2019
Los Angeles Regional Conference

“Fostering Growth, Learning, and Development”

Saturday, March 2nd, 2019
9:00am - 4:00pm
California State University, Los Angeles

Hosted by the Cal State LA’s MA in TESOL Program
Explore
LANGUAGE TEACHER DEVELOPMENT
IN ARGENTINA

Graduate students enrolled in teacher preparation programs at Cal State LA and other CSU campuses can take advantage of a unique chance to develop cross-cultural awareness and sensitivity. Participants will:

- Challenge notions of cultural stereotypes and prejudices
- Live and learn in Buenos Aires, Argentina’s capital city
- Stay with local families in home-stay accommodations and study alongside local EFL teachers.

Program Snapshot:
- Includes a 3-credit Education course: EDCI5350: Teaching for Global, Cross-Cultural Awareness
- Cost: $3,500 - $4,500 (flight not included)**

Apply
Online and submit your deposit by March 15, 2019 at:
calstatela.edu/international/faculty-led-programs

Questions: Contact
Dr. Lia D. Kamhi-Stein lkamhisis@calstatela.edu
Dr. Jennifer McCormick: jmcormic3@calstatela.edu

* Dates are tentative and subject to change.
** Final program costs will depend on enrollment numbers.
Welcome to the Los Angeles Regional Conference!

On behalf of CATESOL’s Board of Directors, I thank you for joining us at this celebrated annual event.

The Los Angeles Regional Conference has a tradition of delivering timely content and this year is no exception. The theme “Fostering Growth, Learning, and Development” invites us to continue being learners and approach the craft of teaching with a beginner’s mind. With featured speakers such as Anna Valentin Osipova, Jayme Adelson-Goldstein, Jan Frodesen, and CATESOL’s very own Board member Bahiyyih Hardacre, you will undoubtedly uncover new strategies for fostering growth, learning and development for your students and for yourself.

ELL educators and administrators inspire greatness from their students because their enthusiasm for student learning and their curiosity for better, more effective methodologies and techniques to use with them is endless. I’m certain you will walk away from today’s event feeling refreshed, renewed, and reinvigorated about all you can do with and for your students.

Today is also a great opportunity to connect with long-time friends and colleagues and meet new ones. Whether at the Level or Interest Group Rap Session during lunch or at the Publisher’s Networking Hour, reach out and extend your hand to someone new. The stronger we are as a community, the bigger difference we can make at every level: locally, across California, nationally or globally.

The LA Regional Conference team has done remarkable work planning and coordinating this event and I would like to extend a special thank you to them. They have worked many hours to create this professional development event for us all. They volunteered their time, energy and effort to make this event happen. They and the entire Board of Directors and committee members on CATESOL volunteer because they feel it’s important. We do it because we want to contribute to this profession, to our continued learning, and to our students.

If you’ve ever thought about getting involved with CATESOL and you’re considering building your leadership skills, join us! CATESOL has many positions currently open. I’m sure we can find one for you. =)

Welcome again, and enjoy the Los Angeles Regional Conference!
Warmly,

Danielle Pelletier
CATESOL President (2017-1019)
On behalf of the Los Angeles Regional CATESOL 2019 Conference, we want to welcome you to Cal State LA!

Our conference theme is “Fostering Growth, Learning, and Development.” With this theme in mind, the conference team has prepared a program full of activities. We have four outstanding featured speakers, Ana Valentin Osipova, Bahiyyih Hardacre, Jan Frodesen, and Jayme Adelson-Goldstein. Their sessions cover issues of ELLs with special needs, the teaching of vocabulary and grammar in content-based instruction, language learner anxiety, and learner agency.

The conference also offers over 45 concurrent sessions, 17 posters as well as CATESOL’s traditional level and rap sessions.

This year, the Los Angeles Regional CATESOL conference has two special features: A Novice Teachers’ Panel, and an App Village and a Technology Panel. If you are a recent graduate or a novice teacher interested in learning about career opportunities in the TESOL field, you will have an opportunity to listen to what experienced ESL program administrators and instructors have to say about finding and keeping teaching positions in K-12 and credit and non-credit ESL community college programs. If you are interested in learning about technology and apps, stop by the App Village or attend the Technology Panel presentation to exchange ideas and learn what your colleagues are doing in the area of technology integration in the language classroom.

