45pm-3:15pm

### Poster Sessions

#### Adult English Learners Read and Discuss Tender Topics with Children

1st Floor, Building H

Marsha Chan; Julaine Rosner

Explore best practices in helping adult English learners to increase confidence when reading aloud to children; examine children's literature about challenging situations; recognize ways in which adult learners can challenge stereotypes and think critically about main idea and message. Participants will learn about a project for use with all learners, but that's especially appropriate for non-native speakers who care for children.

Adult, Community College • Content-Based Approaches / Integrated-Skills, English for Specific Purposes • Intercultural Communication, Teaching English in the Workplace

Adjudicated/PD Hour

#### Applicable Tricks for ESL Students to Speak English Easier

1st Floor, Building H

Hanieh Baradaran

Having beginner and intermediate students speak English and be active students in class and providing them the best method of teaching are very challenging issues, but with the help of twenty different speaking strategies, such as music, fun games, TV show, FluentU, role play, discussion, group activities, reward-based speaking activities and etc., we can grab their attention and motivate them to be a great participant in class. Speaking strategies, Students' motivation and production, Teachers' role.

K-12, Adult, College/University • Content-Based Approaches / Integrated-Skills, Listening / Speaking / Pronunciation • Non-Native Language Educator Issues

Adjudicated/PD Hour

### Are These Opposites? Challenging Binary Thinking in a Beginning Vocabulary Lesson

1st Floor, Building H

Lori Selke

The concept of opposites is important to teach to beginning English learners, and a lesson on opposites also provides a handy opportunity to introduce vocabulary in a structured yet entertaining way. Flash cards, lesson plans, videos, songs, and other resources abound. But from a social justice-informed perspective, some commonly taught 'opposite' pairs may be problematic. Are 'man' and 'woman' really opposites? What about 'love' and 'hate'? Can we critically interrogate these oppositions, even in the beginning classroom? This poster presentation will document one adult beginner lesson that attempted to do so.

Adult • Grammar / Vocabulary • Intercultural Communication, LGBTQ+, Materials Writers

Adjudicated/PD Hour

### Behind Enemy Lines' Teaching Russian Students during War Time

1st Floor, Building H

Johanna Gleason

Online teaching opportunities, which grew immensely in 2020, allow teaching opportunities throughout the world, regardless of location. This presenter describes her U.S. State Department position teaching Russian students, and describes issues faced while teaching during war time. Attendees learn how to apply for and obtain similar teaching positions. Take advantage of this emergent opportunity!

Adult, Community College, College/University, Intensive English Program • Listening / Speaking / Pronunciation, Multi-Level Classrooms, Reading / Writing / Literacy • Online Teaching, Part-Time Educators

Adjudicated/PD Hour

### CATESOL Interest Groups - What Interests You?

1st Floor, H Building

Marsha Chan; Randy Rightmire; Nina Dellona

CATESOLers have so many interests! Members can join an unlimited number of Interest Groups (IGs). Currently, our dazzling array of IGs for your participation includes TOP, TEW, OT, MW, RC, NNLEI, CSU, CIRT, IC, LGBTQ+, RW, TELL, USC. Wow! Come to see what each of these acronyms means and what each IG focuses on. You'll have a chance to chat with present and past IG Chairs and some of our IG Coordinators.

K-12, Adult, Community College, College/University • Teacher Training and Education • Teaching of Pronunciation, Non-Native Language Educator Issues, Refugee Concerns, University of Southern California, California State Universities, Intercultural Communication, LGBTQ+, Corpus-Informed Research and Teaching, Materials Writers, Online Teaching

Non-Adjudicated/ PD Hour

### Developing Communicative Competence through the Direct Method in EFL Class

1st Floor, Building H

Shihua Zhang

## CATESOL 2023

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Communicative competence is now regarded as an essential and widely accepted skill in language teaching. The Direct Method is becoming increasingly popular in English as a Foreign Language (EFL) classrooms (Banitz, 2022). This presentation will encompass the challenges educators may face while employing the Direct Method, along with principles to overcome these obstacles. Attendees are expected to gain valuable insights, resources, and practical strategies for effectively utilizing the Direct Method to foster language acquisition and language use.

K-12, Adult • Listening / Speaking / Pronunciation • Intercultural Communication, Teaching English in the Workplace

### Election and Voting Resources for Adult Learners

1st Floor, Building H  
Jennifer Gagliardi

Empower students to participate in the democratic electoral process! Participants identify the latest resources in the form of pdfs, videos, online courses, with emphasis on the electoral process, voting rights, and voting responsibilities. By adapting and incorporating these resources, participants can implement learning strategies appropriate for ESL, EL/Civics, HiSet, ABE, IELCE/IET, or Citizenship classrooms, political campaigns, and voting booths.

Adult, Community College, College/University • Advocacy / Social Justice / DEI / Intercultural Communication • Intercultural Communication, Materials Writers, Technology-Enhanced Language Learning

Adjudicated/PD Hour

### How to Create a Balanced ESL Classroom

1st Floor, Building H  
Denise Thomas

In today's modern classroom, the principle of student-centered learning is at the forefront. Teacher-centered is considered old-fashioned and undesirable. But ESL/ELL students need both methods of teaching to truly thrive and master the language. Join Ms. Thomas as she describes and gives examples of a balanced ESL classroom.

K-12,Adult,Community College,College/University • Teacher Training and Education •

Adjudicated/PD Hour

### Integrating Reflection Activities into a University Curriculum

1st Floor, Building H  
Phoebe Lyon

Reflection on language learning helps learners think deeply about their abilities, helping them become more aware of their linguistic knowledge and self-regulatory skills (Huang, 2021), thus developing metacognitive awareness (Fleming, 2014). In this presentation, I will describe the rationale for a project that has systematically integrated reflection activities into a university's language curriculum. I will present materials shown to help students reflect on and connect class learning to their overall learning, whilst also aiding teachers in introducing meaningful reflective activities into classes. Finally, I will discuss the challenges associated with implementing the materials into the curriculum and subsequent modifications.

Community College, College/University • Teacher Training and Education • California State Universities, University of Southern California

Adjudicated/PD Hour

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## Motivating and Engaging Adult ESL Learners: A Humanizing Pedagogy Approach

1st Floor, Building H

Guoran Zhang

Motivation plays a vital role in second language acquisition, particularly for adult learners of ESL. Each year, the 115 California Community Colleges provide ESL courses for tens of thousands of English Learners with various social, cultural, ethnic, and educational backgrounds. The learners' diverse backgrounds result in different learning styles, prior knowledge, and cultural values, making it difficult to find strategies and techniques of motivation and engagement that are relatable and effective for all. The presentation aims to identify intrinsic and extrinsic motivation in adult learners and provide strategies for promoting these motivations through a humanizing pedagogy approach.

Adult, Community College • Content-Based Approaches / Integrated-Skills, Multi-Level Classrooms, Reading / Writing / Literacy • California State Universities, Intercultural Communication, Technology-Enhanced Language Learning

Adjudicated/PD Hour

## Spanish in Spain: Linguistics, Education, and Interculturality

1st Floor, Building H

Noemi Castelo Veiga; Ondine Gage

Spain has experienced many immigrant, refugee, and asylum seeking populations, which has prioritized research in language teaching. This presentation provides a systematic qualitative review of the literature on the teaching and learning of Spanish as a target language for emergent bilinguals and international students in Spain. Analyzing the literature published between 2019-2023 in 34 scientific journals, including qualitative, quantitative, mixed methods, revisions, and proposals, the author's main findings indicate four key topics: methodology, didactic resources, goals, and teaching training. Participants will be engaged to compare these findings with the U.S. context through Mentimeter.

K-12, Adult, Community College, College/University • Advocacy / Social Justice / DEI / Intercultural Communication, Reading / Writing / Literacy, Teacher Training and Education • Intercultural Communication, Refugee Concerns, Research Writers

Adjudicated/PD Hour

## The Innovative Use of Cultural and Authentic Materials for ESOL

1st Floor, Building H

Peter Byun

This presentation will give the audience opportunities to see the innovative applications of many cultural and authentic materials for ESOL. More specifically, it will present the ideas of various activities using cultural and authentic materials such as online materials, signs, and humor in connection with three domains of authenticity: linguistic, cultural, and functional authenticity. The audience will be able to widen their view to incorporating culture and authenticity in ESL/EFL classes, especially in connection with technology.

K-12, Adult, Community College, College/University, Intensive English Program • Materials Development / Publishing, Teacher Training and Education • Intercultural Communication, Materials Writers, Technology-Enhanced Language Learning

Adjudicated/PD Hour

### Using Dance to Motivate Adult ESL Learners through TPR and Experiential Learning

1st Floor, Building H

Gina Ghaffari

Research suggests that dance can serve as a valuable method for language acquisition. This proposal aims to examine the connection between dance, experiential learning theory, and the total physical response (TPR) method in teaching English. This presentation will explore how these theories can enhance vocabulary retention and encourage active engagement in speaking and listening activities, including cultural reflection. Incorporating dance into language classes creates an enjoyable and motivating learning experience for all levels of proficiency.

K-12, Adult, Community College, College/University, Intensive English Program • Grammar / Vocabulary, Listening / Speaking / Pronunciation, Multi-Level Classrooms • Intercultural Communication

Adjudicated/PD Hour

### When Culturally Responsive Teaching Meets Social-Emotional Learning

1st Floor, Building H

Sharon Ju-Ting Cheng

With English as one of the most spoken languages, the demand for learning the language continues to increase as the world becomes more international. However, when it comes to teaching students learning a new language, especially speakers of other languages, educators can sometimes overlook the importance of culturally responsive practices and the students' social-emotional well-being, and how that impacts their language learning experiences. This presentation addresses these aspects and focuses heavily on how educators can support emergent bilinguals in classrooms when they face challenges in a new environment, and what strategies can be implemented for the educators and students' success.

K-12, Adult, Community College, Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication, Teacher Training and Education • Intercultural Communication, LGBTQ+, Refugee Concerns

Adjudicated/PD Hour

### Word of the Day: Promoting Learner Agency while Building Community via Peer Teaching

1st Floor, Building H

Doria Ruhl

This poster session focuses on a student-centered classroom activity called 'Word of the Day', which gives learners the opportunity to be co-creators of knowledge by teaching vocabulary they encountered outside of class, to their classmates. This engaging activity fosters vocabulary acquisition while building community, empowering learners with autonomy, and helping them become independent language users. It helps students build self-confidence and face their fear of public speaking, promoting interaction with language outside of the classroom, and encouraging individual participation in the classroom.

K-12, Adult, Community College, College/University, Intensive English Program • Grammar / Vocabulary, Listening / Speaking / Pronunciation, Multi-Level Classrooms •

Adjudicated/PD Hour

### 23 Ways to Use Corpora in the Classroom

H213

Margi Wald; Nicole Brun-Mercer; Keith Folse

## CATESOL 2023

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In honor of CATESOL 2023, CIRT-IG is sharing 23 tried-and-true activity types to use in your ESL classrooms. Facilitators highlight corpus-informed activities designed to help students improve all skill areas, present tips and caveats, and provide time for attendees to tailor assignments to their specific classroom needs.

K-12,Adult,Community College,College/University,Intensive English Program • Grammar / Vocabulary,Listening / Speaking / Pronunciation,Materials Development / Publishing • Corpus-Informed Research and Teaching,Materials Writers,Online Teaching,Technology-Enhanced Language Learning

Non-Adjudicated/ PD Hour

Friday, October 27, 2023 2:00pm-2:30pm

### Lightning Talk

AI Adventures: Unleashing Descriptive Power through Chatbot Storytelling

H313

Kazuya Shida

In this session, the 2023 Ron Lee Technology Award Recipient will demonstrate how learners can utilize a Chatbot to make their own adventure stories and generative AI to create imagery to support the story. The idea of language learning using AI and Chatbots is not well known in the ESL teaching community, and practical methods of integrating it into curricula are not readily available. Thus, the presenter will present his lesson plan and examples of student work, as well as discuss various ways to modify the lesson to fit the learning needs of various ESL contexts and lesson topics.

K-12,Adult,Community College,College/University,Intensive English Program • Listening / Speaking / Pronunciation,Reading / Writing / Literacy • Technology-Enhanced Language Learning

Non-Adjudicated/ PD Hour

Friday, October 27, 2023 2:00pm-3:15pm

### Concurrent Session 3

Building Community for Newcomers in Class and the Broader Community

D-119

Sherry MacKay

This panel will highlight three projects by ESL instructors who work with adult learners with refugee and immigrant backgrounds. The thread that ties these presentations together is the theme of community building and how it supports students' emotional well-being. The panelists' presentations can inspire participants to explore new ways of building community: a) within the class; b) by bringing outside experts in the class; and c) connecting students to their larger community.

Adult • Teacher Training and Education • Refugee Concerns

Non-Adjudicated/ PD Hour

Breaking New Ground: Online Speaking Practice With Conversational AI

H212

Katrina Tamura; Ryan Detwiler

Adult ESL students need more opportunities to practice speaking. With the release of ChatGPT, students can practice speaking English online with conversational 'chattybots.' The benefits include 24-hour availability, stress-free speaking practice, and realistic conversations about a wide range of topics. Come to this workshop to learn what chattybots are, how to share them with your students, and how to embed them in your Canvas. Bring your laptop or tablet! In this workshop, you'll make your own AI-powered chattybot!

K-12, Adult, Community College, College/University, Intensive English Program • Listening / Speaking / Pronunciation • Materials Writers, Online Teaching, Technology-Enhanced Language Learning

Adjudicated/PD Hour

### Building Community through Enhanced Student Life Programming

H109

Krista Raimondo Limon; Megan Ernst

How can we build a campus community that encourages student engagement, retention, and success? By highlighting the positive impact of community building, this interactive workshop offers practical insights and actionable steps to foster a sense of belonging for adult English learners. Presenters share their findings, challenges, and resources for three successful Noncredit ESL initiatives: an outreach and retention program, a tutoring and conversation center, and student service learning. Through guided discussions, participants identify their student needs, stakeholders, relevant community organizations, and receive a template for program planning from start to finish.

