2017 WAESOL Conference
at Highline College, Des Moines, WA

The Washington Association for the Education of Speakers of Other Languages

Program Guide
Schedule ● Map ● Information
No English? Can’t Read?
No Problem!

Satisfaction Guaranteed!
If your students don’t make powerful strides in language, literacy, and confidence in reading after using our program, just return the books and audio CDs in any condition for a full refund.

ESL Phonics for All Ages
by Elizabeth Claire

ESL Phonics for All Ages is designed to meet the special needs of Students with Interrupted Formal Education (SIFE) and students with limited English. Audio input on CDs reads each word three times so students can learn vocabulary and pronunciation as they progress in reading skills at their own pace. Reproducible answer pages lets students self-correct and track their work.

ESL Phonics for All Ages is completely different from the frustrating phonics books designed for native English speakers. It uses only useful words and useful sentences. Your ESL students and others will experience rapid success without frustration.

Try before you buy!
Download and print out the first unit of each book FREE at our website!

Elizabethclaire.com
Questions? Call us! (888) 296-1090
Conference Schedule

Conference Location: Highline College, Des Moines, WA

Friday, October 20 (1:00 p.m. – 4:00 p.m.)
Pre-conference Workshops – Check-in opens at 12:30 p.m. in Building 21

Saturday, October 21 (8:00 a.m. to 5:00 p.m.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>All day</td>
<td>Publishers’ Exhibits in Student Union</td>
</tr>
<tr>
<td>7:45 a.m.- noon</td>
<td>Registration in Student Union</td>
</tr>
<tr>
<td>8:00 – 8:45 a.m.</td>
<td>Coffee, beverages and light breakfast snacks in Publishers’ Exhibition Area</td>
</tr>
<tr>
<td>8:50 – 9:00 a.m.</td>
<td>Welcome to the 2017 WAESOL Conference</td>
</tr>
<tr>
<td>9:00 – 10:00 a.m.</td>
<td>Keynote Speaker, Linda Grant (Sponsored by National Geographic Learning)</td>
</tr>
<tr>
<td>10:00 – 10:30 a.m.</td>
<td>Publishers’ Coffee Break in Publishers Exhibition Area</td>
</tr>
<tr>
<td>10:30 – 11:15 a.m.</td>
<td>Concurrent Sessions I</td>
</tr>
<tr>
<td>10:30 – 12:00 p.m.</td>
<td>90 Minute Workshops</td>
</tr>
<tr>
<td>11:30 – 12:15 p.m.</td>
<td>Concurrent Sessions II</td>
</tr>
<tr>
<td>12:00 – 1:15 p.m.</td>
<td>Lunch in Student Union • (included w/registration)</td>
</tr>
<tr>
<td>1:00 – 1:15 p.m.</td>
<td>WAESOL Annual Business Meeting (location TBD)</td>
</tr>
<tr>
<td>1:30 – 2:15 p.m.</td>
<td>Concurrent Sessions III and Poster Sessions</td>
</tr>
<tr>
<td>2:15 – 2:45 p.m.</td>
<td>Publishers’ Coffee Break in Publishers’ Exhibition Area</td>
</tr>
<tr>
<td>2:45 – 3:30 p.m.</td>
<td>Concurrent Sessions IV</td>
</tr>
<tr>
<td>3:45 – 4:30 p.m.</td>
<td>Concurrent Sessions V</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>Hot hors d’oeuvres</td>
</tr>
<tr>
<td></td>
<td>Grants &amp; Awards, Publishers’ Raffle, Other Great Prizes!</td>
</tr>
</tbody>
</table>

OSPI clock hours are available for both the Friday Pre-conference Workshops and the Saturday conference.

Many presenters’ handouts are available for download at https://waesol.org/handouts/
Welcome!
from the Conference Co-Chairs

Welcome to the 2017 WAESOL Conference! We are delighted that you have decided to attend this year’s conference. It is wonderful that we are all here to shape a better future for our learners and our communities. Whether you are presenting a workshop, participating in a session, or simply connecting with colleagues, there are multiple opportunities to share, learn, and develop. As teachers, administrators, and students, this is the place for all of us to come together!

This year’s conference has no specific theme, but is instead inspired by WAESOL’s mission. Topics related to k-12 settings, intensive English programs, immigrant and refugee classrooms, private tutoring, volunteer agencies, and higher education contexts are all covered. The goal is to foster a learning environment for educators with diverse interests so that they can enrich their knowledge through engaging in various topics of their choice.

As always, several publishers are present at the conference to share their latest products and keep us abreast of the recent developments in the field of ESOL publishing. Enjoy visiting the publishers’ exhibition area in the Student Union throughout the day.

The proposals were all blind reviewed and those selected address issues of your concern. We have worked hard to ensure various contexts in which you teach are evenly included in the schedule. Poster sessions are being held in the open foyer in the Student Union.

