

*Advancing Language
Learning for a
Connected World*

Emerald Coast TESOL Annual Conference

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



Emerald Coast TESOL

A Chapter of the Sunshine State TESOL of Florida

[Emerald Coast TESOL Facebook:](https://www.facebook.com/groups/294697597255223)

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

10-10:05 Welcome, Overview of Conference – Dr. Amany Habib, President, ECTESOL

10:05-10:45 Keynote (Rm 136)

Dr. Luciana C. de Oliveira and Dr. Larisa Olesova

Expanding Teachers' Pedagogical Potential: Applications of GenAI in TESOL Pedagogy, online

Session Chair: Amany Habib

10:45-11:05 – (Rm 136)

Dr. Nicole Hammond, President of SSTESOL

&

Dr. Raydel Hernandez, SALA Bureau Chief at the Florida Department of Education

A brief update on ESOL in Florida

11:05-11:15 BREAK - Snacks available in the Break Room

11:15-11:35 Concurrent Sessions

Rm 136 (K-12) Glittering AI, Hollow Guidance: ChatGPT Cannot Teach (Virtual)

John Liontas

Session Chair: Shim Lew

Rm 131 (Adult/IEP)

**Activating ESL Classrooms through
Learner Autonomy and Speaking Confidence**

Yen-Shan Lien

Session Chair: Amany Habib

11:45--12:05 Concurrent Sessions

Rm 136 (K-12)

Let's SWIRL for ELLs/MLs: Simple considerations

Amany Habib

Session Chair: Shim Lew

Rm 131 (Higher Ed/IEP) 'AI Integration in Academic Writing: A SWOT Analysis for TESOL Contexts' (Virtual)

Laila Noor

Session Chair: Lauren Fregeau

12:10-12:40

Lunch and Cultural Performance (Rm 136)

Lunch pick-up in the Break Room

Haruna Maki, J-Pop dance

Session Chair: Kathy Van Dyck

12:45-1:05 Concurrent Sessions

Rm 136 (All)

**Leveraging Mobile-Assisted Language Learning (MALL)
to Enhance Personalized Learning for ESOL learners**

Laila Noor & A. S. M. Kamrul Islam, online

Session Chair: Lauren Fregeau

Rm 131 (All)

The History of Cambridge University Press

James (Jim) Goldstone

Session Chair: Amany Habib

1:10-1:30 Concurrent Sessions

Rm 136 (K-12)

ESOL Students as Mentors/Partners with Spanish Class Students

Carmen Paredes

Session Chair: Cassie Sheppard

Rm 131 (All)

A Review of L2 Language Acquisition for ESOL

Lauren Fregeau

Session Chair: Shim Lew

1:30-1:40 BREAK snacks available in the Break Room

1:40 – 2:00 Brief Business Meeting

DOOR PRIZES

Rm 136 Report by Amany Habib, President; Paper Report by Kathy Van Dyck, Treasurer

Closing: Amany Habib, President, ECTESOL

Keynote

Drs. Luciana C. de Oliveira and Larisa Olesova,

Keynote Speakers

Expanding Teachers' Pedagogical Potential: Applications of GenAI in TESOL Pedagogy



Generative AI (GenAI) is transforming TESOL pedagogy by shifting the use of technologies from tools to a collaborator you interact with to expand teachers' pedagogical potential. GenAI platforms are particularly helpful in writing instruction in the areas of lesson design, class modeling, guided practice, and feedback (de Oliveira & dos Santos, 2025; dos Santos et al., 2025). While teachers set goals and purpose, explain social context, facilitate joint construction, and provide final assessment, GenAI can assist in generating mentor texts, highlighting linguistic patterns, providing alternative sentence patterns and organization, and providing first-level formative feedback against rubrics. With the many affordances offered by GenAI, it is also important to develop teachers' AI and digital literacy skills including fine-tuned prompt literacy. Teachers must verify AI outputs for hallucinations (incorrect facts) and cultural bias. They should be informed about strengths and limitations of GenAI to guide the writing process and employ collaborative writing. This session discusses the issues above and concludes with practical implementations and potential benefits of GenAI for TESOL pedagogy, especially writing instruction.