Adult, Community College • Advocacy / Social Justice / DEI / Intercultural Communication • Intercultural Communication

Adjudicated/PD Hour

### Course Navigation and Chunking: Breaking Online Material into Manageable Segments

H113

Ingrid Bairstow; Mariana Silva

How do you design your online course and ensure students know how to navigate it successfully? What springs to mind when you hear, 'meaningful chunking?' Meaningful chunking refers to breaking down course content into bite-sized segments. Chunking reduces the cognitive load on students and makes navigation easier. Easier navigation allows learners to better absorb and process learning material. Facilitators will share chunking design tips based on the rubric from California Community Colleges Online Education Initiative (OEI) and provide hands-on interactive activities for participants.

Adult, Community College, College/University • Content-Based Approaches / Integrated-Skills, Teacher Training and Education • Online Teaching, Part-Time Educators, Technology-Enhanced Language Learning

Adjudicated/PD Hour

### Crafting ESL Materials with AI: A ChatGPT Prompt Workshop

H312

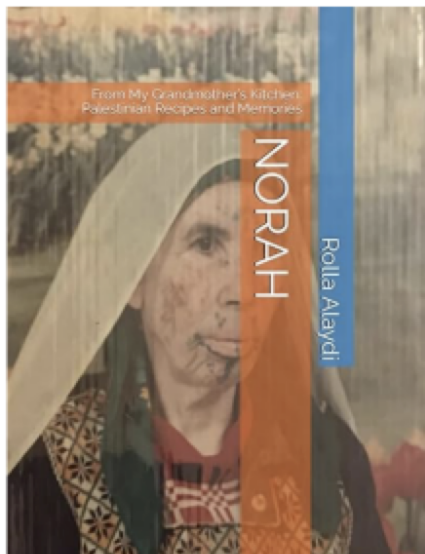
Nathaniel Fifield

This workshop utilizes ChatGPT, a generative AI by OpenAI, to revolutionize ESL teaching techniques. The workshop demystifies 'prompt engineering,' enabling educators to create highly customized teaching materials. Participants will learn and apply these techniques by generating various resources such as dialogues, grammar tables, and activity ideas for an A1 level class. The workshop concludes with a discussion on the implications and applications of AI in ESL teaching. Comprehensive handouts of best practices and prompts for a demonstration will be provided.

Adult, Community College, College/University, Intensive English Program • Materials Development / Publishing, Teacher Training and Education • Materials Writers, Part-Time Educators, Technology-Enhanced Language Learning

Adjudicated/PD Hour

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Join Rolla Alaydi on a culinary adventure that transcends borders, cultures, and generations. "NORAH: From My Grandmother's Kitchen: Palestinian Recipes and Memories" is more than just a cookbook; it's a heartfelt memoir that delves into the kitchens and lives of Palestinian families.

- **Discover the recipes:** From lentil soup, a humble yet nourishing dish that speaks of resilience, to the aromatic flavors of Palestinian cuisine that have been passed down for generations.
- **Uncover the stories:** Rolla's journey from a Gaza refugee camp to the United States is intertwined with tales of family, loss, and the enduring bonds that food creates.
- **Learn the lessons:** Just as her grandmother imparted wisdom in her kitchen, Rolla shares life lessons that echo through her recipes, reminding us of the power of generosity, resilience, and the importance of preserving cultural heritage.



## Critical Pedagogy/Andragogy and Participatory Action Research in Immigrant Education

H151

Sachiko Oates

In the past few years, approaches to antiracist education and decolonization of ESOL/multilingual/immigrant education and research have gained attention. Using tools such as journey mapping and digital (counter) storytelling and incorporating critical andragogy, praxis, and critical participatory action research can support adult immigrant-origin learners' reflective thinking, critical consciousness, and social capital development. Let's start a conversation around humanizing and decolonizing research and immigrant education.

Adult, Community College, College/University • Advocacy / Social Justice / DEI / Intercultural Communication • Intercultural Communication, Research Writers

Adjudicated/PD Hour

## Differentiation by Design: Optimizing Learning for Adult English Learners

H152

Betsy Parrish

In this workshop, participants explore a systematic approach to differentiating instruction to provide an optimal and inclusive learning environment for adult English learners. We start by expanding our definition of what mixed ability entails. The presenter then demonstrates how to vary content, instructional processes, and products to ensure success for learners with varying backgrounds, levels, and needs. Workshop participants experience and then unpack classroom examples, looking for the ways that content, process, and products are differentiated within a lesson while considering how to apply the practices to their own settings.

Adult, Community College • Multi-Level Classrooms •

Adjudicated/PD Hour

## Engaging Community-Building Activities in the New Post-Pandemic Classroom

H222

Kate Hey; Gilda Ekhtiar; Michael Akard; Sara Berger

Striving to create a community in their new post-pandemic hybrid courses, four instructors will share activities that help engage students in face-to-face and online environments. The isolation during the pandemic left some students disengaged. The aim of these activities is to maximize students' engagement and improve attendance through community building. Several interactive activities that engage students in the classroom and an online platform will be shared. Attendees will walk away with ideas that can be used in their own in-person or online classes. They will also participate in two hands-on, engaging activities that require little to no preparation.

Community College, College/University • Grammar / Vocabulary, Listening / Speaking / Pronunciation, Teacher Training and Education •

Adjudicated/PD Hour

## New Quizzes in Canvas

H112

OTAN SCOE

New Quizzes in Canvas offers ways for learners to demonstrate their growing knowledge of language comprehension and in context vocabulary use. This workshop's purpose is to engage participants with the new Categorization 1, Fill in the Blank 2, and Ordering 3 types using explanatory text. This interactive session will model and then facilitate collaborative participant creation of their own quizzes for their own classroom.

K-12,Adult,Community College,College/University,Intensive English Program • Grammar / Vocabulary,Multi-Level Classrooms,Program Administration and Evaluation • Online Teaching,Technology-Enhanced Language Learning

Adjudicated/PD Hour

### Planning the Third 'P' for Grammar Lessons: Authentic Communicative Practice

H202

Nathan Carr

Textbooks rarely offer much in the way of production activities for grammar points. However, with a little practice, teachers can become skilled at creating guided and communicative practice activities themselves. Participants in this workshop will practice planning and developing their own guided and communicative grammar practice activities in small groups. Participants will select a grammar point and topic or situation from their own classes and use them as the basis for the activities. Participants will be encouraged to upload their group's activity plans to Padlet to share with other participants.

K-12, Adult, Community College, College/University, Intensive English Program • Grammar / Vocabulary, Materials Development / Publishing, Teacher Training and Education • Materials Writers

Adjudicated/PD Hour

### Revolutionizing Language Learning: The Synergy of Learning Styles and Growth Mindset

H153

Zsa Zsa Aranas

The research provides a theoretical foundation on the different learning styles prevalent among ESL learners, such as visual, auditory, kinesthetic, and tactile learners. Applying growth mindset strategies in teaching is key to fostering an environment that encourages self-confidence, motivation to learn, and pursuing challenging goals. In this workshop program, TESOL practitioners will engage in interactive learning activities to assess their understanding of different learning styles and learn how to apply growth mindset strategies in their teaching methods.

College/University • Content-Based Approaches / Integrated-Skills,Advocacy / Social Justice / DEI / Intercultural Communication •

Adjudicated/PD Hour

### RULE of 3: Breaking New Ground in Multimedia Literacy Instruction

H154

Linda Navarrette; Teresa Hsu

Come Meet Mrs. Panda, an animated pedagogical agent (APA) who teaches language and literacy with the RULE of 3 (RAP), a revolutionary multi-faceted, multimedia learning system that provides integrated vocabulary, phonics, language, and literacy development for K-6 learners. The presentation reviews recent studies that present reading development from a neuroscience perspective. This proposal breaks new ground with the use of an APA who supports neuroscience through a blended multimedia learning approach that complements in-person learning. This workshop will take participants step by step through the RAP creative construction learning processes of REHEARSE, ANALYZE, PRODUCE and the technology enhanced multimedia.

K-12 • Content-Based Approaches / Integrated-Skills,Multi-Level Classrooms • Corpus-Informed Research and Teaching,Technology-Enhanced Language Learning

Adjudicated/PD Hour

**Teaching Across Literacies in Adult Education: Challenges, Impacts, and Reflections**

H108

Johanna Gleason; Ryane Willis; Jia Sun

Literacy development encompasses more than reading and writing. Today's ESOL educators must help their students build traditional literacy in tandem with digital, visual, and cultural literacies. This expansion requires not only an enhanced set of skills and innovations on teachers' parts but also demands that teachers come to the classroom with empathy, patience, and an eye toward engaging critically and reflectively with texts, symbols, and other linguistic artifacts. This panel will explore the impact and challenges of teaching multiple literacies in the context of adult education, especially, though not solely, for refugees and asylees with limited access to resources.

Adult • Multi-Level Classrooms, Reading / Writing / Literacy • Refugee Concerns, Technology-Enhanced Language Learning

Adjudicated/PD Hour

**Friday, October 27, 2023 2:45pm-3:15pm**

**Lightning Talk**

**Empowering Language Classrooms: Learners' Stories as a Curriculum in Action**

H313

Glen Ryan Alejandro

In this session, the 2023 Gail Weinstein Award Recipient demonstrates the use of Weinstein's Learners' Lives as Curriculum Model in his high school English Language Arts classes. This student-centered approach integrates learners' stories into the curriculum to foster engagement, language development, and a sense of belonging. The presenter provides sample lessons and examples of student work. Attendees gain new ideas on how to use learner stories as a springboard for teaching specific language skills and structures in authentic and relevant contexts, as well as empower learners to set goals and reflect on their progress.

K-12,Adult,Community College,College/University,Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication,Multi-Level Classrooms,Reading / Writing / Literacy • Intercultural Communication

Non-Adjudicated/ PD Hour

**Friday, October 27, 2023 3:15pm-4:15pm**

**Exhibitor Hour & Snacks**

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Friday, October 27, 2023 4:15pm-6:15pm

**Special Session****Say It Forward: Oral History as Pedagogy for Building Community and Communication**

D-119

Erin Limoges; Jessica Fagen

Erin Vong Limoges and Jessica Fagen will lead a workshop centering oral history as a pedagogical tool for teaching and learning, introducing the Voice of Witness methodology for ethics-driven, empathic storytelling. In this hands-on workshop, participants will explore how to create a culture of bravery and sharing with their classes, how to center culturally relevant stories in their curricular content, and how to teach students to collect their own communities' stories. Educators will also have the opportunity to practice their own interview and narrative storytelling skills to model how this approach works in the classroom.

K-12,Adult,Community College,College/University • Advocacy / Social Justice / DEI / Intercultural Communication,Teacher Training and Education • Intercultural Communication

Non-Adjudicated/ PD Hour

Friday, October 27, 2023 4:15pm-5:00pm

**Concurrent Session 4****Discourse Intonation Breakthrough: Understand and Teach It**

H153

Ellen Lange

Recent research in prosody and pronunciation (discourse intonation) suggests that we have been teaching English learners to stress too many content words in sentences, and, by doing so, are not promoting understanding and meaning for listeners. The presenter will outline the new method, referred to as 'peaks and valleys,' and then will guide attendees on how to go beyond the research and apply it to teaching, sharing concrete examples and having attendees practice teaching it. She will also explain how this method helps students manage discourse and why and how their intelligibility improves, making it easier for their listeners to understand.

K-12, Adult, Community College, College/University, Intensive English Program • Listening / Speaking / Pronunciation • Teaching of Pronunciation

Adjudicated/PD Hour

**From Essay Assignments to Corpus: Academic Writing through Tailored Instruction**

H109

Kara MacDonald; Nicole Brun-Mercer

Students write numerous essays over the course of a semester or academic year. Often they are examined as isolated pieces of writing, but collectively they can provide valuable insight to support student learning. The presenters demonstrate how to create a corpus from student-generated written work and analyze lexical and grammatical forms in that corpus to inform future instruction. Such data-driven decision-making allows teachers to adjust pedagogical practices to meet students' specific needs, using free and easy to use corpus analysis programs.

Adult, Community College, College/University, Intensive English Program • Reading / Writing / Literacy • Corpus-Informed Research and Teaching

Adjudicated/PD Hour



## Gated Entry & Code: An Inquiry Into English, Gender, and Symbolic Power

H222

Kelly Metz-Matthews

Theorizing around language ideologies, language as symbolic power, and gender and multilingualism is not scarce. However, research on language as gendered symbolic power in the Indian context is only emergent. This presentation examines the findings of a qualitative dissertation study into English as gendered symbolic power amongst multilingual Indian and Indian-American women in the United States. Using a grounded theory approach and taken up from a critical lens and a feminist standpoint epistemology, the study's largely exploratory design traded breadth for depth and engaged in the creation of a third space in order to examine women's language ideologies and experiences.

Adult,Community College,College/University,Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication • Intercultural Communication,Non-Native Language Educator Issues,Research Writers

Adjudicated/PD Hour

## Grammar Teaching in the Age of Grammarly, Digital Translation, and AI

H212

Anne Agard

Our college students now have easy access to digital tools that do the grammar we have traditionally taught them, begging many questions about how and even why to teach the subject. This presentation will discuss those issues and demonstrate a useful pedagogical approach for an intermediate or advanced grammar class using a flipped model, oral practice, process writing, and metacognitive annotation of written work.

Community College • Grammar / Vocabulary • Online Teaching,Technology-Enhanced Language Learning

Adjudicated/PD Hour

## How Language Background Affects Performance on the Duolingo English Test

H202

Nathan Carr

This study investigates the effect of test takers' language backgrounds on performance on the Duolingo English Test (DET). It considers the effects of English as L1 or L2, length of English instruction, 'circle' of origin, L1 typology, and DET familiarity.

College/University,Intensive English Program • Program Administration and Evaluation • California State Universities,Technology-Enhanced Language Learning,University of Southern California

Adjudicated/PD Hour

## Immerse Your Learners: Supplementing Classroom Learning with a VR Platform

H154

Christina Cavage; Misty Wilson

Immerse is a virtual reality language learning platform that can be accessed via a VR headset or desktop computer. This session introduces attendees to the four core features of Immerse, including the pedagogy that supports each one, and shares how language programs are positioning Immerse as a supplemental digital tool to provide adult learners with authentic contexts, everyday role-play activities, and 24/7 AI-powered speaking practice. A demo of Immerse will also be provided.