Lunch will be served in the Student Union from 12:00 – 1:15 to allow time to network with colleagues and peruse the publisher tables. The WAESOL annual business meeting will be held at 1:00, and members will be voting to approve the recent amendments to the WAESOL Constitution and By-Laws. Concurrent sessions will resume at 1:30. Please join us at 4:30 to meet the recipients of the 2017 WAESOL Grants and Awards, enjoy hot hors d’oeuvres, participate in the publishers’ raffle, and win other exciting prizes.

If you have any questions or need anything, please let the board members know. We are around and pleased to be helping you. Enjoy your day!

Kind Regards,

Martha Savage, 2017 WAESOL Past President (Conference Co-Chair)
Nasrin Nazemi, 2017 WAESOL President-Elect (Conference Co-Chair)
Joan Johnston Nelson, 2017 WAESOL Treasurer (Conference Co-Chair)
Clock Hours
How do I get clock hours for the 2017 WAESOL conference?

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

Fee: $2 per clock hour

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

Clock Hour Forms On-Site Each Day:
If you wish to pay for and pick up your clock hours on-site each day, they will be available at the clock hour table after the final session of the day. Please Note: On-site forms are available only for the current day.

Clock Hour Forms On-line After the Conference:
Go to the WAESOL website at www.waesol.org and click on the Clock Hour tab. Proceed to the 2017 WAESOL Conference link.

Use the registration code received at the clock hour sign-in table to access the payment and registration system.
- Fill out the online form and submit.
- Pay online for the number of clock hours you are requesting.

WAESOL will verify attendance through the daily sign-in sheets. Once verified, an official signed clock hour form will be mailed to you within three weeks.
Conference Sponsors
WAESOL would like to thank the sponsors of the 2017 Conference

Cambridge University Press
Easy English
ESL Jigsaw
The Help Guy
National Geographic Learning / Cengage Learning
Northeastern University - Seattle
Pearson
PhonicsQ
Trinity Western University

Thank you as well to LaVona Reeves for co-sponsoring the Sally Wellman Award.

Scan This Code
Additional information about presentations can be found online

Scan this QR code to get information about:

- Times
- Locations
- Presenters Biographies
- Topics Addressed
- Intended Audiences
Abstract:

The growing body of pronunciation research informing classroom teaching attests to the revival of interest in pronunciation. Yet pronunciation remains the “missing link” in many ESL programs, especially in courses dedicated to developing listening and speaking skills. In this presentation, we will explore the natural connections between pronunciation and listening. We will also identify a small number of research-based teaching points that play a critical role in spoken communication. Finally, we will look at ways to integrate these key pronunciation features seamlessly into our courses, whether they are pronunciation-dedicated or multi-skill classes.

Biography:

Linda has pursued her interest in first and second language phonology for over forty years. A former audiologist, she has taught ESL students at Georgia Tech, graduate students in applied linguistics at Georgia State University, and international teaching assistants at Emory University in Atlanta. The author of two pronunciation texts for students, Well Said 4/e and Well Said Intro 2/e (National Geo Learning/Cengage) and the editor of the teacher resource volume, Pronunciation Myths: Applying Second Language Research to the Classroom (University of Michigan Press), Linda currently writes and conducts pronunciation workshops to help teachers implement research-informed best practices in their classrooms.
<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Summary</th>
<th>Room</th>
<th>Type / Commercial Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Justice in the ESL Reading and Writing Classroom: A Framework</td>
<td>Ines Poblet - Whatcom Community College</td>
<td>This session will explore a pressing pedagogical question: How can instructors promote social justice in the classroom? Participants will experience a practical framework for incorporating social justice topics into the reading and writing curriculum of a high-intermediate course.</td>
<td>22-205</td>
<td>IEP - EAP</td>
</tr>
<tr>
<td>Let’s Sing: 10 Easy Songs With a Grammar Focus</td>
<td>LaVona Reeves - Eastern Washington University</td>
<td>LaVona Reeves sings and plays guitar to teach ten simple songs focusing on a particular grammatical unit and writing genre—narrative, description, &amp; exposition. Participants receive lyrics, model essays, and lessons with links to YouTube.</td>
<td>21-105</td>
<td>RI - K12</td>
</tr>
<tr>
<td>Philosophical Dialogue for Critical Thinking and for Language Learning</td>
<td>Aiko Nagabuchi - Eastern Washington University</td>
<td>The presenter reports the research conducted in her ESL composition course to challenge the “deficit” views of ESL students in light of critical thinking and to investigate the effectiveness of philosophical dialogue? an approach to increase critical thinking and to enhance language learning.</td>
<td>21-201</td>
<td>IEP - EAP</td>
</tr>
<tr>
<td>Using guided reading techniques with adult emergent readers</td>
<td>Alysan Croydon - South Seattle College/School for Teaching ESL</td>
<td>Guided reading is a classroom routine to teach phonemic awareness, decoding, and develop reading fluency. You will experience a variety of ways to practice reading on short, simplified texts with guided reading techniques aimed at students who are just beginning to read at the sentence level.</td>
<td>21-203</td>
<td>RI - TE - NT - EXP</td>
</tr>
<tr>
<td>TED Talks: Ideas to Transform Your Listening and Speaking Classroom</td>
<td>Dalia Bravo - National Geographic Learning</td>
<td>Inspiring thinkers and innovators share their ideas on the TED stage generating billions of views. Come explore practical strategies TED speakers use to spread new ideas and learn how TED Talks can be used to help learners improve their communication and presentation skills.</td>
<td>22-201</td>
<td>IEP - EAP</td>
</tr>
<tr>
<td>Native American Boarding Schools: The Continent’s First ESL Program</td>
<td>Joan Johnston Nelson - JUN Training and Consulting</td>
<td>Inspired by first hearing my grandfather’s ancestral language in 1980, this session explores the history of Native American boarding schools and their current role in education. The presenter shares the societal impact boarding schools have had and what this means to ELL and Native education today.</td>
<td>21-206</td>
<td>K12 - TE</td>
</tr>
</tbody>
</table>
ELPA21 in Washington State