Luciana C. de Oliveira (Ph.D.) is Professor in the Department of Teaching and Learning in the School of Education at Virginia Commonwealth University. Her research focuses on issues related to teaching multilingual learners in K-12. Dr. de Oliveira has authored or edited 35 books and has over 200 publications in various outlets. She is the recipient of the 2025 Leadership through Research Award by Second Language Research Special Interest Group of the American Educational Research Association (AERA). With over 30 years in the field of TESOL, she served in the presidential line (2017-2020), as President (2018-2019), and as a member of the Board of Directors (2013-2016) of TESOL International Association. She was the very first Latina to serve as President of TESOL.

Larisa Olesova (Ph.D.) is a Clinical Assistant Professor in the School of Teaching and Learning at the University of Florida. Dr. Olesova received her Ph.D. in Learning Design and Technology from Purdue University in 2011. She also has a doctorate in General Education and a masters in English Language and Literature from North-Eastern Federal University in Russia. Prior to joining University of Florida, she worked as a senior instructional designer at George Mason University for 10 years and as Associate Professor of English at North-Eastern Federal University in Russia for 15 years. Her research focuses on distance education, specifically asynchronous online learning environments, online presence, Community of Inquiry (CoI), instructional strategies and best practices in online teaching. She has authored or co-authored 1 book, 12 peer-reviewed journal articles and 11 book chapters in addition to other publications and presented over 30 sessions at regional, state, national, and international conferences. Her contribution of research to practice is recognized by multiple awards. Dr. Olesova currently serves on the Editorial Board of the Online Learning Journal and the 2024-2027 TESOL International Board of Directors.

Conference Presenters and Presentation Summaries

in order of presentation

Nicole Hammond – President, SSTESOL Dr. Hammond is an Associate Professor at Seminole State College of Florida where she teaches EAP, ESOL, and ELI courses for the Center for English Language Studies. She received her MA and her Ph.D. in TESOL from UCF and has been teaching English to international adults since 2002. Her research interests are second language pronunciation/accents and technology in the language classroom. She has experience teaching both language learners and language teachers, but her passion is teaching applied second language to adults. In addition to ESL teaching, she has conducted EFL teacher training workshops in Ecuador, Japan, Brazil, and Costa Rica. She is a regular presenter at regional and international TESOL conferences.

Dr. Raydel Hernandez, SALA Bureau Chief at the Florida Department of Education, presents a brief update on ESOL in Florida.

John Lontas, Glittering AI, Hollow Guidance: ChatGPT Cannot Teach

Audience: K-12

While generative AI tools like ChatGPT are often promoted as revolutionary aids for writing instruction, K–16 educators should exercise caution before incorporating them into classrooms. ChatGPT can simulate feedback, generate polished text, and suggest alternatives, but it cannot reason, judge, or internalize the subtleties of authentic writing. Its outputs rely on statistical patterning rather than conscious awareness and may exhibit stylistic crutches—overused participial clauses, gerunds, inflated vocabulary, and rhetorical flourishes—that can mislead learners rather than build durable competence. Promoting ChatGPT as a teaching assistant risks eroding student trust, fostering overreliance on imitation, and weakening the human-guided scaffolding essential for idiomatic, context-sensitive writing. Claims that AI can model the nuanced conventions, rhythms, and rhetorical patterns of proficient writing are overstated. No tool currently matches K–16 instructors in delivering context-aware feedback, metalinguistic insight, and iterative support. AI may assist with brainstorming, but it cannot replace human judgment, authenticity, or pedagogical scaffolding.

Dr. John Lontas, Associate Professor of Foreign Languages and ESOL at the University of South Florida, is a scholar of applied linguistics and second language acquisition. His work examines English learning and teaching, with emphasis on idiomatic competence in ESL/EFL contexts. He is Founding Editor-in-Chief of The TESOL Encyclopedia of English Language Teaching, an award-winning multi-volume reference, and is widely recognized for contributions to language pedagogy and teacher education. Lontas@usf.edu

Yen-Shan Lien, Activating ESL Classrooms through Learner Autonomy and Speaking Confidence