This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

Adult,Community College,College/University,Intensive English Program • Listening / Speaking / Pronunciation • Online Teaching,Technology-Enhanced Language Learning,California State Universities,University of Southern California

Non-Adjudicated/ Exhibitor

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H154

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Adult,Community College,College/University,Intensive English Program • Listening / Speaking / Pronunciation • Online Teaching,Technology-Enhanced Language Learning,California State Universities,University of Southern California

Non-Adjudicated/ Exhibitor

### Integrating AI into English Education to Enhance Students' Self-Directed Learning

H112

Ziyan Guo

Research has demonstrated a positive relationship between technology usage and self-directed learning (Rashid & Asghar, 2016). This presentation aims to showcase various Artificial Intelligence (AI) tools available to teachers, including ChatGPT, Midjourney, ELSA Speak, and others. Attendees will cultivate an increased awareness of integrating emerging technologies in education, develop an understanding of the benefits and functionalities of select AI tools, and gain practical tips and actionable strategies for effectively integrating these tools into English education to enhance students' language proficiency and their self-directed learning process.

K-12, Adult, Community College, College/University, Intensive English Program • Teacher Training and Education • California State Universities, Online Teaching, Technology-Enhanced Language Learning

Adjudicated/PD Hour

### Leveraging Interest to Promote Engagement, Critical Thinking, and Retention

H213

Andrew O'Shea

During this session, we will explore the multifaceted concept of interest and its profound impact on student learning. By examining the latest research findings, we will uncover the cognitive benefits of interest, including enhanced clarity of thought, deeper understanding, and improved retention. Moreover, we will specifically focus on how National Geographic Learning's new edition of 21st Century Communication seamlessly incorporates the principles of interest to create an engaging learning experience for students. Materials will be provided.\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

Adult,Community College,College/University,Intensive English Program • Content-Based Approaches / Integrated-Skills,Listening / Speaking / Pronunciation,Materials Development / Publishing • Online Teaching,Technology-Enhanced Language Learning

Non-Adjudicated/ Exhibitor



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## Moving Gamification Beyond Points, Badges, and Levels

H113

Deborah Healey

Gamification is a motivational technique. In business, it mostly consists of offering points for specific activities, levels for reaching a certain number of points, and badges for participation. Research has shown that points, badges, and levels alone do not necessarily motivate in the classroom. For long-term engagement and gain, a sense of value and achievement beyond points is needed. This talk will touch on ways to go beyond the basics and build deeper meaning and engagement into a gamified classroom. The use of narrative, personalized goals, and links to actual achievement are essential.

K-12, Adult, Community College, College/University, Intensive English Program • Teacher Training and Education • Materials Writers, Teaching English in the Workplace

Adjudicated/PD Hour

## Navigating Controversy: Preparing Students for Civil Discourse

H152

Tasha Bleistein; Susan Reese

English language learners encounter controversial topics at school, home, and in society at large. This presentation shares practical tips for guiding students as they navigate challenging topics honestly and civilly. Examples from a 10-week international exchange and a community college classroom will be shared.

Adult, Community College, College/University, Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication •

Adjudicated/PD Hour

## Projects Prepare Adult ELLs for College, Careers, Workplaces, Community Integration

H151

Kristi Reyes

Projects that integrate technology are a powerful way to give students real-world work and life preparation. Students can build their knowledge in many topics while developing oral and written communication skills. Carefully-planned projects address standards, motivate students by giving them choice and autonomy, foster growth mindset, and provide students with important digital skills. Attend to learn about projects you can use next week in your class.

Adult • Content-Based Approaches / Integrated-Skills, Standards-Based Instruction • Technology-Enhanced Language Learning

Adjudicated/PD Hour

## Students' Use of A.I. in Writing Courses

H312

Julian Elias

ChatGPT appeared online in late 2022. Since then, many educators and school administrators have been trying to figure out whether students should be allowed to use A.I. for coursework, or whether it should be prohibited. Are students using ChatGPT to cheat and plagiarize? How can we be sure students are using A.I. responsibly and ethically? The presenter, from the UC Davis University Writing Program, will explain ways in which students can use ChatGPT to enhance their understanding of course material and concepts, as well as several guidelines students should follow to avoid plagiarizing from A.I.







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### Using Graded Readers for Extensive Reading

H313

Dorothy Zemach

We'll look at how graded readers are "graded"—how are levels determined? What makes a word "intermediate"? What goes into adapting a classic? What has (or should have!) changed with e-books and electronic dictionaries? We'll examine how to set up extensive reading, including motivating students, designing accountability checks, and handling assessment. Participants get a free e-book choice with permission to share it with one class of students

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

- Reading / Writing / Literacy •

Non-Adjudicated/ Exhibitor

Friday, October 27, 2023 4:15pm-4:30pm

### Lightning Talk

#### Beyond Mere Comparison: Rethinking the Book vs. Movie Essay

H108

Michelle Baptiste

All too often movie vs. book comparisons turn out dull, basic, and boring. But Hollywood movies can motivate students! Thus, I've challenged myself and my multilingual students to find more fascinating, complex, and insightful ways to analyze these two versions of the same story. I'll detail ways to create homework assignments, including guided reading journals and annotated hyperlinked text discussion posts along with in-class activities. I'll also share how to craft an essay prompt that does truly prompt each student to engage meaningfully with their chosen sub-topic in light of the writer's and filmmaker's choices.

College/University • Content-Based Approaches / Integrated-Skills, Reading / Writing / Literacy • California State Universities

Adjudicated/PD Hour

Friday, October 27, 2023 5:15pm-6:00/6:30pm

### Concurrent Session 5

#### Breaking new grounds in CATESOL Chapter Communities 5:15pm-6:30pm

H108

Amanda Simons; Ondine Gage; Jennifer Vahanian; Alyssa Tobar

CATESOL has a reputation of initiating, adapting, and emerging with new perspectives on language teacher education, grounded in a strong research tradition. Breaking new ground this year, the CATESOL Chapters have launched several virtual, hybrid, and in-person events, which have built community within the chapters and across the State. Join this panel to hear about the exciting events and learn about opportunities within your area to explore the CATESOL Chapter Community!

Adult,Community College,College/University,Intensive English Program,K-12 • Content-Based Approaches / Integrated-Skills,Teacher Training and Education • Teaching English in the Workplace,Part-Time Educators,California State Universities

Non-Adjudicated/ PD Hour Non-Adjudicated/ PD Hour

Digital Departments 5:15pm-6:30pm

H202

Michelle McNeary

Most college websites address the big picture when it comes to ESL course offerings and programs, such as guided self-placement exams and program offerings; but they don't speak to the unique, idiosyncratic and often overlooked aspects of what it means to be an ESL student at each respective campus. Having ESL programs create their own departmental websites could help usher in a fresh sense of autonomy in the ESL industry and serve as just the type of groundbreaking innovation we need to not only advocate for ESL students but to also boost enrollment, capture prospective students, and support strategic goals.

Community College • Program Administration and Evaluation • Intercultural Communication, Online Teaching

Non-Adjudicated/ PD Hour

Explaining English Words in a Blended Learning Classroom 5:15pm-6:30pm

H212

Karin de Varennes

Universal Design for Learning (UDL) is an approach to building instruction that is accessible for all learners. UDL leads educators to ensure all materials are accessible to every student and all learning includes a process by which learners can accelerate and slow down as needed. This interactive beginning session highlights what UDL is and the brain science connected to it. Additionally, a common illustrative lesson will be co-created with participants adding in UDL features as well as anticipating and addressing the barriers to it.

K-12, Adult, Intensive English Program • English for Specific Purposes, Grammar / Vocabulary, Multi-Level Classrooms • Online Teaching, Research Writers, Technology-Enhanced Language Learning

Adjudicated/PD Hour

MET: A Reliable, Authentic, and Affordable English Exam for Admissions 5:15pm-6:00pm

H312

Fernando Fleurquin

English exams used for university admissions need to meet high standards in terms of test design, test delivery, and results reporting. This presentation illustrates how the Michigan English Test (MET) is designed, administered, and scored to meet high quality standards and address test takers' and stakeholders' needs.\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

College/University • Program Administration and Evaluation • California State Universities

Non-Adjudicated/ Exhibitor

Promoting Speaking, Listening, Vocabulary, and Fun with Pronunciation Card Games 5:15pm-6:00pm

H153

Randy Rightmire; Marsha Chan

Enliven your class with interactive use of Look in the Lake Cards. Create engaging experiences that motivate students and make repetitive exercises fun. Teach and review points of pronunciation, listening, grammar, vocabulary, and communicative language. Organize pairs, small groups, and teams to provide both cooperative and competitive motivations. Invoke activity from both the left brain (sounds that form words, syntactic sequences) and the right brain (intonation, stress, and rhythm; spatial processing).

## CATESOL 2023

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Energize young and old, beginner to advanced language learners. Objectives, procedures, materials, rewards, and caveats will be presented. Audience participation is encouraged. Come ready to play, learn, win prizes!\*This session is by one of our CATESOL 2023.

Non-Adjudicated/ Exhibitor

### Teaching English in/for the Workplace: A Panel on Trends, Challenges & Resources 5:15pm-6:30pm

H152

Kelly Metz-Matthews; Kathryn Manthorpe; Raquel Ashkenasi; Christian Vela Che

Gather with TEW-IG members and other interested professionals for a panel on trends and challenges in teaching vocational English and English in/for the workplace in an increasingly digital age. We'll talk about what's new (especially, but not solely, in adult education contexts), what's challenging us as educators, and what resources we've found especially useful in our approach to vocational and workplace English instruction. Panelists include both newer and seasoned educators of vocational English, English in the workplace, and other second-language classroom contexts in which students' primary goals include English for professional opportunities and advancement.

Adult,Community College • Content-Based Approaches / Integrated-Skills • Teaching English in the Workplace

Non-Adjudicated/ PD Hour

### Translanguaging with Mandarin-English Bilinguals to Promote Metalinguistic Awareness 5:15pm-6:30pm

H112

Kevin Wong; Feidana Yalikun; Penny Wang; Guoran Zhang

Translanguaging pedagogy values multilingual individuals' linguistic resources, integrating multiple languages to support teaching and learning. The US has 3,669 bilingual education programs, with 2,936 Spanish-English and 315 Mandarin-English programs. While translanguaging has been readily explored in Spanish-English classrooms, few studies specifically examine translanguaging in Mandarin-English classrooms. Yet, Mandarin is distinct from Spanish/English as a logographic system with unique phonological, syntactic, morphological, and pragmatic considerations. The aim of this panel is to explore Mandarin-English bilingualism, highlighting the unique linguistic characteristics of Mandarin and English that promote metalinguistic awareness. Panelists conclude with specific translanguaging practices to support Mandarin-English students.

K-12,Adult • Grammar / Vocabulary,Listening / Speaking / Pronunciation,Reading / Writing / Literacy • Technology-Enhanced Language Learning,Teaching of Pronunciation

Adjudicated/PD Hour

### Trauma-Informed Teaching: Skills and Strategies for Working with Adult Learners 5:15pm-6:30pm

H151

Sherry MacKay; Elizabeth Eastman

This workshop will enable participants to create a trauma-sensitive learning environment for adult learners with refugee and immigrant backgrounds. Participants will be introduced to concepts and tools in order to: (a) understand how trauma impacts learning; (b) support teacher and student well-being; (c) apply mindfulness in class; (d) co-create a safe, supportive and welcoming learning environment; and (e) respond to potentially challenging situations, such as classroom dynamics and/or students experiencing strong emotions.

Adult • Teacher Training and Education • Refugee Concerns  
Non-Adjudicated/ PD Hour

Friday, October 27, 2023 **6:30pm-7:30pm**

## Evening Events

### CATESOL Leadership Reception

D-119

Anthony Burik

Are you a member of the outgoing or incoming CATESOL Leadership Team? At this invite-only reception, join us for light refreshments, appreciation, and a chance to meet other CATESOL Leadership Team members face to face. Incoming Leadership Team members will have a chance to chat with our outgoing President Anthony Burik, incoming President Song Hong, and other English language education changemakers. Ask questions and make new friends before our off-campus Friday Night Event.

### Graduate Student Mixer 2023

H Building, 1st Floor

Sami Vuong

The Graduate Student Mixer will be an informal event to allow graduate students and novice teachers to network and share ESL/EFL experiences. The goal of the event is to have a better understanding of the TESOL field by connecting with one another and providing resources for professional development. The theme of the mixer will be Teachers' Night Out. This event will include several fun activities: conversation cards, CATESOL fun fact scavenger hunt, photo booth, and a snack and beverage station. Participants are also encouraged to bring a friend to network in a fun and relaxing environment.

• Teacher Training and Education • Intercultural Communication, Part-Time Educators, Teaching English in the Workplace

## Evening Events

### Friday Night Activity at Oakland Museum of California

#### Oakland Museum of California

Experience an unforgettable evening at the Oakland Museum of California (OMCA) with SambaFunk! featuring the incredible King Theo Ogum! This free event is an extraordinary cultural journey.

Listen to live SambaFunk music, engage in hands-on activities for all ages, purchase dinner at the food trucks, and enjoy late-night access to OMCA's stunning galleries and special exhibitions.

Join the Thursday and Friday plenary sessions for a chance to win one of 30 FREE museum tickets. Use your ticket on any day that suits your schedule, even if you can't make it on Friday. Museum tickets are generously sponsored by **CATESOL**.

The OMCA is just a 5-minute drive away from College of Alameda. Don't miss this opportunity to celebrate culture and creativity at OMCA!

For additional information, please visit <https://museumca.org/>

### Friday Night Event at Building 43 Winery

#### Building 43 Winery

Join us for a casual night of drinks and socializing at Building 43 Winery, located in Alameda's historic Naval shipyard just a short 5-minute drive from Alameda Community College. Building 43 specializes in handcrafted, sustainable, small-batch varietals from the Sierra Foothills, and is offering free tastings for the first 200 guests. Wine and other beverages, as well as food from a local food truck, will be available for purchase. Sip your beverage of choice from the comfort of the tasting room or mosey outside to the garden patio and fireplace. Families are welcome in the patio area. The tasting room inside is 21 and over.

We are grateful for sponsorship from our partner Ellii for making this event possible!