Leslie Huff - OSPI

This session will review summaries of the ELPA21 surveys OSPI conducted in spring 2017. We will also look to how these surveys impact the future directions of EL assessment in Washington.

Translanguaging: Dispel the Myths and Capture the Power

Rachel Snyder - University of Washington
Fenglan Nancy Yi-Cline - University of Washington

Translanguaging has been the buzzword in districts and schools, but what is it? This session will clear the myths behind, present the whys, and showcase the hows. Participants in all contexts will walk away with plans to capture their translanguaging power.

Intended Audience

IEP Teachers of adult learners in Intensive English programs
EAP Teachers of adult learners in English for Academic Purposes
EFL English as a Foreign Language contexts
DMC Developers of materials or curriculum
NT New/Trainee teachers
RI Teachers of adult learners in Refugee/Immigrant programs
PA Program administrators
K12 K-12 teachers
TE Teacher educators
EXP Experienced teachers

 Equip yourself to teach in Canada or abroad with an MA in TESOL from TWU.
<table>
<thead>
<tr>
<th>Room 22-206</th>
<th>Room 22-103</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating the Confident Language Learner</strong></td>
<td><strong>Engaging and assessing students with technology</strong></td>
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<td><strong>Dr. Ken Beatty</strong> - Pearson ELT</td>
<td><strong>Maurea Maya</strong> - Highline College</td>
</tr>
<tr>
<td>Motivation is essential to language learning, confidence is key to using it. Challenges to student confidence include gaps between classroom language and social language. Explores how phone-based media projects build confidence so students apply language learning and extend what they know.</td>
<td>In this hands-on workshop, you will explore and actively participate in ways you can engage and assess your students using technology while building a classroom community. There will be lots of support in this workshop, so come and join in the collaboration and fun!</td>
</tr>
<tr>
<td><strong>IEP ● EAP</strong> Workshop (90 min)</td>
<td><strong>RI ● NT ● EXP</strong> Workshop (90 min)</td>
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<tr>
<td>Commercial / exhibitor</td>
<td>Non-commercial</td>
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<thead>
<tr>
<th>Room 22-103</th>
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<tbody>
<tr>
<td><strong>Sustainability of Student Engagement despite Curriculum Confines</strong></td>
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<tr>
<td><strong>Molly Cheney</strong> - University of Washington</td>
<td></td>
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<tr>
<td><strong>Aleksandra Petrovich</strong> - University of Washington</td>
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<tr>
<td><strong>Nicole Luvison</strong> - Edmonds Community College</td>
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<tr>
<td>The presenters demonstrate a two-pronged approach of integrated skills activities and a variety of engagement strategies in order to manage curriculum constraints. Participants will work to adapt this two-pronged approach to their own classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>IEP ● DMC</strong> Workshop (90 min)</td>
<td>Non-commercial</td>
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</table>

**Be Social**

Meet other WAESOL members, get conference updates, and share your session with us via social media!

**Make sure to participate**

by adding the hashtag #waesol17 to your message so we know who you are!
National Geographic Learning is proud to introduce the NEW EDITION of our top selling academic series PATHWAYS!

Pathways: Reading, Writing, and Critical Thinking

Pathways: Listening, Speaking, and Critical Thinking

Meaningful and authentic National Geographic content prepares your students for academic success.

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NGL.Cengage.com/pathwaysseries

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2018 WAESOL Board of Directors Elections

WAESOL is always actively seeking ways to engage and support pre-service and in-service teachers in the larger community of language educators. If you are a WAESOL member and interested in taking an active leadership role in supporting WAESOL, consider running for a position on the WAESOL board of directors.

The following positions are up for election for 2018:

- President-elect (3-year term as president-elect, president, and past-president)
- Recording Secretary (2-year term)
- Assistant Treasurer (2-year term)
- Members-at-large (2-year term)

For more information regarding the responsibilities for each position, please visit www.waesol.org and go to the board page.

To nominate yourself, go to: https://waesol.org/welcome/nominations-for-elections/, log into your WAESOL member account, and fill out a nomination submission form. You will need to include a 150-word bio (in the third person) that will be shared with WAESOL members during the election.

Nominations close on November 1st, 2017, and on-line voting will take place November 10th thru November 17th.

