

# **THE WORLD OF TESOL**

## **Emerald Coast TESOL Conference**

**April 20<sup>st</sup>, 2024**

**10 AM – 2 PM**

**University of West Florida International Center  
Pensacola, FL**



## **Emerald Coast TESOL**

A Chapter of the Sunshine State TESOL of Florida

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Emerald Coast TESOL Facebook: <https://www.facebook.com/groups/294697597255223>

Website: [emeraldcoasttesol.org](http://emeraldcoasttesol.org)

**9:30-10:00: Registration (front desk)**

**10-10:10 Welcome, Overview of Conference – Dr. Amany Habib, President, ECTESOL**

**10:10-10:15 Dr. Carla Huck – President, SSTESOL**

**10:15-10:50 Keynote address (Rm 136)**

**A Language-Based Approach to Content Instruction: Scaffolding Functional Language**

**Dr. Luciana de Oliveira**

Session Chair: Amany Habib

**10:50-11:00 BREAK snacks available in the Break Room**

**11:00-11:20 Concurrent Sessions**

**Rm 136 (K-12)**

**Collaboration as Key to ESOL Students' Success**

**Cassie Sheppard**

Session Chair: Shim Lew

**Rm 131 (Adult/IEP) Leveraging Electronic Devices for Enhancing ESOL Learning:**

**A Practical Approach (virtual)**

**Laila Noor**

Session Chair: Laureen Fregeau

**11:25-11:45 Concurrent Sessions**

**Rm 136 (All)**

**TPRS or Teaching Proficiency through Reading and Storytelling (virtual)**

**Zayde Gonzalez**

Session Chair: Anthony Cornealius

**Rm 131 (All)**

**The Prism Series**

**James (Jim) Goldstone, Cambridge University Press**

Session Chair: Jeanne de Simon

**11:45-12:20**

**Lunch and Cultural Performance (Rm 136)**

**DOOR PRIZES**

**Lunch pick-up in the Break Room**

Primo Paradiso Lodge #0280, Italian Sons & Daughters of America (ISDA)

**Nadine Mandolini and Dina Linn Perform the Italian Tarantella Folk Dance**

Session Chair: Kathy Van Dyke



**Dr. Luciana de Oliveira, Keynote Address**  
**A Language-Based Approach to Content Instruction:**  
**Scaffolding Functional Language**

**Dr. Luciana de Oliveira** is Associate Dean for Academic Affairs and Graduate Studies Professor in the Department of Teaching and Learning at Virginia Commonwealth University in Richmond, VA. She earned Ph.D. in Education from the University of California, Davis and her M.A. in English, TESOL option (Teaching English to Speakers of Other Languages) from California State University, East Bay. Dr. de Oliveira has over 30 years of teaching experience in K-12, higher education, and foreign language contexts with culturally and linguistically diverse groups. Her areas of specialization are: Emergent to advanced bilingual students (EABs), writing, discourse analysis, content area literacies, second language methodologies, systemic functional linguistics, qualitative research, and teacher education. She received the Mid-Career Award (Second Language Research) and Early Career Award (Bilingual Education Research) from the American Educational Research Association (2017 and 2012); the David Innovation by California TESOL (2011); Scholarship Award (2013) at Purdue University. Her research interests are issues related to teaching multilingual learners (MLs) at the K-12 level, including the role of language in learning the content areas, teacher education for MLs, and a functional approach to language development. She has authored or edited 28 books and has more than 200 publications in various outlets. Her latest book is de Oliveira, L. C. (2023). Supporting multilingual learners' academic language development: A language-based approach to content instruction. Routledge. Dr. de Oliveira served in the presidential line (2017-2020) of TESOL International Association, the largest international organization for English language teachers worldwide, and was a member of the Board of Directors (2013-2016). She was the first Latina to ever serve as president (2018-2019) of TESOL.



**Conference Presenters and Presentation Summaries**  
in order of presentation

**Dr. Carla Huck – President, SSTESOL**

**Cassie Sheppard, Collaboration as Key to ESOL students' Success**

**Audience: K-12**

This presentation will introduce a collaboration activity for ESOL teachers that makes data actionable. This activity has helped ESOL teachers better understand data in relation to each of their students, and to starting using data to inform their own teaching choices. This activity also helps teachers to see the big picture of who each of their students are as individuals, and how best to support them in the classroom.