# Friday Night

## Building 43 Winery

Join us for a casual evening of wine and socializing

*Latina and veteran owned winery located in Spirits Alley on the former Alameda Naval Air Station, specializing in handcrafted, sustainable, small-batch varietals from the Sierra Foothills.*

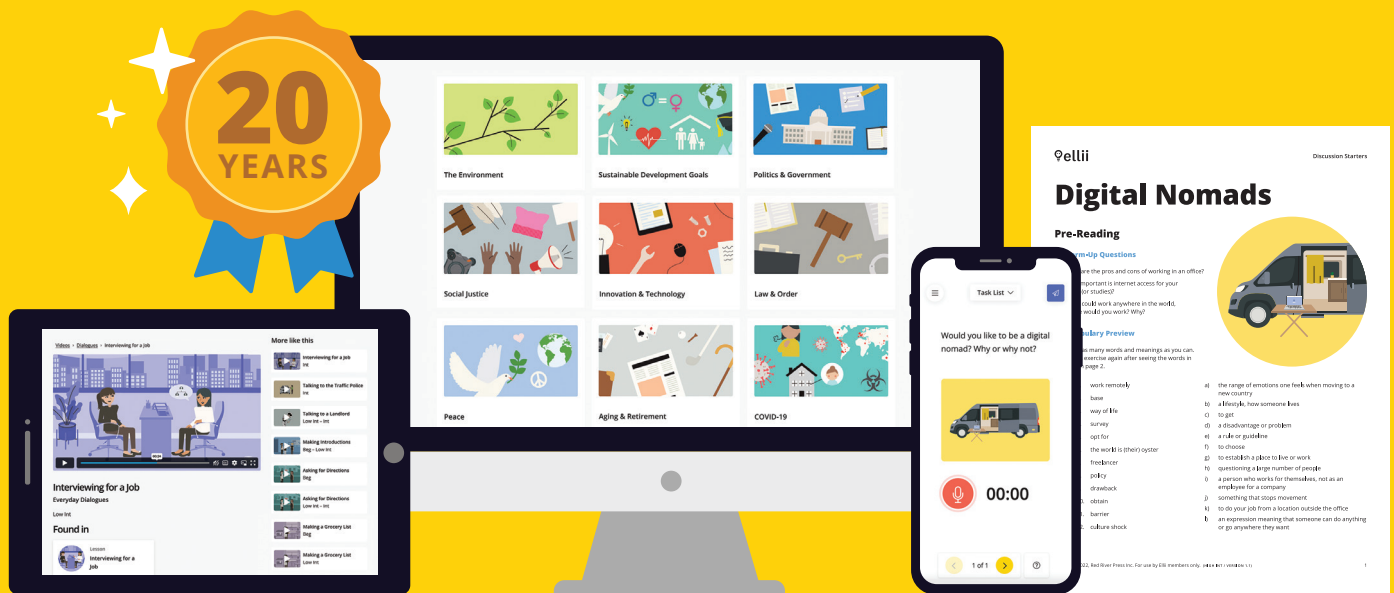


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# CATESOL 2023 Saturday Schedule

College of Alameda

Saturday, October 28, 2023

7:30pm-12:30pm	<b>Registration</b>	H Building, 1st floor
8:00am-9:00am	<b>Grab &amp; Go Breakfast with Exhibitors</b>	F Building, 2nd Floor
8:00am-5:00pm	<b>Exhibitor Hall &amp; Coffee</b>	F Building
8:30am-9:00am	<b>CATESOL Business Meeting</b>	Gym
9:00am-9:45am	<b>CATESOL Town Hall</b>	Gym
9:00am-9:45am	<b>Concurrent Session 1</b>	Various
10:00am-10:45pm	<b>Concurrent Session 2</b>	Various
11:00am-12:15pm	<b>Saturday Plenary: Debra Suarez</b>	Gym
12:15pm-1:45pm	<b>Food Truck Lunch</b>	Courtyard outside F
12:45pm-1:45m	<b>Lunch, Level Rap Sessions, &amp; IG Mtgs</b>	Various
2:00pm-3:15pm	<b>Concurrent Session 3</b>	Various
3:15pm-4:15pm	<b>Exhibitor Hour &amp; Snacks</b>	F Building
4:15pm-5:00pm	<b>Concurrent Session 4</b>	Various
5:15pm-6:30pm	<b>Concurrent Session 5</b>	Various

## Saturday, October 28, 2023

Saturday, October 28, 2023 7:30am-12:30pm

### Conference Registration

H Building, 1st Floor

Welcome to CATESOL 2023! Check in to pick up your badge, lunch tickets, and other goodies at the Registration desk. Registration closes at 12:30pm today.

Saturday, October 28, 2023 8:00am-9:00am

### Grab & Go Breakfast with Exhibitors

F Building, 2nd Floor

Another day, another breakfast. Come upstairs to find the fuel you need to take you from presentations to plenary!

Saturday, October 28, 2023 8:00am-5:00pm

### Exhibitor Hall & Coffee

F Building

Have you said hello to our exhibitors and stopped by the CATESOL table yet? Find innovative teaching resources and chat with industry experts to learn what's new in the English language education world. Don't forget to shop our incredible Bay Area artisans. PS. Warm beverages are upstairs. Grab one to keep yourself hydrated throughout the remainder of the conference!

Saturday, October 28, 2023 8:30am-9:00am

### CATESOL Business Meeting

Gym

Anthony Burik; Song Hong

Join us to learn about the past year of CATESOL happenings. We'll be providing financial reports and giving an overview of our professional development efforts. We will also be installing our new Board Members for the 2023-2024 year. After the Business Meeting will be the Town Hall, where you will have a chance to ask questions and share ideas with the CATESOL Leadership team.

K-12,Adult,Community College,College/University,Intensive English Program • •

Saturday, October 28, 2023 9:00am-9:45am

### CATESOL Town Hall

Gym

Anthony Burik; Song Hong

Join us to ask your questions about the CATESOL organization and share your ideas or hopes for the upcoming CATESOL year. Incoming President Song Hong will be here, along with many members of the CATESOL Leadership Team.



Join author and  
UC Berkeley Extension  
honored instructor  
**Carol Lethaby**  
at CATESOL 2023!



## Evidence-based English language teaching: Connecting theory and practice

Saturday, October 28 | 9:00-9:45 am | Room D-119

Teaching English

An Introduction  
to Evidence-Based  
Teaching in the English  
Language Classroom  
Theory and Practice



Carol Lethaby, Russell Mayne  
and Patricia Harries

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Format: Kindle and paperback



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**Concurrent Session 1****Evidence-based English language teaching: Connecting theory and practice**

D-119

Carol Lethaby

This presentation looks at the idea of evidence-based teaching and what this means for English language teaching. First, we'll look at what evidence-based teaching is (and what it isn't!). Then, we'll look at the different potential sources of 'evidence' for what works in teaching, including the areas of neuroscience, cognitive science and psychology, pedagogy and second language acquisition. We'll examine some of the most relevant findings to language teaching in each of these fields and think about how research can help to guide and inform our teaching practice.

K-12, Adult, Community College, College/University, Intensive English Program • Materials Development / Publishing, Teacher Training and Education • Materials Writers

Non-Adjudicated/ PD Hour

**Accelerate Engagement: Using VR in ELT Teaching and Learning**

H222

Christina Cavage; Misty Wilson

Getting students engaged in authentic, natural conversations is a challenge in most programs. With benchmark measures, and academic tasks tightly scheduled, there is often little time for learners to practice in everyday speaking environments. This session explores using VR to build, foster and sustain learner engagement while building conversational skills. See how learners can engage in natural conversations in environments where these conversations take place--from the doctor's office to the shopping center.

Adult, Community College, College/University, Intensive English Program • Listening / Speaking / Pronunciation • California State Universities, Technology-Enhanced Language Learning

Adjudicated/PD Hour

**Action Research Informed EAP Instruction in the ChatGPT Era**

H153

Kara MacDonald

ChatGPT presence has prompted many discussions, mainly from the point of view of educators and school leadership, but understanding students' view is critical as well. This presentation shares postgraduate second language (L2) English students' views of AI tools in terms of how the technology affects their thinking and writing processes. Additional questions examined are how views compare to students' first languages (L1), disciplines, postgraduate programs, and prior course experience with the instructor. Based on the findings, pedagogical implications to support students in navigating AI tools for the learning of English for Academic Purposes (EAP) writing, are shared.

Community College, College/University, Intensive English Program • Reading / Writing / Literacy • Research Writers, Technology-Enhanced Language Learning

Adjudicated/PD Hour

## Breaking the Norms! Promoting Alternative Approaches to ESL Writing

H312

Aziz Qureshi

Diversity in writing assignments not only challenges writers, but also boosts their interest in writing. This presentation will focus on introducing alternative writing approaches to multilingual writers by using contemporary writing tasks and comprehensive step-by-step processes of research, synthesis, and response writing which take students through a whole new writing experience.

Community College, College/University, Intensive English Program • Reading / Writing / Literacy, Teacher Training and Education • California State Universities, Research Writers

Adjudicated/PD Hour

## Challenges and Successes in Advocacy Work for Multilingual Students

H109

Bitia Bookman

In spring 2023, the ESL department at Santa Rosa Junior College began several advocacy works for multilingual students: 1) developing and proposing transfer-level ESL courses for GE and IGETC Humanities credit, 2) creating noncredit mirrors of credit courses to remove the financial barrier for students, and 3) changing the department's name to one that is more uplifting and inclusive. In this session, the speaker shares her experience, challenges, and successes, and invites the participants to share their own advocacy work at their institution and the broader educational context. There will be time for Q&A.

Community College • Advocacy / Social Justice / DEI / Intercultural Communication •

Adjudicated/PD Hour

## Chopsticks Aren't Only for Eating! A Sensory Exploration of /n/-l/

H213

Marsha Chan

Speakers of southern and southwestern Chinese may exhibit difficulties distinguishing /l/ and /n/ sounds. Lack of distinction of these phonemes in English can lead to a loss of intelligibility because of the high functional load of /l/-/n/, such as night-light, no-low, nine-line. This session describes the documented dialectal influences on perception and production and provides instruction on how to teach students to improve the position of the tongue in the mouth with the help of a chopstick in order to articulate these sounds more successfully. An instructional video clip is shared with participants for use with learners.

Adult, Community College, College/University, Intensive English Program • Listening / Speaking / Pronunciation • Teaching of Pronunciation

Adjudicated/PD Hour

## English and Artificial Intelligence: Where Are We Heading?

H151

Soo Min Lee

The presentation highlights the controversial impact of ChatGPT, an advanced AI application, in language education. Concerns arise from its ability to write school assignments and professional documents, raising worries about the future of language teachers and English as a lingua franca. Despite a concern that English might lose its influence, the growth of AI underlines its importance as a global communication tool. The presentation encourages responsible adaptation to AI in the classroom, emphasizing the need for teachers to set appropriate usage

## CATESOL 2023

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guidelines. Attendees will explore implementation examples and discuss the implications of AI integration in second language teaching.

K-12, Adult, Community College, College/University, Intensive English Program • Teacher Training and Education • Part-Time Educators, Technology-Enhanced Language Learning, Teaching English in the Workplace

Adjudicated/PD Hour

### English Language Teacher Wellbeing: Breaking New Ground Caring for Ourselves

H202

Michael Lessard-Clouston

We've been adapting to new personal and professional realities for several challenging years. This presentation draws upon some research and relevant readings on self-care and teacher wellbeing, aiming for whole-person perspectives. You'll hear about some research on why self-care and wellbeing should be important to you and your students, and what teachers can (or should) do to care for and maintain their wellbeing. Come listen, learn about options and resources, reflect, and begin to discuss new ways to reconnect with yourself and others, so you can be the best teacher for your colleagues and your students. A handout is provided.

K-12,Adult,Community College,College/University,Intensive English Program • Teacher Training and Education • Non-Native Language Educator Issues,Online Teaching,Part-Time Educators

Adjudicated/PD Hour

### From Literacy to the Workforce: Empowering Adult Learners to Reach New Heights

H154

Andrew O'Shea

Programs face the challenge of providing learning materials that meet learners at their current stage while equipping them with practical resources for progression. Skill needs range from basic literacy to digital literacy, from everyday English to workplace specific discourse. Stand Out: Evidence-Based Learning for Life, College, and Career is moving into a fourth edition with a robust new Workforce strand, a new Literacy level, and a mobile-first learning platform that will not only promote digital literacy, but also enhance the learning experience. Join this session to see how this series meets your learners most pressing needs.

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

Adult,Community College • Standards-Based Instruction,Content-Based Approaches / Integrated-Skills,Reading / Writing / Literacy • Technology-Enhanced Language Learning,Teaching English in the Workplace

Non-Adjudicated/ Exhibitor

### Grammar & Writing Gone Gradeless

H152

Albert Shaheen

Ungrading is an equitable grading strategy that reframes the way we evaluate students. It shifts focus from scores and numbers to learning and growth. In this session, I will draw on my experience of ungrading a high intermediate grammar and writing course to discuss effective strategies for going gradeless. The session will start with a brief discussion about how ungrading supports student achievement. Then I will discuss the approaches that I used to ungrade my course. Finally, I will share student feedback and lessons learned.

Adult,Community College,College/University • Program Administration and Evaluation,Grammar / Vocabulary,Reading / Writing / Literacy •

Adjudicated/PD Hour

## Strategies to Cultivate Belonging in F2F and Online Language Classrooms

H212

Sohee Lee; Jennifer Miyake-Trapp; Harream Purdie

Cultivating a sense of belonging for multilingual learners of all ages and levels supports English language acquisition and positive identity development. Inclusive, culturally- and linguistically-affirming practices encourage positive risk-taking, intercultural communication, and active collaboration. By focusing equally on English development and well-being, these communities prioritize diverse learners' safety and social-emotional growth. Participants in this interactive dialogue will explore how to foster a sense of belonging in online and face-to-face English classrooms while reflecting on their current practice and commitment to inclusivity. Educators will leave inspired to adapt activities to their teaching contexts and to cultivate transformative spaces of belonging!

K-12,Adult,Community College,College/University,Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication • Technology-Enhanced Language Learning

Adjudicated/PD Hour

## Teaching With Technology Lesson Database

H113

Susan Gaer

Teaching with Technology is a free resource with grab-and-go lessons for teaching professionals using digital technology. In this presentation, participants learn how to access this resource and search for lessons that fit student needs. Participants walk out with a lesson that they can use in class the very next day.