We look forward to learning more about you and your interests!

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Wireless Connection

Connecting using Highline Web Portal
After opening a web browser, you will need to enter

Username HCGuest  Passowd ITS-Shrills343
### Concurrent Sessions II
11:30 – 12:15 p.m.

<table>
<thead>
<tr>
<th>Room 22-205</th>
<th>Room 21-203</th>
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</table>
| **Integrate it: English learning through interdisciplinary environments**  
Emily Dvorak - Cascadia College  
Anne Tuominen - Cascadia College  
This session supports faculty in motivating learners through interdisciplinary opportunities. Drawing on several collaborative examples, the presenters demonstrate curriculum choices that encourage learners to go beyond the walls of their own classrooms, and enhance their intercultural competency. |

| Teaching Demonstration (45 min) | Non-commercial |

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<tr>
<th>Room 21-201</th>
<th>Room 21-206</th>
</tr>
</thead>
</table>
| **Implementing Implicit Grammar Activities**  
Denny Sargent - STESL  
This workshop will show how implicit grammar activities are fun, motivating and useful and help students recognize and acquire grammar patterns within the sphere of ‘authentic’ use and with a focus on messages over abstract form. Many activities and ideas will be presented. |

| Teaching Demonstration (45 min) | Non-commercial |

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<tr>
<th>Room 21-105</th>
<th>Room 21-104</th>
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</thead>
</table>
| **Our Mothers, Our Selves: Literacy Narratives and bell hooks**  
LaVona Reeves - Eastern Washington University  
Ghassoon Rezzig - Eastern Washington University  
Authors define literacy narrative, offer models, and provide prompts for different writing levels and settings. Participants write about experiences that have influenced their language teaching, responding to bell hooks' pedagogy of hope. We tell our mothers' stories to frame our own literacy. |

| Research Paper/Report (45 min) | Non-commercial |

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<tr>
<th>Room 21-203</th>
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</table>
| **Cross-Curricular Writing Strategies for English Language Learners K-12**  
Kelly Moses - Battle Ground Public Schools  
Jeanne-Marie Wright - Battle Ground Public Schools  
This demonstration will focus on writing strategies for K-12 ELLs across the curriculum. Using strategies to develop academic language and vocabulary, participants will learn effective ways to engage students with poetry, sentence frames, sentence patterning, and writing as a process. |

| Teaching Demonstration (45 min) | Non-commercial |

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<tr>
<th>Room 21-206</th>
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</table>
| **Building College and Career Readiness in today's Adult ed Classroom**  
Wendy Asplin - Cambridge University Press  
Come discover ways to make your adult ed students college and career ready right from the start! Presenter will show how Ventures addresses the CCR standards and much more. |

| Teaching Demonstration (45 min) | Commercial / exhibitor |

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<tr>
<th>Room 21-104</th>
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</table>
| **Vocabulary Size, Critical Engagement, and Post-Secondary Success**  
Jennifer Altman - University of Washington  
This action research presents activities designed to free cognitive space so learners can critically engage with reading and writing tasks. Results help bridge the gap between theory and practice on vocabulary size, and preparation for post-secondary reading and writing. |

| Research Paper/Report (45 min) | Non-commercial |
Applying the Latest Research to Pronunciation Class

Linda Grant - National Geographic Learning

Discover how recent research in second language pronunciation can be applied to classroom teaching. What are the most important features? What feedback do students need? What contributes to success in pronunciation improvement? Linda Grant highlights these features in the new edition of Well Said.

IEP • EAP • EFL
Workshop (45 min) Commercial / exhibitor

Next-Generation Parental Involvement for Emergent Bilinguals

Nancy Yi-Cline - University of Washington

Schools use family engagement models that often hinder ELLs and families from developing strong relationships with school. This session will involve participants in reflecting on their current parental involvements and recommend next-generation practices for a more inclusive school environment.

K12 • PA
Informational Session Non-commercial

Grants and Awards

WAESOL is proud to provide financial support for its members.
This year WAESOL has awarded:

WAESOL Professional Development Grant
$750 to be used for attending a conference, workshop, or class related to the ESOL field.

WAESOL Project Funding Grants
$375 (X2) to be used for classroom or community projects directly impacting English language learning in Washington state or nearby communities.

WAESOL Excellence in Teaching Award
$500 to an ESOL teacher who has exhibited outstanding dedication in the classroom.

The Sally Wellman Volunteer Award
$500 to an ESOL teacher who has exhibited outstanding dedication in the community as a volunteer.

WAESOL Conference Registration Scholarships (X10)

Find out who this year’s winners are at the Grants and Awards Celebration today at 4:30.

For more information about deadlines, eligibility, and application procedures for 2018 grants, awards and scholarships, please visit waesol.org.
## Ten Research-based Principles of ESOL Pronunciation Pedagogy

### Lauren Beven - Independent

In this session, leading research meets practical classroom application! Ten research-based pronunciation principles will be presented in detail, and an application given for each. Participants will further explore these principles as a means of evaluating their materials, outcomes, etc.