Audience: Adult and IEP

Grounded in Self-Determination Theory (Ryan & Deci, 2000) and the Willingness to Communicate model (MacIntyre et al., 1998), this presentation reports findings from a six-week qualitative classroom study exploring the co-development of learner autonomy and speaking confidence in a Mandarin as a second language classroom. Using a learner-generated vocabulary approach, students prepared content, taught peers, and participated in game-based speaking tasks that promoted meaningful interaction in a low-anxiety environment. Data from classroom transcripts, learner reflections, peer feedback, and interviews reveal a recurring “Autonomy-Confidence Cycle,” in which students gradually assumed greater responsibility for learning while demonstrating increased oral confidence through peer teaching and socially scaffolded interaction. Although conducted in a Mandarin context, the pedagogical framework is highly transferable to ESL settings. Attendees will gain practical, inclusive strategies for transforming

passive learners into active participants, fostering equity, student voice, and communicative confidence across diverse ESL classrooms.

Yen-Shan Lien is a visiting scholar from Tamkang University, Taiwan, and an instructor in the Intensive English Program at the University of West Florida. Language learning has shaped her global experiences, and she believes anyone can succeed through engaging, student-centered activities such as language exchanges.

Amany Habib, Let's SWIRL for ELLs/MLs: Simple considerations

Audience: K-12

This presentation offers an overview of 'The SWIRL Method' used in supporting multilingual learners as they speak, write, interact, read, and listen. These skills are crucial to learners' academic success in schools where they are learning in their new language. Strategies and exercises for each skill will be shared, and handouts will be provided.

Amany Habib has been teaching TESOL courses at the University of West Florida since 2001. Amany has been actively engaged in local, state, and national organizations for many years and is committed to the well-being and support of English language learners/multilingual learners of all ages. She currently serves as the president of the Emerald Coast TESOL, a chapter of the Sunshine State TESOL of Florida.

Laila Noor, AI Integration in Academic Writing: A SWOT Analysis for TESOL Contexts

Audience: Higher Education

This presentation examines the role of Artificial Intelligence (AI) in academic writing through a SWOT analysis that highlights its pedagogical strengths, limitations, and future implications for TESOL practitioners. Drawing on recent studies published between 2021 and 2025, the session analyzes how tools such as ChatGPT, Grammarly, and automated writing evaluation systems support personalized feedback, learner autonomy, and accessibility for multilingual writers. At the same time, it addresses critical concerns including plagiarism risk, overreliance, cultural and linguistic bias, and equity issues. Participants will gain practical insights into integrating AI ethically and effectively in writing instruction while fostering critical AI literacy. The session concludes with recommendations for institutional policy, classroom practice, and future research on AI-supported academic writing.

Laila Noor holds a PhD in Education (TESOL) with a specialization in Instructional Technology from the University of Central Florida. Dr. Noor is dedicated to integrating technology and AI-driven tools to support diverse learners, emphasizing equity, diversity, and inclusion.



Cultural Entertainment: Haruna Maki, J-Pop Dance

Haruna Maki is an undergraduate exchange student from Tokyo, Japan. She is majoring in Intercultural Communication at Rikkyo University and is currently studying Communication at the University of West Florida. Haruna has loved J-Pop since she was a young child and has performed in Japan. She has a strong interest in intercultural communication, which she expresses through J-pop dance performances at various UWF events.

James (Jim) Goldstone, The History of Cambridge University Press & New AI/Tech-Enhanced Programs

Audience: ALL

Jim will present the history of Cambridge University Press & Assessment, now celebrating its 492nd year and its place in publishing today. Information about currently marketed secondary school programs in

Florida and Puerto Rico will be shared. Clear Speech and Clear Speech from the Start, Our very popular pronunciation-speaking and listening series will be included. The new edition is digitally enhanced, featuring an A-I Speaking Companion and QR codes for students, for easier access to the audio. He will present how Ellii and Cambridge have partnered to bring teachers everything they could dream of, to supplement their current classroom content and core programs. The Ellii.com platform will be discussed, and why so many programs around the globe are using this great online program to supplement their teaching at all levels and with various age groups. He will also show participants how this partnership has greatly enhanced our Ventures 6-level Adult Ed ESOL program.