Adult, Community College • Standards-Based Instruction • Online Teaching, Technology-Enhanced Language Learning

Adjudicated/PD Hour

## USA Learns: Free Online ESL Courses for Adults

H313

Alisa Takeuchi

Are you looking for free online resources to teach ESL as supplemental, whole class, distance learning? Tour USA Learns' five English courses ([www.usalearns.org](http://www.usalearns.org)), which use multimedia to teach beginning and intermediate English. Learn to use the interactive activities to teach listening, vocabulary, grammar, spelling, pronunciation, reading, writing, speaking, and job skills. Brainstorm ways to use these materials in your class. Learn to create your own USA Learns classroom that tracks students' progress, scores, and time. Plus, learn about what's new with USA Learns! Hint - It's been rebuilt to use responsive design!

Adult, Community College • Content-Based Approaches / Integrated-Skills, English for Specific Purposes • Online Teaching, Part-Time Educators

Adjudicated/PD Hour



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## ABOUT US

At BayPLS, community is at our core. Beyond traditional healthcare, we're active community members, responding swiftly to needs, especially during the COVID-19 pandemic. We prioritize supporting underserved communities through outreach, education, and collaborations. At the heart of our services is a dedication to not just treating patients, but empowering a thriving community through holistic and people-centric care.

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Saturday, October 28, 2023 9:00am-9:15am

**Lightning Talk**

Celebrate America: A Civics Calendar for Adult Learners

H108

Jennifer Gagliardi

This session will introduce The Adult Civics Calendar which delivers civics resources appropriate for adult ELLs, ABE, HiSet, and CTE students.

Adult, Community College • Advocacy / Social Justice / DEI / Intercultural Communication, Content-Based Approaches / Integrated-Skills, Multi-Level Classrooms • Materials Writers, Non-Native Language Educator Issues, Technology-Enhanced Language Learning

Adjudicated/PD Hour

Saturday, October 28, 2023 9:30am-9:45am

**Lightning Talk**

Synchronous, Asynchronous or Blended: Which Modality Works For My Students?

H108

Mandana Abedini; Chitkamon Tungkaburana

This 15-min lightning talk discusses a brief overview of asynchronous, synchronous, and blended learning, which has become an integral part of the post-pandemic educational system. The presentation discusses the advantages and disadvantages associated with each learning modality, aiming to provide ESOL instructors with helpful tips on how to properly select the suitable modality appropriate for their contexts in order to be able to adapt to the evolving trends and create an engaging learning experience in the digital era.

Adult, Community College, College/University • Teacher Training and Education • Online Teaching

Adjudicated/PD Hour

Saturday, October 28, 2023 10:00am-10:45am

**Concurrent Session 2**

Old Ground, New Ground: Student Motivation in the 2020s

D-119

Michael Berman

Is motivating students more difficult now than ever? The presenter shares research showing why this may be true and what to do about it. Attendees are introduced to revelations about motivation gathered from across diverse fields and learn to apply the five powerful principles common to these bodies of literature: choice, predictability, positive expectancy, connection, and value.

K-12,Adult,Community College,College/University,Intensive English Program • Teacher Training and Education • Corpus-Informed Research and Teaching,Intercultural Communication,Materials Writers,Online Teaching

Non-Adjudicated/ PD Hour

Assisting Instruction with AI: OK Computer?

H202

Christopher Stillwell

This practical session explores ways to employ ChatGPT and other conversational AI tools to make ESL/EFL instructors' work easier and more effective. Topics include potential benefits and pitfalls of using such AI chatbots as a brainstorming partner, sample essay response generator, feedback/grading assistant, text simplifier, quiz

## CATESOL 2023

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creator, and more.

K-12, Adult, Community College, College/University, Intensive English Program • Content-Based Approaches / Integrated-Skills, Grammar / Vocabulary, Reading / Writing / Literacy • Technology-Enhanced Language Learning

Adjudicated/PD Hour

### ChatGPT and AI: Maximizing Its Potential as a Language Learning Tool

H108

Sonia Estima

This interactive presentation explores the use of ChatGPT (<https://chat.openai.com/>) to encourage and maximize authentic communication and autonomous learning. ChatGPT is an Artificial Intelligence (AI) language model designed to generate human-like text responses to questions received. Recently teachers have begun to explore the potential for ChatGPT as a learning tool. The presenter will engage the audience in a live demonstration of how ChatGPT works and its potential as a learning tool, with sample activities for the classroom, as well as a discussion of how ChatGPT can also be used by educators and researchers in their own academic writing.

K-12, Adult, Community College, College/University, Intensive English Program • Content-Based Approaches / Integrated-Skills, Grammar / Vocabulary, Listening / Speaking / Pronunciation • Online Teaching, Research Writers, Technology-Enhanced Language Learning

Adjudicated/PD Hour

### Ellii Tips and Tricks for Power Users

H213

Michelle Wooding-Andrade

Are you an Ellii subscriber who is already familiar with the platform? Join this session to learn about the many new features we've recently added. We'll show you how to simplify your experience and get the most out of your subscription. Bring your questions and suggestions and help Ellii grow!

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

Adult, Community College, College/University • Content-Based Approaches / Integrated-Skills, Listening / Speaking / Pronunciation • Teaching of Pronunciation, California State Universities, Technology-Enhanced Language Learning

Non-Adjudicated/ Exhibitor

### Engaging Interactive Activities – What, When, How, and Why

H154

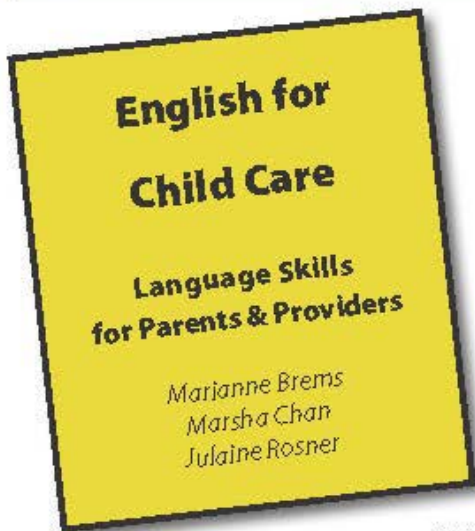
Dennis Johnson

Who's doing the talking in your ESL classroom? Is it only the teacher, or are the students actively involved and interacting? Although student-student communication most obviously takes place in a lesson that focuses on speaking, this workshop will demonstrate how teachers can take any kind of lesson – speaking, listening, reading, writing, and grammar – and develop vital partner, small-group, and whole group activities to go with it. Join Dennis Johnson as he demonstrates how to weave communicative moments into the fabric of each lesson.

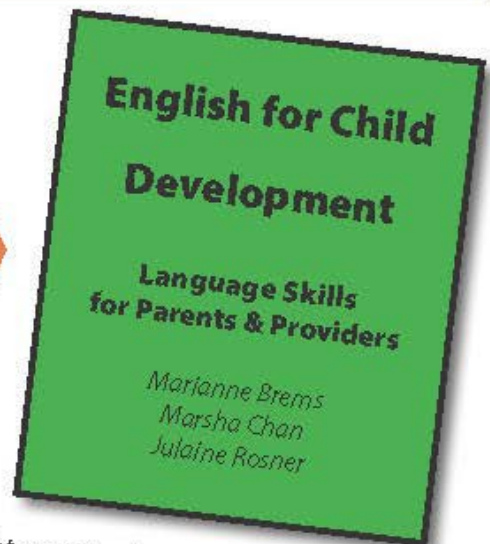
\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

Adult • Content-Based Approaches / Integrated-Skills, Listening / Speaking / Pronunciation • Part-Time Educators

Non-Adjudicated/ Exhibitor

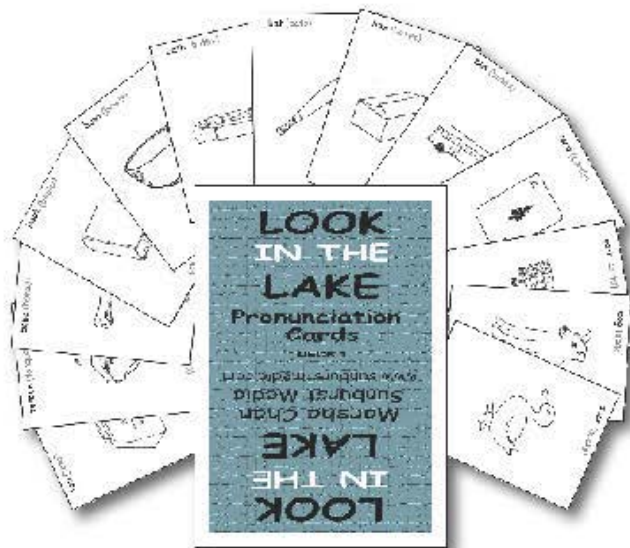


The only books that focus on both language proficiency and child development!



Topics for high-beginning to low-intermediate language learning adults include: Health and safety; Preventing accidents; Reporting incidents; Treating illnesses and injuries; Stages of infants, toddlers, preschoolers, school-age children.

Topics for intermediate to high-intermediate language learning adults include: Social-emotional, motor, cognitive, and linguistic development; Describing and documenting development.

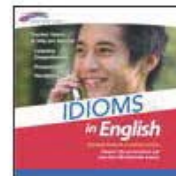


**LOOK IN THE LAKE Communicative Pronunciation Cards**  
Marsha Chan

Look in the Lake games engage students in fun activities focusing on careful listening, clear pronunciation, distinguishing words with similar sounds, articulating singular and plural nouns with /s/, /z/, and /iz/ endings, intonation and fluency in using polite language for turn-taking, repetition, clarification, confirmation, thanking, and showing appreciation.



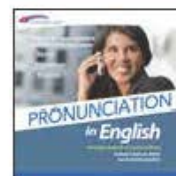
**ONLINE LEARNING**



**IDIOMS IN ENGLISH**  
7 volumes of idioms and phrasal verbs enhance listening and conversational skills for adults and youth.



**WRITING IN ENGLISH**  
2 levels of grammar and writing help learners write clear, concise, and correct English.  
• High Beginning +  
• Intermediate +



**PRONUNCIATION IN ENGLISH**  
2 levels help learners use the important elements of stress, intonation, and rhythm.  
• High Beginning +      • Medical-HB+  
• Intermediate +      • Medical-Int+



**VOCABULARY BUILDERS**  
5 volumes present TOEFL vocabulary in a delightful combination of poetry and scientific facts that explore the relationship between animals and their environment.

**ESP in Nursing: Developing Communication Skills in Healthcare Settings**

H109

Sami Vuong

With the impact of the COVID-19 pandemic, many internationally educated nurses (IENs) have been transferred to work in English-speaking countries to sustain healthcare shortages and demands. IENs often experience challenges relating to differences in language, culture, and nursing practices when working in a new country, which can affect the quality of care provided. Despite a growing number of IENs working in the United States, there are limited resources available to IENs to address their needs. This presentation will showcase a handbook that can be used by IENs to strengthen their communication skills and cultural awareness in American healthcare settings.

Adult, Community College • English for Specific Purposes • Materials Writers

Adjudicated/PD Hour

**Fostering Students' Motivation in a Virtual/Hybrid Learning Environment**

H151

Aziza Ghanim

This presentation focuses on ways to motivate students in a virtual/hybrid environment by using specific techniques, strategies, and technology tools. Teachers motivate students by giving them choices and strategies, fostering autonomous learning, helping them establish goals, and acknowledging their accomplishments. The presenter demonstrates how to motivate students in a virtual learning environment that is powered by collaboration and connectivity considerations. She will share tips to promote students' knowledge by engaging in interactive and collaborative activities, such as problem-solving, critical thinking, and metacognition in real-world contexts. She discusses how to enable students' motivation by using technology tools to promote their engagement.

K-12, Adult, College/University • Content-Based Approaches / Integrated-Skills, Teacher Training and Education • Online Teaching, Technology-Enhanced Language Learning

Adjudicated/PD Hour

**From Research to Practice - Supporting Afghan Refugees through Engaging Projects**

H113

Ruth Luman; Kate Hey

Informed by qualitative research conducted on Afghan refugee women in a community college, two presenters will showcase the projects they helped to create to support refugee students on their college campus. One of the projects involved creating a sewing circle in a newly developed innovation center on campus and working with the entrepreneur club that turned sewing projects into marketable income. In another project, the presenter will describe how a partnership with a local CSU resulted in creation of Women Empowerment workshops for Afghan refugee women.

Community College • Advocacy / Social Justice / DEI / Intercultural Communication • Intercultural Communication

Adjudicated/PD Hour

**Generative AI and ESL Writing: A Microgenetic Perspective**

H152

Naseh Nasrollahi Shahri

Reactions to generative AI tools such as ChatGPT have varied from a strong outcry to enthusiastic embrace. The goal of this session is to intervene in this debate through a material-microgenetic perspective. In this presentation, I will introduce such a framework. After explicating the framework, I will draw from two studies to demonstrate how



## CATESOL 2023

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a microgenetic perspective can assist ESL writing instructors and researchers alike explore the tool's potential. The main argument will be that we need to closely examine how technologies of this kind are taken up in textual practice and then respond accordingly.

Adult, College/University, Intensive English Program • Reading / Writing / Literacy • California State Universities, Research Writers, Technology-Enhanced Language Learning

Adjudicated/PD Hour

### Language as Opportunity: Supporting Multilingual Children at an Early Age

H313

Anne-Louise Nieto; Hanna Chiou; Joohee Baik

How can classrooms support multilingual learning if teacher fluency isn't there? Or when student ability and home languages are so different? With limited time, is moderate classroom exposure even impactful? Will it negatively impact English or academics? In this session, we answer these questions based on our unique experience as the creators of bilingual resources used by parents and teachers, in both heritage and non-native environments. Join our interactive presentation to experience how young children independently listen, repeat, read, and practice different languages using our Reading Wand®, and how educators are using it to best support students' needs \*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

K-12 • Advocacy / Social Justice / DEI / Intercultural Communication, Listening / Speaking / Pronunciation • Technology-Enhanced Language Learning

Non-Adjudicated/ Exhibitor

### Multilingual Magic: Empowering English Language Learners through Translanguaging

H212

Suky Kaur

Join the presenter in exploring the transformative potential of translanguaging practices in English language teaching for multilingual learners. This session aims to demonstrate how translanguaging enhances language learning experiences and fosters inclusivity in the classroom. The presentation will start with thought-provoking questions, delving into the meaning of being multilingual and discussing how educators can better support multilingual learners. A clear definition of translanguaging and a short sample lesson implementing translanguaging in a TESOL classroom will follow. This presentation aims to foster pedagogical innovation and contribute to the ongoing discussions surrounding English language learners' identity and multilingualism.