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### Incorporating a Standardized Vocabulary List into an IEP Curriculum

#### William Gibson - A.C.E. Language Institute at Seattle Pacific University

Joe Hamilton

This session explains how the New General Service List can be incorporated into an IEP curriculum. Presenters discuss reasons for choosing the list, methodology used to incorporate it, and student reactions to its incorporation based on more than a year of experience teaching it in IEP classes.

- **IEP** • **DMC**
- Research Paper/Report (45 min)  
  Non-commercial

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### Understanding ESL Writers Through Reflective Dialogue Journals

#### Chad Miles - Seattle Central College

Insights from a study looking at reflective dialogue journals in an ESL writing course. The results suggest that these journals can assist L2 writing teachers in providing instruction tailored to student needs while also helping students identify and overcome their own struggles learning to write.

- **IEP** • **EAP**
- Research Paper/Report (45 min)  
  Non-commercial

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### Cellphone Cinema

#### Audra Lord - ALPS Language School

A short filmmaking activity that engages learners through task-based speaking, listening, vocabulary and creative collaboration.

- **IEP** • **RI**
- Teaching Demonstration (45 min)  
  Non-commercial

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### Promoting Diversity & Gender Equity Through ELP Novel Reading

#### Alexandra Schiff - Cascadia College

Lia Prefetes - Cascadia College

This demonstration shows how to choose and develop materials that have a broad representation of gender and diversity to enhance students’ ability to access texts and promote critical thinking on issues of identity and culture.

- **IEP** • **EAP**
- Teaching Demonstration (45 min)  
  Non-commercial

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### You Betcha You Can Do Pecha Kucha

#### Ellen Sherriffs Hall - Mukogawa Fort Wright Institute

Kate Newman - Mukogawa Fort Wright Institute

Pecha kucha enlivens student presentations, making presentation days fun. The presenters will demonstrate a variety of pecha kucha assignments that tap into a well of student enthusiasm while meeting curricular goals. A basic assignment and creative variations will be discussed and made available.

- **IEP** • **EAP**
- Teaching Demonstration (45 min)  
  Non-commercial

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- **IEP** • **RI**
- Teaching Demonstration (45 min)  
  Non-commercial
### Insuring Success: Teaching the language of higher order thinking skills

**Wendy Asplin** - *Cambridge University Press*

Today’s students need a wide range of academic skills including analyzing data, formulating opinions, and expressing themselves clearly. The presenter will demonstrate an approach that uses teaching the language of higher order thinking skills as the foundation for academic success. Free materials.

**Intended Audience:**
- IEP
- EAP
- EFL
- NT
- EXP

**Teaching Demonstration (45 min)**
Commercial / exhibitor

### Creating and Customizing Online Functionality with a Cloud Server

**Ron Belisle** - *Mukogawa Fort Wright Institute*

A brief overview of how tech savvy teachers can utilize a cloud server for branding and customizing server apps such as forums, blogs, content/class management systems (Moodle, Wordpress, etc.), MySQL databases, and other functionality.

**Intended Audience:**
- TE
- PA
- EXP

**Informational Session**
Non-commercial

### Get Involved: Advocacy and Policy for ELL Professionals

**Michelle Roth** - *WAESOL / Clark College*

**Jeanne-Marie Wright**

Concerned for ELL students or the profession? Start advocating. Learn how ELL professionals are working to shape policy and ways you can engage. Get an overview of national policy and suggestions for your own advocacy. Explore example advocacy letters, resources, and begin your roadmap for action.

**Intended Audience:**
- NT
- EXP

**Informational Session**
Non-commercial

### The Power of Authentic Content to Develop Critical Thinking

**Laura Le Dréan** - *National Geographic Learning*

Ignite your students’ curiosity and enrich your class with authentic and relevant content and incredible photography and video from National Geographic Learning. See how great content in the new edition of Pathways inspires and prepares college-bound students with critical thinking and academic skills for success.