**Cassie Sheppard** has worked in education for 10 years and has her M.Ed. in Curriculum and Instruction. She taught at international schools in South Korea and China for eight years. Cassie now works as an ESOL School Liaison for Santa Rosa County Schools

## **Laila Noor, Leveraging Electronic Devices for Enhancing ESOL Learning: A Practical Approach**

**Audience: IEP/Adult**

This presentation aims at ESOL educators and learners in academic settings, emphasizing the transformative role of smartphones in language education to bolster English language skills. My practice of teaching ESOL to adults in community colleges in the USA has led to innovative approaches, notably the utilization of smartphones to access textbook materials in multimodal formats. I will demonstrate how textbooks equipped with scanning capabilities can be leveraged to listen to audio versions of text, enriching the ESL learning experience. This method enhances listening and pronunciation skills and supports reading comprehension through simultaneous audio and visual engagement. Additionally, I will explore using the Grammarly app on the smartphone to facilitate immediate grammatical corrections, further promoting learner autonomy. Through live demonstrations and case studies, attendees will gain insights into creating an engaging, technology-enhanced environment that motivates ESL learners by using smartphones to bridge traditional materials and digital fluency. **Laila Noor**, a PhD Candidate in Education (TESOL) at the University of Central Florida, USA, also serves as a Graduate Teaching Assistant. With nine years of teaching experience in Bangladesh and the USA, she currently teaches English Learners at Seminole State College of Florida and Valencia College. Specializing in instructional technology, her interests encompass TESOL and the application of instructional technology in education.

## **James (Jim) Goldstone, The Prism Series**

**Audience: Secondary/IEP/EAP**

In this session, Jim will talk about **Prism**—one of Cambridge’s series that promotes *Critical Thinking* and the four language skills in two separate texts—one focusing on Reading-Writing and the other text focusing on Listening-Speaking. Today’s students need to develop a range of academic skills. They need to learn how to analyze information, look at things in new ways, formulate their own opinions, and express themselves clearly. Prism, a paired skills course, takes a fresh approach to English for Academic Purposes by focusing strongly on critical thinking, skills for academic life, and teaching the most useful language. Prism comes with a free Digital Workbook Code.

**Prism** can be implemented in these types of programs:

1. Secondary ESOL(High School ELLs)
2. Intensive Language Programs(IEP)
3. Academic English Programs(EAP)
4. Private Language Schools(PLS)

**Jim Goldstone** has been in English Language Teaching for 44 years and currently is the Senior ESOL Specialist for Cambridge University Press. Jim studied his MA in TESOL at the Tec de Monterrey in Queretaro, Mexico. Jim has given hundreds of trainings and presentations both in the US and abroad. Jim started his career as an ESOL teacher at the high school level and then taught in adult education and at the university level as well. Jim enjoys learning from other teachers and he also enjoys watching ESOL students grow with the English Language. As a former college athlete, Jim enjoys watching the Miami area pro teams, especially the Dolphins.

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### **Zayde Gonzalez, TPRS or Teaching Proficiency through Reading and Storytelling**

**Audience: All English Teachers**

TPRS is a powerful language teaching method based on the idea that there are two major ingredients of a lesson required to acquire a new language: 1) R.I.C.H. input and 2) Interaction. In this workshop you will get to experience learning a language that you may not know using this effective method. By doing so, you will see that focusing on one sentence at a time until students can produce it and variations of it is the most efficient way to internalize and acquire any language. Come see this powerful teaching method for yourself, sure to get your students to the Intermediate Level in the fastest way known! **Zayde Gonzalez** has worked in education since 2013. She is currently a Spanish and English TPRS Tutor and TPRS trainer. In 2020 she started using the TPRS in her classes and noticed a big difference for her students. She has been developing strategies to open TPRS in Latin America while presenting TPRS to the TESOL community.