While we have a full program, from 11:15 am to 12:00 noon, the conference offers a dedicated Exhibitors’ Hour. Please stop by the Exhibit Hall area, have some snacks, and use the time to interact with publishers and learn about their latest publications.

We also hope that throughout the day, you will have an opportunity to meet old and new friends, participate in the conference activities, and discover innovative ideas that will transform and inspire our instructional practices, which will ultimately contribute to enhancing the learning opportunities of our students. If you are an experienced conference attendee, please take time to introduce yourself to a new CATESOLER. You may inspire a future CATESOL leader!

As conference co-chairs, we want to thank our amazing team for the incredible work they have done to organize the conference. We also want to thank our division, the Division of Applied and Advanced Studies in Education and Ms. Betty Lee for their incredible support. We also want to thank Dr. Cheryl Ney, Dean of the Charter College of Education, for sponsoring the conference.

Finally, in our capacities as current CATESOL Board member (Bahiyyih) and CATESOL Past President (Lía), we want to encourage you all to get involved in the association. Being involved in CATESOL will allow you to make life-long friends, develop professionally, and advance in our profession.

We hope you enjoy the day!

All the best,
Bahiyyih Hardacre and Lía D. Kamhi-Stein, Conference Chairs
THE 2019 CATESOL LOS ANGELES REGIONAL CONFERENCE COMMITTEE

Conference chairs Bahiyyih Hardacre and Lia D. Kamhi-Stein

Left to right: Rob Seaborne, Ravy Lao, Nairi Issagholian, Martha Clayton

Left to right: Cary Brous, Michele Cheney, Alexia Cordova-Hoyos, Sharin Jacob

Left to right: Mathijs Arens, Hitoshi Horiuchi, Jasmine Janoyan, Michelle Lovasz
THE 2019 CATESOL LOS ANGELES REGIONAL CONFERENCE COMMITTEE

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GENERAL INFORMATION

Need help?
There will be volunteers wearing Cal State LA badges. They will gladly answer your questions.

Admission and Conference Registration
When you arrive at Cal State LA, please visit the registration booth located in the Student Union to pick up your badge and conference program. Admission to sessions is for registered attendees only. Please wear your badge at all times, and do not leave it unattended.

Exhibits
Publishers’ exhibits will be set up in the University Student Union, in the “Los Angeles” room (see Maps) from 8:00 am to 4:00 pm. Please visit the various publishers to learn more about the latest textbooks and resources available.

Record of Attendance
If you need to verify your attendance at this conference, please obtain signatures from presenters using the form at the back of the program book.

Food
The Early Bird breakfast and morning and afternoon snacks will be served in the Exhibitors Area (University Student Union, Los Angeles room). Tea and water will also be available throughout the day. Pre-ordered lunch bags are included with registration to the conference. You will be able to pick them up in the Exhibitors’ Area from 12:00 noon to 1:00 p.m. There are also other eating options on campus: Starbucks, Carl’s Jr., El Pollo Loco; snacks are also available in the University Bookstore.

Opportunity Drawing
There will be opportunities to win prizes contributed by the conference’s exhibitors from 3:00 p.m. to 4:00 p.m. Participants must be present during the drawing to claim their prizes.

Parking
There are several parking lots at Cal State LA; the most conveniently located one is Parking Lot C (see Maps). Conference parking is available in Lot C for a cost of $8 (all day permit). If you are planning to pay cash, please bring exact change and have your license plate number in hand. Unfortunately, we are unable to provide you a receipt other than the parking pass you receive. For your convenience, you can use the PayByPhone app.

Lyft/Uber Drop-Off for Visitors
Planning to get to Cal State LA un Uber of Lyft? Visitors can be dropped off and picked up right next to the University Student Union (Uber/Lyft Pick-up/ Drop-Off location).