**Intended Audience:**
- IEP
- EAP

**Workshop (45 min)**
Commercial / exhibitor

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**Save the Date:** 2018 WAESOL Conference, October 19 - 20, 2018
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<th>Building 8</th>
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</thead>
<tbody>
<tr>
<td>The Effects of a Middle Eastern Accent on Employability</td>
<td>Eileen Finn - Concordia University</td>
</tr>
<tr>
<td>This paper examines the effects of a Middle Eastern accent on employability and comprehensibility. The question of credibility, as well as the potential problem of loss of identity and how it pertains to one’s accent are also examined.</td>
<td>RI • NT</td>
</tr>
<tr>
<td>RI • K12</td>
<td></td>
</tr>
<tr>
<td>Skills development - Speaking / Pronunciation / Listening, Grammar / Vocabulary, Language policy</td>
<td>Building 8</td>
</tr>
<tr>
<td>&quot;Hooks&quot; - Tricks and Tips to Attract and Engage EL Learners</td>
<td>Robert (Bob) Woods - Yakima Valley College, Yakima, Washington</td>
</tr>
<tr>
<td>“Teacher, this is FUN! I can stay late in your class?” ten-year-old Maria exclaimed, wide-eyed, as the bell rang. WARNING! You, too, may experience “problems” like this when you implement the “hooks”-innovative and creative approaches to attract and engage EL students of all ages-presented here.</td>
<td>NT • EXP</td>
</tr>
<tr>
<td>Skills development - Speaking / Pronunciation / Listening, Grammar / Vocabulary, Writing, Literacy</td>
<td>Building 8</td>
</tr>
<tr>
<td>Creating English Language Classrooms That Empower Environmental Change</td>
<td>Indira Bakshi - JLane Community College</td>
</tr>
<tr>
<td>Diane Daudt - Lane Community College</td>
<td></td>
</tr>
<tr>
<td>Maria Guerrero - Lane Community College</td>
<td></td>
</tr>
<tr>
<td>Gain inspiration to provide a meaningful framework for learning, increase motivation, prepare students for the future and improve outcomes. Leave this presentation with ideas and plans to integrate environmental content into your curriculum.</td>
<td>RI • K12</td>
</tr>
<tr>
<td>Skills development - Reading, Grammar / Vocabulary, Literacy</td>
<td>Building 8</td>
</tr>
<tr>
<td>Increasing Student Engagement through Scaffolded Reading Groups</td>
<td>Julie Hansen - University of Washington</td>
</tr>
<tr>
<td>Elsa LaRandeau - University of Washington</td>
<td></td>
</tr>
<tr>
<td>Reading group roles increase student responsibility, promote equitable group interaction and extend comprehension. We will simulate a reading group discussion of an expository text using roles linked to tasks that prompt students to use reading strategies and engage thoughtfully with the text.</td>
<td>IEP • EAP</td>
</tr>
<tr>
<td>Skills development - Reading, Grammar / Vocabulary, Community involvement</td>
<td>Building 8</td>
</tr>
<tr>
<td>Students are not Shy, They are just not Spontaneous</td>
<td>Matthew Gilles - Kinjo Gakuin University</td>
</tr>
<tr>
<td>Students are not shy, they are just not spontaneous. This poster session provides a toolbox of methods to help a hesitant or not spontaneous student develop their listening and speaking skills.</td>
<td>EAP • EFL</td>
</tr>
</tbody>
</table>
Membership

Become a WAESOL member to enjoy year-round benefits and networking opportunities. WAESOL membership includes:

- Discounted conference fees for both our annual conference and the pre-conference workshops
- Exclusive access to WAESOL grants, awards, and scholarships
- ESL job listings
- Other exclusive benefits in the future

By becoming a member, you are helping to strengthen our profession while expanding your own professional network across Washington, Oregon, Idaho, Montana, British Columbia, and beyond.

Membership Fees:

- Professional ($35)
- Student ($20)

Many presenters’ handouts are available for download at https://waesol.org/handouts/
April is Earth Month. Easy English NEWS’ first article every April is about the earth and how we can care for it.

How many dinosaurs* have you seen lately? None? That’s because dinosaurs have been extinct* for 65 million years. A catastrophic* event wiped them out. It wiped out 70% of all other animals alive at that time, too.

The earth is about 4.8 billion years old. How many different species* of animals and plants have ever lived on it? Scientists think that number might be five billion. There were several massive* extinctions* in the earth’s past. Most of those earlier plants and animals became extinct before humans existed*.

Today, scientists estimate* that there are between 10 million and 14 million different species alive on our planet. Some scientists believe that another massive extinction is happening now. They say that 30% to 50% of species alive today will be extinct by the year 2200. They say that human activity is causing these extinctions.

We are all connected. Without these species, many humans will be in danger, too! Each species is connected to a whole web* of other species.

Finding a place to live
Renting an apartment

Are you looking for a place to live? Most newcomers rent a place first. People who rent are called tenants*. They pay rent to the landlord* of their building.

How to find an apartment
Tell your friends and family that you are looking for an apartment. Put a note on the bulletin board* at your workplace. Look at the ads in the real-estate* section of the newspaper or on craigslist.org*. Go to a real-estate website and look at the apartments. Some real-estate websites are: Zillow, com. Trulia.com, and Realtor.com. Type in your city or ZIP code. You can choose a price range*, the size of the apartments, and more. You can see many photos of apartments for rent. You can use a real-estate agent* to help you find an apartment. The agent’s fee* is usually one month’s rent.

What do you want? Write down the things you want and need in an apartment. How many bedrooms and bathrooms do you need? Renting an apartment
### Multi-level Games for Fluency, Vocabulary, and Grammar

**Joan Johnston Nelson - JHN Training and Consulting**

This session provides teachers with a tried and true process to introduce, implement, and extend card games appropriate to various language levels. Resource lists, templates, and suggestions for adapting to various classroom environments will be provided.

*RI • K12*

**Teaching Demonstration (45 min) Non-commercial**

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### 10 Tips for Grammar Teachers

**Stacy Hagen - AzarGrammar**

Would you like to correct student papers more quickly? Make sure your corrections aren’t ignored? Find out answers to these two grammar-for-writing challenges, and gather useful tips for classroom management and student success. Sample exercises shown from Understanding and Using English Grammar.