K-12, Adult, Community College, College/University, Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication, Materials Development / Publishing, Teacher Training and Education • Intercultural Communication, Materials Writers, Refugee Concerns

Adjudicated/PD Hour

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## CATESOL 2023

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K-12, Adult, Community College, College/University, Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication, Materials Development / Publishing, Teacher Training and Education • Intercultural Communication, Materials Writers, Refugee Concerns

Adjudicated/PD Hour

### Streamlining Language Placement Procedures at an Intensive English Program

H222

Aziz Yuldashev

This presentation offers an example of how Artificial Intelligence can be employed to revise and administer a language placement test within the framework of an intensive English environment.

Intensive English Program • Multi-Level Classrooms, Program Administration and Evaluation • Technology-Enhanced Language Learning

Adjudicated/PD Hour

### Teaching Word Stress to Improve L2 learners' Intelligibility

H153

John Levis

This presentation provides guidelines for teaching ESL learners how to address word stress effectively in their listening and speaking. The presentation describes types of stress errors that are unlikely to matter, then focuses on problems that are likely to cause trouble with understanding. The presentation proposes different types of activities for explanation, perception, and production.

Adult, Community College, College/University, Intensive English Program • Listening / Speaking / Pronunciation, Materials Development / Publishing, Teacher Training and Education • Materials Writers, Teaching of Pronunciation

Adjudicated/PD Hour



**Saturday Plenary****Leading from Where We Stand: Leadership Practices to Effect Educational Change**

Gym  
Debra Suarez

Effective leadership is about strategic influence to effect change. Leadership is less about title or authority; it is more about how we advocate, organize, persuade, rally resources, and educate others, from any position we hold- in others words, effective leadership is about how we 'lead from where we stand. Join Dr. Debra Suarez as she discusses what it means to lead from any position we hold, as teacher or administrator. Drawing from leadership research in related fields, including educational psychology, educational policy, transformational leadership, and organizational theory, this presentation outlines strategies we can use to lead and effect educational change.

K-12,Adult,Community College,College/University,Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication,Program Administration and Evaluation,Teacher Training and Education • California State Universities,Part-Time Educators,University of Southern California,Refugee Concerns Non-Adjudicated/ PD Hour

Debra Suarez, Ph.D., MS-TESOL, MBA, is the President-elect of TESOL International Association.

With almost 13,000 global members, in over 144 countries, TESOL is the largest worldwide community dedicated to advancing the expertise of ELT professionals. Dr. Suarez comes to this position after a lifetime of serving the population of English language learners, minorities, immigrants, refugees, and ELT professionals.

Dr. Suarez has been a university professor, international educator, and senior federal leader, most recently serving in the University of Maryland College Park, the US Department of Education and White House Initiatives. Dr. Suarez's term in the TESOL Presidential-line is 2023 to 2026.

Debra has been:

- a classroom teacher
- a university professor and international educator
- and a senior federal leader

Dr. Suarez recently served as Senior Adviser in the White House Initiative for Asian Americans, focusing on language access, equity, and federal resources. She also served in the US Department of Education, supporting equity and access for minority populations. Dr. Suarez has supported federal efforts, contributing to:

- White House Task Force for New Americans
- White House Initiatives on Educational Excellence for Hispanics
- Office of English Language Acquisition, US Department of Education

As an international educator, Debra has served as:

- English Language Specialist, US Dept. of State
- University Director of Study Abroad for TESOL Teachers
- Designer of MA-TESOL Programs in Southeast Asia and Latin America

Debra is an active leader in the field. She served as:

- Member of the Board of Directors for TESOL International,
- President of AERA's Second Language Research Group,
- President Maryland TESOL

Debra holds a PhD in Language Education. An MS-TESOL. And an MBA degree, specializing in education business management. A highlight of Dr. Suarez's career was when she was recently awarded Maryland TESOL's Lifetime Achievement Award.

As a veteran TESOL leader, Debra's current work is on developing the next generation of strong, impactful TESOL advocates through transformational leadership, coaching and mentoring.

**Lunch**

**Food Truck Lunch & Rap Sessions**

F Building, Courtyard

Food trucks are back with an added option! Choose a lunch option from one of **four** local food trucks:



**Kabob Trolley** (Halal, GF, Veg, and Vegan options)  
Rice Bowl + Side Salad/Pita.  
Choose from Beef / Lamb / Chicken Kabob or Falafel.

**Cielito Lindo** (Veg and Vegan options)  
Choose from: Hearty Super Burrito - OR- Quesadillas (Vegan cheese available) - OR - Garlic Shrimp Tacos. chips & salsa included (all).

**Fresh Catch Poke** (GF, Veg, and Vegan options)  
Choose from: Tuna Shoyu or Spicy on rice, side of seaweed  
OR - Tofu on rice, side of seaweed salad (GF, Veg, Vegan)  
OR\_ Chicken teriyaki with a side of macaroni salad - OR - Kalua pig on rice, side of macaroni salad

**Curveball Slider** (Veg option)  
Traditional Beef Slider - OR - Buffalo Chicken & Blue Cheese Slider -  
OR - Fungo-marinated mushrooms & cheese Slider (vegetarian). fries included (all)

Adult, College/University, Community College, Intensive English Program, K-12

**Special Session**

Learn More about CATESOL!

D-119

Anthony Burik; Bahiyih Hardacre; Song Hong; Tamara Wik

CATESOL welcomes you to its 2023 State Conference! Come and learn more about CATESOL and what we have to offer as a membership association. Also, hear about ways that you can stay connected to the organization throughout the year as well as opportunities to get involved in the work of CATESOL for your personal and professional growth while benefitting your colleagues throughout the state.

K-12, Adult, Community College, College/University, Intensive English Program • Teacher Training and Education • California State Universities

Non-Adjudicated/ PD Hour

## Rap Sessions

### Adult Ed Level Rap Session

H202

Alisa Takeuchi

Meet with your fellow Adult Ed Level Educators, get to know some new folks!

Adult • • Materials Writers, Non-Native Language Educator Issues, Online Teaching, Refugee Concerns

Non-Adjudicated/ PD Hour

### Exploring the Educational Potential of AI Tools

H213

Anna Joaquin

Join us and other educators of college/university level to discuss strategies and solutions on how AI tools, such as ChatGPT, can be used in college/university writing courses.

College/University • Reading / Writing / Literacy

Non-Adjudicated/ PD Hour

Saturday, October 28, 2023 12:45pm-1:45pm

## Networking Sessions

### Fostering LGBTQ+ Inclusion in ESL Education: Sharing Experiences and Progress

H151

Dyan Collings Ralph; Carol Basilio

Are you promoting LGBTQ+ inclusion in your ESL classrooms or eager to begin? This session gathers experienced educators and newcomers, dedicated to fostering inclusivity in higher education, encompassing integration within courses as well as broader aspects like curriculum development, policies, and community engagement. We'll review LGBTQ+IG activities from 2022-2023 and explore upcoming possibilities. This session gives you space to share experiences with a like-minded network. Bring your innovative ideas and questions, including those from prior discussions.

Colleagues championing LGBTQ+ inclusion will share insights and foster knowledge exchange. Your active engagement will help to advance LGBTQ+ inclusion in ESL educational settings.

• Advocacy / Social Justice / DEI / Intercultural Communication, Materials Development / Publishing, Teacher Training and Education • LGBTQ+

Non-Adjudicated/ PD Hour

### Intercultural Communications Interest Group (IC-IG) Business Meeting and Networking

H152

Michele McConnell; Henry Nguyen

Join this meeting and learn the steps we have taken to rebuild interest in the Intercultural Communications Interest Group (IC-IG). Bring ideas of the events you would like to see happen in the upcoming 2023-2024 year. We will also be making decisions about leadership for the IC-IG. Please join and share your ideas.

• Advocacy / Social Justice / DEI / Intercultural Communication • Intercultural Communication

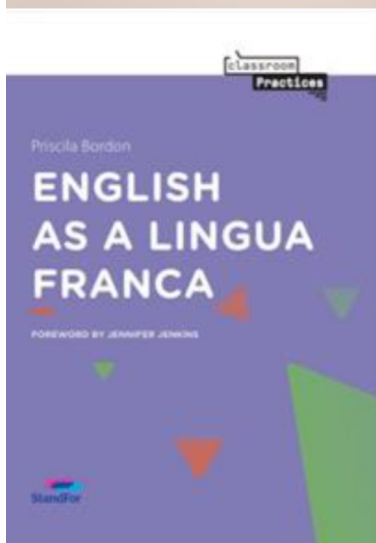
Non-Adjudicated/ PD Hour

# english(ing)

with Priscila Bordon

## ***ELFing your class: Inclusive Practices to Empower Learners and Teachers***

English as a Lingua Franca (Jenkins, 2017) has become a multilingual franca, which brings a new turn to English language teaching, as other languages in teachers' and students' repertoires, beyond English, are used for intercultural communication. From a Freirian perspective, prestige languages serve as a tool for the subjugation of non-prestige varieties, and as ELF-aware teachers, one of our rules is to defy the status quo of prestige language in a multilingual world. In this workshop, I intend to bring ways to incorporate these varieties into our classrooms, shedding light on empowerment for teachers and learners.





### Material Writers Interest Group (MW-IG) Business Meeting and Networking

H153

Nicole Brun-Mercer; Ryan Detwiler; Natasha Guerrero

Are you interested in developing new, engaging materials in the classroom or publishing those materials in online or print resources? Join the Material Writers Interest Group for a Business and Networking Meeting! This is a great event for learning about publishing opportunities, finding enthusiastic collaborators for material development projects, and also meeting new people who are passionate about creating effective materials for students in the classroom. Whether you want to expand your network, learn about new tools and techniques in material development, or receive feedback on your own materials, please join us for some riveting open-floor conversations!

- Materials Development / Publishing • Materials Writers

Non-Adjudicated/ PD Hour

### Technology Enhanced Language Learning (TELL-IG) Business Meeting and Networking

H113

Johanna Gleason

Join the TELL-IG Business Meeting for an opportunity to network with like-minded colleagues, share ideas and come away with several tech tips & tricks you can use in your classroom immediately.

- Content-Based Approaches / Integrated-Skills, Multi-Level Classrooms, Reading / Writing / Literacy • Technology-Enhanced Language Learning

Non-Adjudicated/ PD Hour

Saturday, October 28, 2023 2:00pm-3:15am

### Concurrent Session 3

#### ELFing your class: Inclusive Practices to Empower Learners and Teachers

D-119

Priscila Bordon; Henry Nguyen

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- K-12, Adult, Community College, College/University • Advocacy / Social Justice / DEI / Intercultural Communication • Non-Native Language Educator Issues

Non-Adjudicated/ PD Hour

### Beyond Pronunciation: Leveraging Structured Poetry to Improve Oral Fluency

H151

Rebecca Eagleson

Integrating English poetry in ESL classrooms has gained interest in recent years, especially among international EFL teachers. Researchers have found that English poetry can be effective in holistic language learning, specifically in improving oral fluency and intelligibility for L2 students. However, ESL instructors without a literature background may also find selecting appropriate materials and creating practical teaching activities rather challenging. This workshop addresses these challenges by offering interactive activities and resources for material selection

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The flexibility of our 6-level standards-based integrated skills course meets the changing needs in Adult Education by combining a proven pedagogical approach with print and mobile-friendly digital content for face-to-face, hybrid, and online classes.



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Aligned to CASAS/STEPS/ELPS  
Come visit our booth for more information

and implementation. Participants will engage in presenter-led structured poetry exercises focusing on rhythm and pattern in poetry, followed by a Q & A session.

Adult, Community College, College/University • Content-Based Approaches / Integrated-Skills, Listening / Speaking / Pronunciation, Multi-Level Classrooms • California State Universities, Intercultural Communication, Teaching of Pronunciation

Adjudicated/PD Hour

### Breaking Learning Ground with Effective Writing Prompts & Exit Tickets!

H212

Gene Urrutia; Dave Smith

Are you an effective teacher? How can teachers align and integrate CCS Standards and content and academic vocabulary in their classroom structures and routines to support ALL language learners? Good teachers explain & demonstrate learning in differentiated ways for varied learners and learning styles. Focused daily writing prompts and exit tickets encourage and direct language learners' interests towards a specific topic and engage them with writing in a creative and thoughtful way. Writing prompts and exit tickets should offer clear instructions about the writing task and provide learning engagement with student elbow partners. Are yours doing this? Handouts will be provided.

K-12, Adult, Community College, College/University, Intensive English Program • Content-Based Approaches / Integrated-Skills, Reading / Writing / Literacy, Teacher Training and Education • California State Universities, Materials Writers, Research Writers

Adjudicated/PD Hour

### Breaking New Ground in AI-Assisted Classroom Material Development

H153

Ryan Detwiler; Nathaniel Fifield

In this workshop, you will learn about three AI tools for lesson planning, material creation, and student practice. The presenters will give a short introduction to each tool, and then you will work in groups for hands-on practice. The presenters will be there to answer questions and help you as you create materials with AI that you can use right after the conference. Please bring your own laptop or tablet!

Adult, Community College, College/University, Intensive English Program • Materials Development / Publishing • Materials Writers

Non-Adjudicated/ PD Hour

### Hybrid ESL Course Planning for Engagement and Success

H202

Kristi Reyes; Katrina Tamura

Adult ESL students have gained the basic technology know-how for online study, and many students prefer classes that allow them to study online because of the convenience. Hybrid classes in which part of class time is spent together in a live session for communicative activities and the remainder of class time is conducted in an LMS for independent receptive skills and retrieval practice is the ideal modality combination for busy adult students. This presentation covers how to plan and execute a high-quality hybrid adult education module for Intermediate and Advanced ESL with examples and a planning tool for attendees.