Lost and Found
Turn in and retrieve lost items at the volunteer table, which is located outside the Los Angeles Room, University Student Union.
CAMPUS MAPS

Don’t forget to double-check the map below to help you navigate your way around campus. Remember that there will be volunteers at various locations to help answer your questions and guide you toward sessions, featured speakers, lunch, etc. For your convenience, there will also be signage around the campus to help you find your way from building to building.
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<tr>
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**WI-FI ACCESS**

Here is the wireless information for guest access:

Network: CSULA OPEN

Once guests choose this network, a cellphone number will be asked to be provided; then, a password will be texted to their phones; use this password to join the network.

**AUDIO AND VIDEO**

All rooms are equipped with a desktop PC, a projector, speakers, and a blackboard. If you wish to use your own laptop, there is a VGA cable available. If you wish to use your own Apple laptop, and it doesn’t have a VGA port, please make sure to bring your own VGA adaptor. You will find log in information on the computer desk.

**INSTAGRAM**

Do you want to post your conference pictures in Instagram? Use the hashtag #laregionalcatesol2019.

**FACEBOOK**

Please visit – and like – our Facebook page to get updates about the CATESOL LA Regional Conferences and share information about presentations, opinions, and pictures @CatesolLaRegionalConference
App Village 9:15 a.m. - 1:00 p.m.

KH B4017

The App Village will offer conference participants the opportunity to explore and interact with various apps currently being used by experienced instructors from several ESL learning communities.

Facilitator:
Martha Clayton, Los Angeles Community College

Novice Teachers Panel 9:15 a.m. - 11:00 a.m.

KH B4016

Are you a recent graduate or a new teacher interested in learning about career opportunities in TESOL? Come and listen to what experienced and distinguished panelists have to say about finding and keeping teaching positions in K-12 and credit and non-credit ESL college programs. Your questions will be answered!

Panelists:
Michele Cheney, California State University, Los Angeles
Carrie Dam, Encinita Elementary School, Rosemead School District
Megan Ernst, Chair, ESL Noncredit Division, Glendale Community College
Glenn Gardner, Chair, ESL Credit Division, Glendale Community College
Kevin Van Houten, Associate Professor of ESL, English Department, East Los Angeles Community College
Suzy Semerjyan, Adjunct Instructor, ESL Noncredit Division, Glendale Community College
Nature or Nurture?: Identifying and Supporting ELLs with Learning Disabilities

The featured presentation addresses the much deliberated challenge of identifying ELLs who struggle with English acquisition and the overall academics as students who experience significant learning difficulties due some contextual factors and those who have learning disabilities (LD). The presentation takes a look at the contextual factors that possibly lead to persistent ELLs’ underachievement and ways to ensure that this vulnerable and yet resilient population of students and their teachers have resources to counteract the obstacles. Once the influence of contextual factors is identified, within-the-student learning characteristics are examined. The presentation features and contrasts sample distinct learning profiles of ELLs, illuminating patterns of difficulties in language and literacy tasks that are indicative of having a LD. The audience will be introduced to formal and informal academic assessment methods that allow for the sound-base hypothesis that a student might have a LD. The talk also covers a number of evidence-based instructional strategies that can be used to support ELLs with LD in academic settings.

Concurrent Session I

**KH B3010** Development and Growth: The Relationship Between Metanoia and Additional Language Learning
Samantha Ranson, School District No. 57 Paper, Adult School
How do language learners experience metanoia, a fundamental shift in habits of mind, and what is the relationship with their SLA? This paper explores the growth and development of identity and SLA using a socio-cognitive theoretical framework. The results could assist instructors in seeing differences between local and international education systems and the learning patterns of different students, thus aiding students in reaching moments of metanoia.

**KH B3016** The Connection Between Language Learning and Motivation in SLA
Learning a second language has become a goal that more and more people want to achieve. There are a lot of factors that can influence a learner’s learning process. One of those factors is motivation. A learner who has intrinsic motivation will be more engaged and learn a new language more efficiently. The presenter describes a study investigating how motivation influences L2 learners’ learning process.

**KH B3017 The Role of Language in "General Ed:" What TESOL Can Learn from Other Foreign Language Teaching**
Piers Armstrong, California State University, Los Angeles

In the contexts of declining language enrollments, the displacement of foreign language learning by "communication" as a means to intercultural competence, and the rise of identity-articulation in critical thinking, this paper explores language-centric apologias from the LOTE (Languages other than English) community and contrasts them with some dominant progressive agendas in the TESOL community. Key concepts and values are illustrated schematically and compared.