*IEP*

**Teaching Demonstration (45 min) Commercial / exhibitor**

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### Critical Writing: Making Connections in Writing

**Mary Martha Savage - Gonzaga University**

Making connections in texts while fostering academic language in writing is a challenge. This workshop draws from Gibbon’s (2009) notion of message abundance (p. 156) and interactional scaffolding (Hammond and Gibbons, 2005). Participants will receive a handout of each technique and text.

*EAP • K12*

**Teaching Demonstration (45 min) Non-commercial**

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### Flipped Learning in ESL Grammar Class

**Rui Shi - Institute of Intensive English, Lewis-Clark State College**

Flipped learning is a new pedagogical method which allows grammar teachers to collaborate with ESL learners to be more involved in the language acquisition process, and creates an interactive environment which can increase students’ learning interests and enthusiasm.

*IEP • EAP • EFL*

**Teaching Demonstration (45 min) Non-commercial**

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### Translingual Identity: “RAE” Model of Teaching Speaking and Listening

**Tessa Roche - Seattle Pacific University**  
**Sage Stutsman - Seattle Pacific University**  
**Alice (Wing Shuen) Lau - Seattle Pacific University**

Language learners come from diversified cultures. How does translingual identity impact teaching? The session presents strategies for classroom practices to Raise, Apply, and Evaluate awareness. Presenters model activities which develop learner agency with a focus on listening and speaking skills.

*EAP • RI*

**Teaching Demonstration (45 min) Non-commercial**

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### Engaging Teaching and Learning with Technology

**Bridget Green - Gonzaga University**  
**James Hunter, PhD**

Looking for ideas on how to bring technology into your classroom? This presentation demonstrates ten ideas for using technology and describes successful projects. The presentation and all links, with a ‘how to’ video for each of the technologies, will be shared with all attendees via Google Slides.

*NT • EXP*

**Teaching Demonstration (45 min) Non-commercial**
### Concurrent Sessions IV continued

**2:45 - 3:30 p.m.**

#### Teamwork and language learning

**Hongying Douglas** - Washington Academy of Language, City University of Seattle

Team work in general is daunting, and it is even more so for non-native speakers. This presentation will address the cultural, language, and personality challenges that students face when they need to complete a team project. It will also offer project and teaching ideas for instructors.

*IEP  •  EAP  •  TE  •  DMC  •  NT  •  EXP*

Teaching Demonstration (45 min)  Non-commercial

#### Specialized Literacy Instruction for English Learners

**Patty Finnegan** - OSPI

**Jenny Choi, OSPI** - Bilingual Education Program Supervisor & AAPI Grant Manager

**Amy Thierry** - OSPI, Learning Assistance Program (LAP) Program Supervisor

Guided reading is a classroom routine to teach phonemic awareness, decoding, and develop reading fluency. You will experience a variety of ways to practice reading on short, simplified texts with guided reading techniques aimed at students who are just beginning to read at the sentence level.

*EAP  •  EFL  •  K12  •  TE  •  PA  •  NT*

Research Paper/Report (45 min)  Non-commercial

#### Preparing New EFL Teachers in China: Insights and Challenges

**Joshua Schulze** - Western Oregon University

This presentation shares insights regarding an exchange program between Western Oregon University and Shanghai Normal University. The presentation will address how language teaching strategies were employed to achieve course outcomes and support students in using academic discourse.

*EFL  •  TE*

Research Paper/Report (45 min)  Non-commercial

### Free wireless

Free wireless is available campus-wide via the Highline Web Portal network. Username is **HCGuest**

Password is **TS-Shrills343**

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**Save the Date: 2018 WAESOL Conference, October 19 - 20, 2018**
Intended Audience

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>Teachers of adult learners in Intensive English programs</td>
</tr>
<tr>
<td>EAP</td>
<td>Teachers of adult learners in English for Academic Purposes</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language contexts</td>
</tr>
<tr>
<td>DMC</td>
<td>Developers of materials or curriculum</td>
</tr>
<tr>
<td>NT</td>
<td>New/Trainee teachers</td>
</tr>
<tr>
<td>RI</td>
<td>Teachers of adult learners in Refugee/Immigrant programs</td>
</tr>
<tr>
<td>PA</td>
<td>Program administrators</td>
</tr>
<tr>
<td>K12</td>
<td>K-12 teachers</td>
</tr>
<tr>
<td>TE</td>
<td>Teacher educators</td>
</tr>
<tr>
<td>EXP</td>
<td>Experienced teachers</td>
</tr>
</tbody>
</table>

Share Your Thoughts

After the conference, please be sure to visit:

https://waesol.org/evaluate/

to complete the Conference Evaluation online.