### **William Cornejo, A Review of Spanish vs English Phonology for ESOL Educators**

**Audience: All**

The majority of ELs in the United States are L1 Spanish speakers. This presentation will familiarize ESOL/EFL educators with Spanish vs. English linguistics focusing on phonology, and the benefits of including explicit pronunciation training in the classroom. Understanding linguistic differences between L1 (Spanish) and L2 (English) can be a useful tool for ESOL and EFL educators in predicting challenge areas for their ELs. The presentation will emphasize the role of phonological perceptual categories and their direct correlation with sound production in second language development. **William Cornejo** is a second year graduate student in Hispanic Linguistics receiving his Masters in May 2024 and will continue through a PhD program at the University of Minnesota, Twin Cities. He completed an undergraduate program in EFL from the University of El Salvador, Santa Ana. Before moving to the states William taught EFL classes over 10 years including children, teenagers and adults in different levels. Currently, his research interests focus on phonological aspects of Spanish in language contact situations.

### **Angela Gentry, Teaching English to Adult Learners from around the world: Advice on Knowing your English Learners and Planning Interesting Lessons**

**Audience: IEP/Adult**

This presentation will review challenges stood out during her research. She will explain how some of our biggest challenges can be turned into our greatest successes. Included will be a discussion of the differences of learner's backgrounds and cultures, the diversity of learners' English proficiency that instructors encounter and cultural barriers to learning English in an American classroom. We will discuss how to accomplish group work with adult learners, and how to create multiple opportunities to speak English in the classroom and out of the classroom. **Angela Gentry** is an instructor for the UWF's IEP program. She taught ESL in public education for over 25 years in Texas, worked with students from PreK-12 and tutored adult community Conversational English. Angela grew up in Europe (Germany) during the 50's-early 70's. Going to school on a military base where almost every home had a parent who's second language was English helped her tremendously in teaching ELs over the years.

### **Shim Lew, Using a Rubric and Video Assessment Tool to Improve Teachers' Culturally and Linguistically Sustaining Pedagogies**

**Audience: K-12**

In pre-service teacher learning, critical reflection is a crucial component which can lead to significant improvement in a teacher's knowledge, skills, and dispositions. Our project, developing culturally and linguistically sustaining STEM pedagogies using mixed-reality simulations, develops a rubric based on the Language-based Approach to Content Instruction (de Oliveira, 2023) and uses a video assessment tool to

support pre-service teachers' critical self-reflection on their instruction in a multilingual mixed-reality simulation classroom. This presentation shows how our research team designed and implemented the rubric and video assessment tool to improve pre-service teachers' pedagogies to work with multilingual learners, which can be widely applicable for both pre-service teacher education and in-service teacher professional development. **Dr. Shim Lew** is an associate professor in the School of Education at the University of West Florida. Her research focuses on multilingual/multicultural education, teacher education, and disciplinary language and literacy in STEM subjects. Non-presenting co-authors: Jihye Shin, Minkyong Kim, John Pecore, and Melissa Demetrikopoulous.

### **Laureen Fregeau, Increasing English Communicative Proficiency and Transnational Cultural Competency through Sustainable Development Goals**

**Audience: Secondary/TEFL/IEP/adult**

How can the incorporation of United Nation's Sustainable Development Goals (SDGs) promote English language acquisition and transnational cultural understanding? This descriptive case study examines the incorporation of SDGs as core content for a collaboration between English language classes in Honduras and Colombia and a southeastern university in the United States. Our focus is on improving English proficiency and transnational cultural competency of ELs, building transnational cultural competency and ESL/EFL teaching competency for American students and increasing knowledge of the UN SDGs. **Laureen Fregeau** is an educator at the University of South Alabama where she coordinates the TESL/TEFL Certificate program and teaches Applied Linguistics, ESOL teacher preparation courses, international development and diversity courses. She earned her Masters in Applied Linguistics in TESOL and Ph.D. in International Education Policy (Latin American focus). Based on her work since 2008, she created the Virtual International Reciprocal Service Learning Project in which American students collaborate with students from other nations gaining intercultural and teamwork competencies, as well as experiences with ELs. She is the editor of Emerald Coast TESOL's journal ECTESOL Review and the ECTESOL Bulletin newsletter. She publishes on international education, applied linguistics and diversity topics.