**KH B3018 My Philosophy about the Learning of Second Language: A Synthesis of SLA Research**
Mingze Tang, California State University, Fullerton

Numerous factors affect SLA. However, learners’ motivation to learn a language is particularly important. Motivation can be understood to be integrative and instrumental. Both types of motivation are essential elements of success in SLA. In addition, language transfer is influential in SLA as well, for SLA is affected by the L1 in both negative and positive ways. The presenter describes a philosophy of teaching that emphasizes the role of motivation and language transfer in SLA.

**KH B3019 Error Correction Feedback as an Effective Learning Tool: Perceptions of ESL/EFL Learners**
Rizgar Mahmood, California State University, Northridge

This research examines the perceptions of college-level ESL/EFL learners towards written correction feedback (WCF) and the different types of WCF that can contribute to improving their writing skills. The results of this research can be applied in ESL/EFL classes and help teachers to be more aware of how to give corrective feedback in an encouraging way rather than as a discouraging learning tool.

**KH B3020 Text-relevant Video Segments and Reading Comprehension: A Theoretical Investigation**
Amirreza Karami, University of Arkansas

Successful reading comprehension is one of the most important goals of second/foreign language learners. To have successful reading comprehension, both teachers and learners need to work cooperatively. Learn more about the reading comprehension process by focusing on the most important elements of successful reading comprehension. A new reading comprehension model with a focus on the effectiveness of using text-relevant video segments will be introduced and its implications for language classrooms will be discussed.

**KH B4012 ELD Students Used to Be the Best Group of Students: What Happened?**
Yen Ngo, Arroyo High School, El Monte Union High School District
Workshop, K-12
A high school teacher shares her experience teaching ELD students whose learning is affected by the changes in the social and political environment.

**KH B4013** Fostering Growth by Teaching Writing as a Formal Conversation, Not a Formula
Susan Gessert, Kaplan International Language Schools
Workshop, All Levels
The presenters will focus on the benefits of teaching writing as a conversation and how to do it addressing some of the issues of Chinese writers, U.S. writers in elementary school through high school, and multilingual writers at community colleges, universities, and in intensive English programs.

**KH B4014** Competency-based Communicative Activities for Workplace English
Danielle Rowley, Performa Learning Inc.
Workshop, Community College
Do you teach adults who are improving their English to increase their job opportunities? Attend this presentation to learn more about incorporating communicative business skills activities into your curriculum. We will walk through a fun and useful communicative lesson, “Introduce Yourself at a Networking Event.”

**KH B4015** Multiple Intelligences in the ESL/EFL Classroom: Theory and Practice
Nancy Kwang Johnson, Build My English
Workshop, Adult School
The workshop focuses on the application of Howard Gardner’s theory of multiple intelligences (MI) in ESL/EFL classrooms. You will be inspired to implement MI in your classroom.

**KH B4018** Great Ways to Lead a Class!
Richard Rose, West Valley Occupational Center
Workshop, Adult School
Major topics we will focus on include: (1) training vs teaching, (2) asking questions vs providing information, (3) the 30-second explanation rule, (4) creating energy, (5) reviewing during class, and (6) dictations that teach content.
Monitoring Affect and Minimizing Language Learners’ Language Anxiety to Foster Growth, Learning, and Development in the ESL Classroom

King Hall Lecture Hall 2

Learning a second language involves one important challenge: dealing with a certain amount of anxiety and stress caused by external and internal pressures to process input and produce output. Some of the major contributors to second/foreign language anxiety are learners’ perceived competence, language learning difficulties, command in the target language, interpersonal motivation, self-confidence, personality characteristics, willingness to communicate in the target language, and communication apprehension, among several others. In the process of acquiring a second language, learners engage a psychophysiological mechanism linked to their autonomic nervous system that has the potential to trigger but also control anxiety. This biological mechanism has an important role in the language learning experience. For this reason, to better serve language learners with second language anxiety, it is important to know how to identify behavioral characteristics, monitor the levels of stress in their educational contexts using heart monitors, and teach them self-soothing techniques along with targeted motivational counseling. In this presentation the audience will be shown a few tools and techniques that teachers can use to monitor and minimize their students’ language anxiety and foster their growth, learning, and development.