Jim Goldstone is the Senior Language Specialist for Cambridge University Press & Assessment. Jim is going on his 46th year in the field of ESOL, having worked both as an instructor of adults and teens in the United States, in Brazil, and in Mexico. He has given hundreds of training sessions and workshops and has been a plenary speaker at numerous conferences over the years. Jim lives in Miami and loves working with both classroom teachers and administrators. Please let him know if you need more information about any Cambridge University Press and Assessment English programs or if you need sample copies. james.goldstone@cambridge.org

Laila Noor & A. S. M. Kamrul Islam, Leveraging Mobile-Assisted Language Learning (MALL) to Enhance Personalized Learning for ESOL learners

Audience: All

This presentation shares findings from a study examining how smartphone technologies: QR codes, audio textbook features, and mobile apps, support personalized learning and language development among intermediate ESOL learners. Drawing on semi-structured interviews and classroom observations with participants from diverse linguistic backgrounds, the study utilized thematic analysis to explore impacts on pronunciation, engagement, and learner autonomy. Results show notable gains in pronunciation, stress, and intonation through audio-supported practice, as well as increased confidence and reduced anxiety during classroom activities. Learners reported greater autonomy by adjusting their learning pace using mobile tools. The presentation will discuss the transformative potential of Mobile-Assisted Language Learning (MALL) in creating flexible, inclusive ESOL environments, along with implications for curriculum design, digital literacy, and equitable access.

Laila Noor holds a PhD in Education (TESOL) with a specialization in Instructional Technology from the University of Central Florida. Dr. Noor is dedicated to integrating technology and AI-driven tools to support diverse learners, emphasizing equity, diversity, and inclusion.

A. S. M. Kamrul Islam is a Lecturer at Green University, Bangladesh, with two years of teaching experience at the university level. His academic interests focus on fostering equitable education.

Carmen Paredes, ESOL Students as Mentors/Partners with Spanish Class Students

Audience: K-12/All

In this session, Carman Paredes will share a partnership at one of her schools involving ESOL students as mentors/partners with Spanish class students. She recommends a peer partnership in which ESOL students volunteer in Spanish language classes to support non-Spanish-speaking students. ESOL students, many of whom are native or near-native Spanish speakers, provide authentic language models, cultural context, and peer-based support during structured classroom activities. This collaboration enhances listening and speaking skills, increases student confidence, and promotes meaningful language use in a low-pressure environment. Non-Spanish-speaking students benefit from increased exposure to real-world Spanish, immediate clarification of vocabulary and concepts, and greater engagement through peer interaction. ESOL students benefit from developing leadership skills, reinforcing their bilingual abilities, and increasing their academic confidence and school involvement. The partnership aligns with WIDA

English Language Development Standards and Florida World Language Standards, supports equity and inclusion, and encourages cross-program collaboration. This low-cost, high-impact initiative strengthens language acquisition while fostering student leadership and inclusive learning across the school community.

Carmen Paredes is an educator with 32 years of experience in Florida schools, serving as an ESOL Liaison at a high school and two middle schools. She holds two bachelor's degrees and a master's, taught English in 8 cities in China and Thailand, and focuses on reducing language barriers while building student confidence.

Laureen Fregeau, A Review of L2 Language Acquisition for ESOL

Audience: ALL

This presentation will review second language acquisition theories, including innateness theory, active construction of grammar, connectionist theory and social interaction theory. We will review language acquisition stages and explore acquisition vs. learning of L2, the interlanguage continuum and applications in ESOL/EFL education.

Laureen Fregeau is a recently retired educator from the University of South Alabama where she coordinated the TESL/TEFL Certificate program and taught 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 created the Continuing Education ESL program in which TEFL/TESL Certificate students can practice their craft as they earn income. 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.

My fellow TESOLers:

It warms my heart that the ECTESOL Annual conference continues to be an amazing tradition, and I am delighted that you are sharing this special day together. Welcome!

I am grateful that you have chosen to make this annual conference a part of your involvement in TESOL at the local level. Our objective is to provide learning experiences for teachers at various levels and to maintain a close connection with other TESOLers.

Your participation in the annual conference through attendance and/or presentation makes you a member of the Chapter for the upcoming year and entitles you to join our meetings and share your passion for TESOL, so please stay in touch with us and continue to share your thoughts and ideas.

Enjoy the conference and let me know if I can be of help!

Amany Habib
ECTESOL President

EXHIBITORS

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College of Education and Professional Studies, University of South Alabama

Doc's Designs Jewelry (Laureen Fregeau)

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 2026 ECTESOL Conference.

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.