Many presenters’ handouts are available for download at

https://waesol.org/handouts/
### Concurrent Sessions V

**3:45 – 4:30 p.m.**

<table>
<thead>
<tr>
<th>Skills development - Writing, ESP</th>
<th>Room 22-206</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing Effective Academic Essay Paragraphs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Matthew Gilles - Kinjo Gakuin University, Japan</strong></td>
<td></td>
</tr>
<tr>
<td>Will show a teaching method to help develop academic essay writing in an approachable fixed format that increases the student's ability to acutely focus their ideas, increase cohesion, and logical progression in their writing.</td>
<td></td>
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</tbody>
</table>

**EAP • K12**
Teaching Demonstration (45 min) Non-commercial

<table>
<thead>
<tr>
<th>Room 22-205</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diagnosing and teaching sentence and discourse-level pronunciation</strong></td>
</tr>
<tr>
<td><strong>Richard West - City University of Seattle</strong></td>
</tr>
<tr>
<td>This demonstration will give practical processes for diagnosing and teaching suprasegmental pronunciation features like fluency, intonation, rhythm, and word stress for learners who need more intelligible speech, but have proficient consonant and vowel production.</td>
</tr>
</tbody>
</table>

**EAP • RI**
Teaching Demonstration (45 min) Non-commercial

<table>
<thead>
<tr>
<th>Room 22-202</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addressing English Language Learners in High School Equivalency</strong></td>
</tr>
<tr>
<td><strong>Stephen Sadlier - South Puget Sound Community College</strong></td>
</tr>
<tr>
<td><strong>Annamary Fitzgerald - South Puget Sound Community College</strong></td>
</tr>
<tr>
<td>ELLs find High School Equivalency disconnected from lived experience. Through affective interaction, we guide student application of their experiences toward high school diploma credit. Session participants learn about ELL trends in HSE, view our Canvas course and explore cases of academic success.</td>
</tr>
</tbody>
</table>

**EAP • K12**
Teaching Demonstration (45 min) Non-commercial

<table>
<thead>
<tr>
<th>Room 22-102</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Beginning Beginners</strong></td>
</tr>
<tr>
<td><strong>Christopher Benum - Highline College &amp; South Seattle College</strong></td>
</tr>
<tr>
<td>Both in-class and web-based activities and techniques will be demonstrated for teaching beginning ESL students, including pronunciation, spelling, and common sound/spelling relationships.</td>
</tr>
</tbody>
</table>

**RI • EFL**
Teaching Demonstration (45 min) Non-commercial

<table>
<thead>
<tr>
<th>Room 21-202</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborative Writing: Finding the Main Ideas and Creating a Summary</strong></td>
</tr>
<tr>
<td><strong>Margaret Diehl - Gonzaga University</strong></td>
</tr>
<tr>
<td>Through this demonstration, the presenter will share a strategy students can use to write a complete summary of a text. This is a collaborative writing process which can be used across language levels. This activity helps students synthesize information and conceptualize summaries.</td>
</tr>
</tbody>
</table>

**EAP • K12**
Teaching Demonstration (45 min) Non-commercial

<table>
<thead>
<tr>
<th>Room 21-105</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delayed Corrective Feedback for Speaking: Tracking Learner Output</strong></td>
</tr>
<tr>
<td><strong>James Hunter - Gonzaga University</strong></td>
</tr>
<tr>
<td>Learners need corrective feedback (CF) to promote language development, but it is challenging to provide it systematically, especially in speaking activities. This presentation demonstrates an application designed to provide CF after speaking activities.</td>
</tr>
</tbody>
</table>

**IEP • DMC**
Teaching Demonstration (45 min) Non-commercial
### A Breakdown of Smartphone Apps to Use With Students

**Sarah Griffith - Gonzaga University**

The presenter will teach the top smartphone apps to use in the classroom, including Aurasma, Seesaw, Nearpod, and Plickers. Learn smartphone apps for augmented reality, digital portfolios, assessment and more. BYOD - Bring Your Own Devices (recommended not required).

**Room 21-201**

### Building Careers Through WA State Apprenticeships

**Erin Meuer - Spokane Community College/Gonzaga U.**

This informational session will provide an overview, insights, and suggestions on reestablishing careers of displaced tradesmen and women through the profitable structure of Washington state apprenticeships.

**Room 22-103**

### Swearing: The good, the bad and the ugly

**Eileen Finn - Concordia University**

This research explores the cases for and against the inclusion of curriculum of swearing in an Adult ESL course. The function and prevalence of swearing, the level of exposure, and the potential dangerous, the proper and improper way to swear, and how it can be beneficial are all discussed.

**Room 21-206**

### Teaching ESOL Literacy Levels

**Cat Howell - Literacy Source**

**Taiko Aoki - Marcial Literacy Source**

**Tess Griswold - Literacy Source**

**Lauren Plitkins - Literacy Source**

Many adult English learners come to English class with limited school experience. This interactive panel of Literacy Source instructors first introduces our framework for ESOL literacy and then presents the materials and routines we use to support learners’ literacy and English development.

**Room 22-201**

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for a smartphone view of the presentations.

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- Peace Corps
- AmeriCorps
- Teach for America
- LOS Returned Missionaries

If you have spent 1-year abroad volunteering or teaching English Language Learners (ELL), you could also be eligible.

Northeastern University Seattle

LEARN MORE
Notes
Share Your Thoughts
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