Concurrent Session II

KH B3010 Leveraging Multilingual Identities in Computer Science Education

Sharin Jacob, University of California, Irvine

Computational thinking (CT), understood as solving problems in a manner that can be interpreted by a computer, is an essential skill for full participation in today’s society. Yet multilingual students remain dramatically underrepresented in computer courses and careers. This qualitative study explores how multilingual identities can be leveraged to support the development of CT practices and promote interest...
in computing. The presentation provides a brief overview of student semi-structured interviews designed to explore the relationship between identity expression and the development of CT.

**KH B3016 Using Youth in Participatory Action Research to Increase Student Engagement**
Sumino Otsuji, USC International Academy
Paper, Community College
Getting your students motivated in what they are learning can be an uphill battle. Yet, using Youth in Participatory Action Research project in the classroom can encourage student engagement, offer authentic learning, and inspire social activism. This four-step collaborative learning project will change how students see learning and social injustice.

**KH B3017 Diagnostic Test to Adult Learners**
Ashley Martinez, CSUF Masters in Education, TESOL
Paper
The presenter describes a reading and writing diagnostic test for a class of 25 students enrolled in an adult ESL program. The presenter describes what worked and didn't work in the test design, administration, and revision processes. This paper highlights and outlines some of the steps the presenter took in this semester-long project.

**KH B3018 The Meat & Potatoes of Idioms, Slang, and TOEFL**
David Burke, Slangman Publishing
Exhibitor Presentation, Community College
“Slangman” David Burke (International TV show host and author of the Street Speak, Spanish, French and Italian slang/idioms series) gives an informative and hilarious presentation on the importance of teaching slang & idioms – those pesky, confusing, everyday terms which must be learned to avoid embarrassment and achieve true fluency. In addition, a good command of idioms during the oral portion of the TOEFL® can lead to a higher overall score!

**KH B3019 Encouraging Meaningful Interaction and Fostering Oral Skills Development: The Original Civilizations Project**
Pamela Minet-Lucid, USC Rossier School of Education, University of Southern California
Paper
This presentation will outline, share examples from, and discuss the effectiveness of a group oral skills project in which intermediate-level international students co-created and then presented the elements of a totally unique, imaginary civilization. Because of the creative nature of this project and the requirement of working together during class time, students interacted extensively, utilized their oral skills, and developed their language and overall fluency.

**KH B3020 Rich, Dynamic, and Engaging Teaching**
Arusyak Sargsyan, Glendale Community College
Workshop, Community College
How much and what content do we cover during a class? How dynamic is the flow of the class? How meaningful is the curriculum?

**KH B4012 Getting them to Talk: Engaging Students in Digital Speaking Assignments**
Weina Chen, Pepperdine University
Danni Wu
Workshop
How can you design assignments that engage students and improve their speaking competencies beyond the classroom? This hands-on workshop will introduce innovative ways to create engaging and personalized digital speaking assignments by utilizing three easy-to-use apps (Flipgrid, Wechat, and Adobe Spark). The participants will walk away with concrete ideas on how to implement these tech tools into their classes.

**KH B4013 Six Interactive Activities to Foster the Development of Conversation Skills**

Gretchen Bitterlin, San Diego Continuing Education

Workshop, Adult School

Conversation is the most requested skill in adult needs assessments. This session focuses on strategies needed to prepare students for successful conversation and collaboration. In this practice-oriented session, participants experience six different ways to incorporate face-to-face student interactions that develop conversation in the adult education classroom. A handout of sample activities will be handed out.

**KH B4014 Fostering Cultural Adaptation: Activities for Acculturating International Educators**

Lily Lewis, USC International Academy

Workshop

ESOL educators from around the world come to the United States to pursue higher education or to improve their teaching skills. During their time in the U.S., these individuals often struggle to navigate a new and confusing culture. In this session, participants will engage in hands-on activities designed to promote understanding of US culture and education. This workshop is designed for both teacher trainers and international educators.