Adult, Community College, College/University • Content-Based Approaches / Integrated-Skills, Standards-Based Instruction • Online Teaching, Technology-Enhanced Language Learning

Adjudicated/PD Hour

# A CalFresh guide for immigrants.



**Which immigrants can get CalFresh?**

Many immigrants can get CalFresh.

**A household can get CalFresh if at least one person (including children):**

- ✓ Has citizenship
- ✓ Has a green card (for any length of time)
- ✓ Has refugee or asylum status
- ✓ Has parolee status for at least one year (Ukrainian parolees may qualify before one year)
- ✓ Has, or is applying for, a U-Visa or T-Visa
- ✓ Is an applicant for VAWA (Violence Against Women Act) relief
- ✓ Is a Cuban or Haitian entrant
- ✓ Is an Afghan entering with special Immigrant VISA (SIV), (SQ/SI) Parole, or other forms of humanitarian parole
- ✓ Is Hmong/Laotian or American Indian born in Canada

**An individual does not qualify for CalFresh if:**

- ✗ They are here on a student, work, or tourist visa
- ✗ They are here under DACA (Deferred Action for Childhood Arrivals)
- ✗ They are here under TPS (Temporary Protected Status), unless they meet the other qualifying factors
- ✗ They are undocumented

If you are not eligible because of your immigration status, you can always apply on behalf of other household members, like U.S. born children.

If you don't see your immigration status here, talk to a [local expert on public benefits and immigration](#). Immigrants who can get CalFresh benefits still need to meet the regular CalFresh income guidelines.

Visit [www.getcalfresh.org/en/immigrants](http://www.getcalfresh.org/en/immigrants) for additional answers to common questions regarding CalFresh and immigration.

For questions about other public benefits, please consult legal aid.

- What if some people in my household qualify and others don't? +
- Am I eligible for benefits if I just got my green card? +
- What happens after I submit my application? +
- What documents will I need to provide to get CalFresh? +
- If someone in my family is undocumented, can I still apply for CalFresh? +
- Can I apply if everyone in my household is undocumented? +
- Does getting CalFresh hurt my immigration status or make me a public charge? +
- Does getting CalFresh affect my ability to get citizenship or a green card? +
- How will my personal information be used? +
- I need more information +

This information is current as of July 29, 2022.

CalFresh worked with government and non-profit partners to ensure that the information provided is both complete and accurate. Content from the webpage was reproduced based on data accessed from the website on October 15, 2023. Source: <https://www.getcalfresh.org/en/immigrants>

## Leveraging the Power of AI-Generated Images: L2 Speaking and Pronunciation

H152

Valeria Bogorevich; Alejandro Ortiz Moreno

The advent of AI-generated images offers educators an invaluable tool that they can utilize to elevate the engagement of their speaking and pronunciation activities. The workshop provides concrete examples of activities that can be introduced in a variety of second-language classrooms. By the end of the session, the participants will be able to create their own AI-generated images using Bing Image Creator and implement received practical knowledge to design their own speaking tasks. While the examples provided throughout the workshop are specific to English, they can be customized and applied to teaching any language.

K-12, Community College • Listening / Speaking / Pronunciation, Materials Development / Publishing • Technology-Enhanced Language Learning

Adjudicated

## Mentoring Women in the TESOL Space and Beyond

H109

Kelly Metz-Matthews; Alexandra Doria Ruhl; Michele McConnell; Sha Curington

The benefits of mentorship, especially for women, have long been documented. This panel engages and builds on that evidence in TESOL spaces in particular. Drawing on the experience of both seasoned mentors and mentee panelists, we aim to highlight the advantages and challenges of mentorship in our lives, our institutions, and our English-language classrooms.

K-12,Adult,Community College,College/University,Intensive English Program • Program Administration and Evaluation,Teacher Training and Education •

Adjudicated/PD Hour

## Teaching with YouTube and Other Video Apps

H113

Jennifer Gagliardi

Use the power of videos to smash the classroom's fourth wall by delivering quality content to your students inside and outside of the classroom. Empower your students to create and share video content to engage more fully in their own ongoing learning process.

Adult, Community College, College/University • Content-Based Approaches / Integrated-Skills, Materials Development / Publishing, Multi-Level Classrooms • Intercultural Communication, Materials Writers, Technology-Enhanced Language Learning

Adjudicated/PD Hour

## The Nuts and Bolts of Employment: Applying for University/College Teaching Positions

H213

Bentley Cavazzi; Anna Joaquin; Sedique Popal; Devanshi Unadkayt

This interactive session provides practical tips and useful information on preparing for job interviews at colleges and universities. Newly hired professors will share their experiences and answer your questions about what to do before, during, and after the job interview.

Community College,College/University,Intensive English Program • Teacher Training and Education • California State Universities,Part-Time Educators  
Non-Adjudicated/ PD Hour



**Think Differently: ESOL Teaching Strategies for Specific Learning Difficulties**

H312

Kristen Kearns

This session presents current research on the prevalence of specific learning difficulties (dyslexia, autism spectrum disorder, and attention deficit/hyperactivity disorder) in adult ESOL classrooms and their impact on students' language acquisition learning process. Participants will explore tools for and challenges in identifying students with these conditions as well as strategies for reimagining classroom activities to be more responsive to these students' needs.

Adult, Community College, College/University, Intensive English Program • Listening / Speaking / Pronunciation, Reading / Writing / Literacy, Teacher Training and Education •

Adjudicated/PD Hour

**Saturday, October 28, 2023 2:00pm-2:15pm**

**Lightning Talk**

**Activities for Vocabulary Classes That Maximizing ESL Students' Learning outcomes**

H108

Hanieh Baradaran

Learning vocabulary is important to reading, writing, and thinking for ESL students. On the other hand, creating highly practical activities to help ESL students enlarge their vocabulary and get involved in understanding and using new words is not an easy job for teachers. However, with the help of activities like turn-taking practice or Your Turn, expanded discussion of content-area or target word, practical questions, and many more, we can motivate them to learn vocabulary easier and faster.

K-12, Adult, College/University • Content-Based Approaches / Integrated-Skills, Grammar / Vocabulary, Listening / Speaking / Pronunciation • Non-Native Language Educator Issues

Adjudicated/PD Hour

**Saturday, October 28, 2023 2:30pm-2:45pm**

**Lightning Talk**

**The Leitner Box: A Research-Supported Technique for Vocabulary Acquisition**

H108

Ilya Osovskiy; Kouros Ghaderi

Given that about 98% of lexical coverage is required for text comprehension to reliably occur (Hu & Nation; Nation, 2022), and that deliberate vocabulary memorization is acknowledged to be more proficient than incidental vocabulary learning (Nation, 2022, p. 220), we need to teach students memorization strategies that work. The Leitner Box is a memorization technique that uses spaced recall. It can be used by students outside of class to learn and reinforce vocabulary. In this session, we demonstrate the Leitner Box technique and offer a brief introduction to the research behind it.

Adult, Community College, College/University, Intensive English Program • Grammar / Vocabulary • California State Universities,

Adjudicated/PD Hour

Saturday, October 28, 2023 3:00pm-3:15pm

**Lightning Talk****Harness ChatGPT to Speed Up Your Interactive Kahoot Quiz Creation**

H108

Amanda Simons

Get straight-forward instructions to take advantage of ChatGPT doing most of the busy work when you're creating interactive quizzes with Kahoot. Of course, you can use ChatGPT to generate the questions themselves, but this tip goes a step further. You'll see how to use ChatGPT to go from AI-generated questions to Kahoot's specifically formatted spreadsheet that you can upload for a finished interactive quiz in a short amount of time. Additionally, this process gives you the control you need to weed out irrelevant materials or AI 'hallucinations.' Attendees receive prompts and step-by-step directions.

Adult, Intensive English Program • Grammar / Vocabulary • Technology-Enhanced Language Learning

Adjudicated/PD Hour

Saturday, October 28, 2023 3:15pm-4:15pm

**Exhibitor Hour & Snacks**

F Building

This dedicated Exhibitor Hour is a last chance to chat with industry experts and shop with Bay Area artisans all in one place. Spend some time sharing ideas and connecting with publishers and CATESOL volunteers. We worked hard to bring the best in our field together. There's no substituting in-person connections. Feeling peckish? We have nibbles for you here as well. You'll want the energy for this last push of annual professional development

Saturday, October 28, 2023 4:15pm-5:00pm

**Concurrent Session 4****Algorithms of Language Oppression: ChatGPT Perpetuating Dominant Language Supremacy**

H151

Amanda Simons

ChatGPT and other Large Language Models (LLMs) have brought about a host of tools and opportunities for ESL pedagogy. It's also vital to consider the larger context as we bring this technology into our classroom. This talk will focus on how LLMs perpetuate language standardization that marginalizes many non-dominant languages and language varieties, including those of our English L2 students. The speaker will explain the historical precedent and how such language subjugation is an inevitable consequence: by design, and in unintentional ways as well. In addition to the theoretical context, attendees will leave with practical implementations for their classrooms.

College/University • Advocacy / Social Justice / DEI / Intercultural Communication, Reading / Writing / Literacy • Intercultural Communication, Non-Native Language Educator Issues, Technology-Enhanced Language Learning

Adjudicated/PD Hour

**Authoring Your Professional Journey**

H313

Christina Cavage; Misty Wilson

For ELT professionals, identifying which professional activities and roles are worth taking on can be challenging. Whether it's considering volunteer opportunities, like being a proposal reviewer or taking on additional responsibilities with your current employer, such as serving on a committee, or accepting an additional paid role, like

## CATESOL 2023

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consulting or writing - each decision made is a decision about the trajectory of your career. Learn from two ESL professionals with a combined 50 years in the international education industry how they have strategically built their CVs to allow for opportunities on and off campus.

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

Adult, Community College, College/University, Intensive English Program • Program Administration and Evaluation, Teacher Training and Education • Online Teaching, Technology-Enhanced Language Learning, University of Southern California, Non-Native Language Educator Issues

Non-Adjudicated/ Exhibitor

### Beyond Slip vs. Sleep: Diagnosing Pronunciation Skills Today

H153

Donna Brinton

This presentation focuses on the diagnostic assessment of second language English pronunciation skills. Following a brief overview of traditional diagnostic assessment practices, the presenter examines the deep roots of pronunciation assessment in the Audiolingual era and the underlying premises inherited from the theory of contrastive analysis, which governed the diagnostic practices of the era. She then examines these practices in relation to their lack of congruence with current methodological practices in pronunciation teaching and its beliefs concerning phonological acquisition. She concludes by surveying the current landscape of diagnostic assessment, noting promising trends for the future.

K-12, Adult, Community College, College/University, Intensive English Program • Listening / Speaking / Pronunciation • Non-Native Language Educator Issues, Teaching of Pronunciation

Adjudicated/PD Hour

Non-Adjudicated/ Exhibitor

### Connecting an Adult School and a Community College through Hybrid Instruction

H202

Marina Broeder

Learn how one program helps learners gain language and career skills as it forges connections between schools and content. Participants will gain practical insights on the set-up of this unique program and interact with other participants while exploring curriculum that blends instruction of language and vocational skills through a combination of online and in-person instruction. Presenters will summarize state and federal programs that fund this interschool collaboration and lead participants in interactive activities that fuse language and content skills in areas such as Child Development and Food Preparation. Participants will participate in activities for online and in-person learning.

Adult, Community College • Content-Based Approaches / Integrated-Skills, Program Administration and Evaluation • Online Teaching, Teaching English in the Workplace

Adjudicated/PD Hour

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## CATESOL 2023

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Adult, Community College • Content-Based Approaches / Integrated-Skills, Program Administration and Evaluation • Online Teaching, Teaching English in the Workplace

Adjudicated/PD Hour

### Critical Language Pedagogy Instruction - Fostering Environments for Critical Dialogue

H109

Daniel Holden

Critical language pedagogy (CLP) is recognized as a curricular perspective reflecting democratic values, and within this perspective, critical dialogue is seen as a crucial element. However, because critical dialogue is not often explicitly taught or valued in mainstream L2 materials, second language training programs (and consequently second language learners) have had little experience approaching discussion activities from a critical perspective. This project examines the progressive use of critical dialogue in oral and written assignments of 7 pre-service second language instructors during an undergraduate seminar. Findings are discussed in terms of pedagogical implications, and the role of instruction in dialogic concepts.

College/University, Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication, Teacher Training and Education • Intercultural Communication

Adjudicated/PD Hour

### Digital Scaffolding for L2 Reading Comprehension

H212

Minoo Ardeshiri

Digital scaffolding can contribute to improving reading comprehension. Motivated by such a premise, in this study, alternative implementations of digital scaffolding have been tested in an English as a Foreign language context and their impacts assessed. Two textual enhancement interventions were examined including contextual conversation (COC) and adjunct questions (AJQ). A total of 172 EFL students read two reading passages in three different conditions: COC, AJQ, and control. The results provided evidence that both treatments were effective with statistically significant differences between the COC and control group on most measures and between the AJQ and control group on some measures.

Adult, Community College, College/University, Intensive English Program • Reading / Writing / Literacy • Technology-Enhanced Language Learning

Adjudicated/PD Hour

### Lighten Your Load by Working with a Librarian

H312

Stephanie Frame

With course and curriculum changes in the wake of AB705, more ESL instructors may find ourselves teaching research papers or projects. While we understand the importance of the campus library as a resource for our students, we may be less sure about the ways campus librarians can assist them. This session explores strategies for effective collaboration with librarians, who are important allies in student success, and how we as instructors can effectively support our students before and after library sessions.

Community College, College/University • English for Specific Purposes, Reading / Writing / Literacy

Adjudicated/PD Hour

**Metacognitive Strategy Training for Online L2 Readers: Analysis and Literature Review**

H222

Robert Ford

Advancing readers must engage texts metacognitively, yet these processes are not automatic for L2 readers. Digital reading has compounded the complexity of skills L2 readers need as they move into academic reading environments. What do we know about 'traditional' metacognitive reading that can serve these readers, and what new forms of metacognition are required? I argue that engaging with 'New Literacies' is a multiple literacies matter, that intertextual media require new forms of engagement, and scaffolding once offered in classrooms or libraries has 'left the building', leaving readers 'virtually' stranded, without institutional support. Solutions are offered.