### **Amany Habib, A Discussion of the Assessment of Multilingual Learners – Arguably the Most Assessed Group of Learners**

**Audience: K-12**

Does multilingual learners' assessment begin and end with the WIDA/ACCESS Test? The simple answer is clearly no, however, there are incidents where teachers neglect the role of ongoing assessment as it relates to this group of learners. This presentation is a brief reminder of the role of assessment in teaching MLs beyond the initial assessment and required testing for identification purposes. **Amany Habib** teaches ESOL and diversity courses for preservice teachers in the School of Education at the University of West Florida (UWF). Amany's education and experiences are in TESOL and in general education with a focus on teacher education, refugees as learners, cross-cultural/intercultural communication, and teaching English to non-native speakers of English. She teaches courses at both graduate and undergraduate levels for teacher preparation. Amany has been teaching at UWF since 2001.

### **Yen-Shan Lien, Enriching Language Learning: Exploring Structured Language Exchange Activities**

**Audience: All**

This presentation will showcase various formats of language exchange activities implemented at UWF for Intensive English Program students. The session will include discussion questions aimed at generating ideas that can be implemented at your school. We invite all teachers from schools with a multilingual population to participate. **Yen-Shan Lien**, an exchange scholar from Tamkang University in Taiwan,

instructs Mandarin Chinese and Intensive English at UWF. Learning a foreign language has brought her unforgettable global experiences. Yen-Shan firmly believes that anyone can excel in a new language, and she is always happy to help others give it a try!

**Entertainment: Nadine Mandolini and Dina Linn perform the Italian Tarantella Folk Dance  
Primo Paradiso Lodge #0280, Italian Sons & Daughters of America (ISDA)**

Primo Paradiso Lodge #0280 is one of the newest 501c3 chapters of the Italian Sons & Daughters of America (ISDA), serving Pensacola, FL and the Gulf Coast. Our mission is to celebrate, share, and preserve Italian and Italian American heritage, traditions, culture, and language. As the first national Italian American organization to welcome female members in 1930, ISDA is proud to welcome people of all ages and backgrounds and there is no ancestry requirement. It is our pleasure to share with the public one of the most vibrant and recognizable folk dances in the world, the Italian Tarantella Dance. A dance with ancient roots, the quick movements of the Tarantella were thought to expel poisons caused by the bite of a spider. Later versions of the dance incorporated courtship rituals, and different steps are performed depending on the makeup and number of troupe members, as well as the specific region of Italy. Please feel free to clap along as we perform "La Tarantella." For more information on joining Primo Paradiso Lodge, please email [primoparadiso@gmail.com](mailto:primoparadiso@gmail.com).

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CENGAGE



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**ACKNOWLEDGEMENT**

Thank you to the conference team and all who in one way or another contributed their time, effort, finances, resources, and expertise to the success of the 2024 ECTESOL Conference.

*My fellow TESOLers:*

*The ECTESOL annual conference has become a wonderful tradition and I am happy that you are here to share this special day with us. Welcome! Thank you for making this annual conference a part of your involvement in TESOL at the local level. Our goal is to provide learning experiences as well as help you connect with other TESOLers.*

*Your participation in the annual conference through attendance and/or presenting makes you a member of the Chapter for the upcoming year and entitles you to join our meetings and share your passion for TESOL. We are bringing back a professional development segment to our quarterly meetings and will love to have you join us in the future. Enjoy your day!*

*Amany Habib*  
ECTESOL President

**Directions to the University of West Florida campus from I-10 or I-110**

- Take the Davis Highway Exit to Pensacola/University of West Florida.
- Go north on Davis Highway.
- Turn left on University Parkway and continue to the UWF main entrance.
- Turn right at the traffic light, which is Campus Drive.
- Then make the first left and then another quick left to the parking lot.
- Park in any space on campus that is not numbered, i.e. reserved.
- The sign in front of the building says Japan House/International Center.
- The GPS address for the University is 11000 University Parkway, Pensacola, FL 32514.