College/University • Advocacy / Social Justice / DEI / Intercultural Communication, Reading / Writing / Literacy, Teacher Training and Education • California State Universities, Online Teaching, Technology-Enhanced Language Learning

Adjudicated/PD Hour

**Reading Within L2 Thresholds: Reading Instruction in First-Year Composition Courses**

H152

Francisco Martin

The topic of reading has gained widespread attention in the US education system. However, when it comes to first-year composition (FYC) classrooms, where an increasing number of multilingual students join their mainstream peers, addressing the reading challenges of these students is seldom discussed in detail. To address this gap, this presentation proposes pedagogical recommendations for FYC instructors who may lack TESOL backgrounds, using the Threshold Concepts framework. This approach presents a structured way to convey insights to both multilingual students and instructors.

Adult, Community College, College/University • Grammar / Vocabulary, Reading / Writing / Literacy, Teacher Training and Education • California State Universities, Part-Time Educators, University of Southern California

Adjudicated/PD Hour

**Utilizing Needs Assessment Tools for Contextualized Training Abroad**

H213

Nicholas Gordon

Teachers abroad benefit from utilizing needs assessment tools in their training projects. During this interactive workshop, attendees will engage with U.S. Department of State exchange participants and learn to utilize various tools for understanding teachers' needs, interests, and experiences, which helps to contextualize training for audiences abroad.

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

College/University, Intensive English Program • Teacher Training and Education • Online Teaching

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**Utilizing Needs Assessment Tools for Contextualized Training Abroad**

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College/University, Intensive English Program • Teacher Training and Education • Online Teaching

Non-Adjudicated/ Exhibitor

### Zero Prep: Ready-to-Go Activities for In-Person and Remote ELT

H154

Michael Berman

Would you like to teach more effectively while preparing less? The editor of the new 2023 editions of the classic Zero Prep series presents activities that easily adapt for language content and proficiency level, incorporate all four skills, include variations for classroom and online delivery, and require no preparation time! Materials provided.

\*This session is by one of our CATESOL 2023 Conference Exhibitors. Find them in Building F after the session.\*

K-12, Adult, Community College, College/University, Intensive English Program • Grammar / Vocabulary, Multi-Level Classrooms • Online Teaching, Teaching of Pronunciation, Part-Time Educators

Non-Adjudicated/ Exhibitor

Saturday, October 28, 2023 4:15pm-4:30pm

### Lightning Talk

Assumption, Awareness, Action: Promoting Critical Reflection with Digital Tools

H108

Sohee Lee; Jennifer Miyake-Trapp

This quick session aims to extend TESOL-specific critical reflection practices by promoting the three-stage model adapted for online and hybrid class settings. The model is comprised of the following: 1. Assumption Analysis: Exploring and probing personal beliefs and lived experiences. 2. Contextual Awareness: Locating one's constructed assumptions influenced by societal and cultural contexts. 3. Reflection-based Action: Transforming reflection into reflection-based action to improve teaching practices. In this practitioner-focused session, we aim to provide innovative ways to use digital tools to promote critical reflection, consequently cultivating context-sensitive and transformative learning experiences in TESOL education.

K-12, Adult, Community College, College/Unive

Intercultural Communication, Teacher Training and Education • Intercultural Communication, Online Teaching

Adjudicated/PD Hour

### Lightning Talk

Community, Confidence, Creativity and Critical Engagement through Book Club

H113

Bentley Cavazzi

Book clubs provide English language learners (ELLs) with a supportive environment to improve speaking, reading, writing, and listening skills in the classroom, and encourage social engagement and self-initiative as students read a complete text together. ELLs develop confidence as they offer individual opinions and share life experiences in chapter discussions, learn to respect differing perspectives in group chats, engage with creative and critical response activities as they examine plot and character development, and celebrate the accomplishment of collectively reading a fiction book. This session will provide resources and samples of student engagement activities that can be applied to any classroom.

Adult, Community College, College/University, Intensive English Program • Content-Based Approaches /

Integrated-Skills, Multi-Level Classrooms, Reading / Writing / Literacy • Intercultural Communication, Online Teaching

Adjudicated/PD Hour

Saturday, October 28, 2023 4:45pm-5:00pm

### Lightning Talk

Guiding Undergraduate Students to Break New Ground in TESOL Careers

H108

Ondine Gage; Calista Gasparri

How might faculty advise students desiring a career in TESOL? This lightning talk will explore options for undergraduate students to gain add-on skills for TESOL careers. We will consider alternative routes for building relevant experience through coursework, student clubs, professional memberships, networks, and certification. We invite participants to consider skills that might assist undergraduate students in launching TESOL careers. Presenters include an aspiring undergraduate TESOL professional and a veteran faculty. This presentation will consider various opportunities for garnering the professional skills to teach abroad and potential options for moving forward in the profession.

K-12, Adult, Community College, College/University, Intensive English Program • Teacher Training and Education

Adjudicated/PD Hour

Saturday, October 28, 2023 5:15pm-6:30pm

### Concurrent Session 5

A Peek at PEAC (Peralta ESOL Advisory Council): Tales of Collaboration

H108

Anne Agard; Sedique Popal; Brian Ng; Christa Ferrero

The Peralta Community College District comprises four colleges in Oakland, Berkeley, and Alameda. A large number of our students take ESOL courses at more than one of the colleges in the course of their community college careers, so that coordination among colleges is needed to best serve their needs. For over 3 decades, PEAC, the Peralta ESOL Advisory Council, has provided a forum for representatives from each ESOL program to collaborate on solving problems facing all schools to provide the best experience for our shared ESOL student population. Members of PEAC will discuss the procedures by which they assure consistent and coordinated curriculum and student services across the district. Join us for a panel discussion from members past and present where we will share our collective wisdom regarding how to work together across multiple institutions to engage the most pressing matters of the day.

Community College • Program Administration and Evaluation, Teacher Training and Education • Part-Time Educators

Non-Adjudicated/ PD Hour

Breaking New Ground: Graduate Student Panel & Dialogue

D-119

Luz Navarrette Garcia

This panel is an opportunity to learn about emerging trends in research and pedagogy from current graduate students who are completing their MA in TESOL this year. Attendees will learn about several innovative, research-based field projects. There will be time for feedback, group discussion, and individual reflection. The passion, energy, and innovation of the panelists will inspire attendees to incorporate fresh new ideas. Potential, current, and recent graduate students are especially invited to attend.

Adult,Community College,College/University • Teacher Training and Education • Intercultural Communication,Refugee Concerns,Part-Time Educators,Materials Writers

Non-Adjudicated/ PD Hour

### Breaking New Ground: Unleashing AI's Potential for Teachers and Students

H113

Kristi Reyes; Ryan Detwiler

Artificial intelligence is the next technological revolution to impact education, and TELL-IG is ready for the challenge! Attend this workshop for an overview of some of the countless AI tools that can be used in English language instruction as teaching and learning resources. Gain insights into the potential of AI for engaging students and enhancing instruction. Bring your own device to test drive some of the tools and discover how you may plan assignments and projects to give students experience with AI. Attendees receive a list of resources and AI tools serving a variety of purposes for further exploration.

K-12,Adult,Community College,College/University,Intensive English Program • Content-Based Approaches / Integrated-Skills • Corpus-Informed Research and Tea

Non-Adjudicated/ PD Hour

### Bridging Diversity: LGBTQ+ Inclusive ESL Education with Cultural Sensitivity

H151

Dyan Collings Ralph; Carol Basilio

Discover the intersection of LGBTQ+ higher education, English as a Second Language (ESL) instruction, and cultural sensitivity in this insightful presentation. Explore the significance of addressing LGBTQ+ topics in diverse ESL classrooms while simultaneously respecting cultural backgrounds and beliefs. Delve into strategies that promote inclusivity, language development, and open dialogue. Learn how integrating LGBTQ+ content enhances language acquisition and cultivates global citizens. Join us for a thought-provoking session that equips educators with tools to create culturally aware and LGBTQ+ inclusive learning environments, fostering empathy, understanding, and meaningful connections. Duration: 75 minutes, including Q&A.

Adult,Community College,College/University,Intensive English Program • Advocacy / Social Justice / DEI / Intercultural Communication,Materials Development / Publishing,Teacher Training and Education • LGBTQ+

Non-Adjudicated/ PD Hour

### Humanizing the Assessment Process in the Composition Classroom

H153

Beth Trudell

Many secondary schools, community colleges and universities use traditional assessment techniques. One university decided to radicalize and humanize composition assessments, with the goal of creating a learning experience. The presenter describes how they created authentic and interactive assessments and how the students stopped fearing exams and started learning from each other. This workshop will include activities on how to apply these ideas in your classroom assessments.

Adult, Community College, College/University • Reading / Writing / Literacy •

Adjudicated/PD Hour

### Improve Assessment Literacy to Improve the Quality of Classroom Assessments

H109

Fernando Fleurquin

Join us to revise key assessment concepts and to explore best practices and guidelines to develop valid and reliable classroom assessments. Then replicate this train-the-trainer session with your team of teachers and use this model to improve the quality of your institutional assessments.

K-12, Adult, Community College, College/University, Intensive English Program • Teacher Training and Education

Adjudicated/PD Hour

### Opportunities for collaboration among Adult ESOL Organizations and Communities

H202

Jessie Wu; Andy Mardesich

This interactive workshop will examine our challenges, highlight our successes, and explore opportunities for collaboration across the different areas of Adult ESOL: Adult Schools, Non-Credit Community Colleges, and Community Based Organizations. You will leave this workshop with a new partnership or an idea for one!

Adult • Multi-Level Classrooms, Program Administration and Evaluation, Reading / Writing / Literacy • Intercultural Communication, Online Teaching, Refugee Concerns, Technology-Enhanced Language Learning

Non-Adjudicated/ PD Hour

### Teaching English Responsively In Increasingly Globalized Contexts

152

Kara MacDonald; Kelly Metz-Matthews; Michele McConnell; Maria Lemus

Cultural diversity in all levels of ESL education continues to grow and creates opportunities for meaningful intercultural learning which can support cultural competence development. However, navigating culturally diverse classrooms, planning intercultural learning, and managing students and assessment in such complex spaces is not without its challenges. Teachers play central roles in ensuring that cultural diversity and practices are valued and included while also reflexively practicing the intercultural competencies they teach. In this panel, teachers and teacher educators from K-12, community college, and university classrooms will present their strategies and learnings on how to be culturally responsive in a globalized society.

K-12, Adult, Community College, College/University • Advocacy / Social Justice / DEI / Intercultural Communication, Reading / Writing / Literacy, Teacher Training and Education • Intercultural Communication

Non-Adjudicated/ PD Hour

### TOP Ideas to Break New Ground in Teaching Pronunciation

H154

Marsha Chan; Randy Rightmire

The Teaching of Pronunciation Interest Group is an active community that regularly enjoys informative, interactive online professional development events. The panelists present highlights of selected topics from our previous year, share additional ideas that break new ground in teaching and learning English pronunciation, and provide resources for further investigation. Topics may include addressing word stress, training listening skills to improve pronunciation, pausing purposefully to achieve greater impact, playing well-crafted games to engage learners, using artificial intelligence tools such as ChatGPT, and entrepreneur tips for starting your own pronunciation coaching business. Attendees are invited to participate. Teachers of pronunciation are TOPs!



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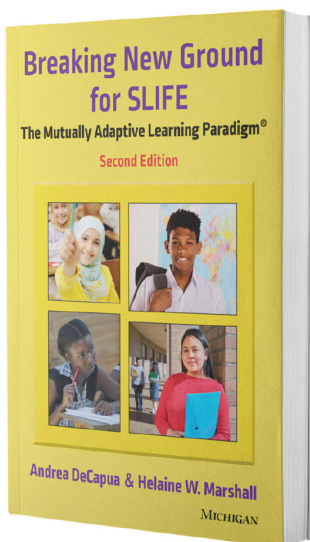
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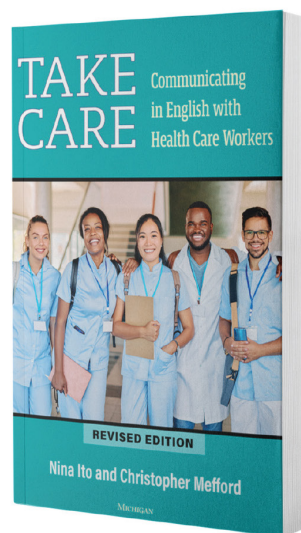
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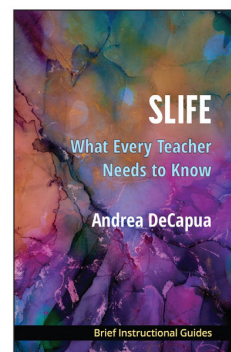
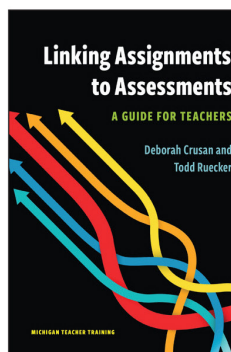
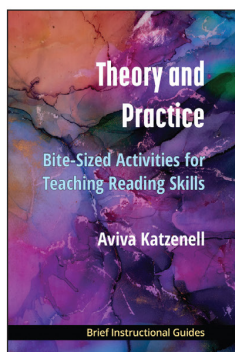
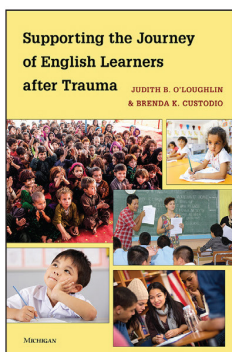
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To Dr. Bajrami, Shuntel, and the entire College of Alameda staff:  
Thank you for your generosity in supporting our vision to make CATESOL23 accessible to more educators. This is the inaugural state conference hosted at an academic institution and we are honored to have you as a partner in this journey.



Additionally, we would like to thank the TESOL International Association for their sponsorship of Saturday's Plenary. As one of the oldest TESOL affiliates, we are honored to welcome Dr. Suarez and look forward to our continued collaborations as we provide resources and advocacy for English language learners and the professionals who serve them.



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**Friday Night Sponsored Event:** Building43 (Alameda, CA)

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# CATESOL 2023 Map

## CATESOL23 @ College of Alameda Map

**H:** Registration, Sessions    **D:** Featured Sessions  
**F:** Exhibitor Hall            **G:** Plenary            🍷: Food Trucks