**KH B4015 It’s in the Syllabus!: Creating User-Friendly and Engaging Syllabi that Students Will Actually Read**

Jennie Watson, California State Polytechnic University, Pomona

Workshop, Community College

Our classrooms can foster learning and growth in critical thinking and self-sufficiency as well as language. However, when we begin classes with syllabi that look like an insurmountable wall of words, students often rely on us for explanations. This workshop will demonstrate how to redesign syllabi to be visually engaging and audience-appropriate while meeting administrative requirements. Attendees will learn how to adapt language to students’ understanding, organize content, and graphically design using free online resources.

**KH B4018 Assessing Students? Easy as FQP!**

May Youn, International Academy at University of Southern California

Demonstration, IEP

Assessing students is no longer bound to conventional scantrons and written papers, and marking students’ works with our trusty red pen for countless hours is unnecessary. Student assessment may be conducted immediately and in various modes without bringing embarrassment to the students. The presenter will demonstrate three of her favorite apps, FlipGrid, Quizlet, and Padlet, that can be used to assess students in the classroom and beyond.

Dedicated Publishers’ Exhibits Hour  11:00 a.m. – 12:00 p.m.

Please visit our exhibitors and see what interesting materials and resources they have to offer!
Location: University Student Union, Los Angeles Room
Community College Rap Session
Merari L. Weber, Santa Ana College
Join us as we eat and discuss what we are experiencing across our campuses. Among some of the topics are: The New Funding formula (and what is going on in your department); AB 705 implementation; Credit and noncredit ESOL; ESOL Freshman Composition; Guided Pathways.

Intensive English Program (IEP) Rap Session: Growth, Transformations, and opportunities within Intensive English Programs
Sarah Moyer, UC Riverside, International Education Programs
With the overall decline in student enrollment in Intensive English Programs, some schools have viewed this as an opportunity to reshape their program. Join our session to discuss how your IEP addresses students’ needs in the 21st century, how your program incorporates work skill and soft skill development while balancing the need for the instruction of traditional academic skills, and how you conduct program level assessments.

K-12 Level Rap Session: ELPAC, Benefits and Challenges
Kara Mac Donald, Defense Language Institute
Ondine Gage
The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test. Beginning this school year, the ELPAC is the required state test for English language proficiency. Come join other K-12 educators to discuss the benefits and challenges of the ELPAC.

College and University Level Rap Session: Preparing the Next Generation of TESL Professionals
Panel Moderator: Anna Joaquin, CSUN
Panelists: Laila Hualpa (UCLA Writing Programs); Jessica P. Edmond, (College of the Canyons); Christopher Oliver (Cal State LA MA in TESOL Program; Pasadena City College)
A panel discussion on how TESL certificate and graduate programs can best prepare students for careers in TESL. Panelists will discuss the skills that should be focused on and the experiences that should be provided by TESL degree programs. Given that programs have limitations, we will also explore solutions to help students gain the skills and practice they need. Current and future certificate and MA students, TESL faculty, and ESL program directors and administrators are encouraged to participate in this discussion.

Teachers of Pronunciation Interest Group
Donna Brinton, Educational Consultant
If you teach or want to teach pronunciation to ESL learners, this session is for you! Experienced teachers and newcomers, come and share, listen and learn. We’ll get acquainted with like-minded colleagues and talk about pronunciation, listening, and speaking.

Technology-Enhanced Language Learning Interest Group
Kimberly Guppy, Los Angeles City College
Join the TELL Interest group for a discussion on current educational technologies, and learn about what the interest group has planned for 2019. This session will begin with a brief overview of the current TELL-IG plan for 2019. Following, participants will engage in discussion related to using technology to enhance language instruction inside and outside of the classroom.
Research on content-based instruction (CBI) in language teaching has identified two issues that repeatedly arise regarding its implementation: 1) lack of attention to form and 2) the balancing of attention to form and attention to content (Brinton & Snow, 2017). In this presentation, I will first provide an overview of the principles of content-based instruction and discuss teacher preparation for focusing on language in CBI. I will then demonstrate how language teachers can "mine" oral and written texts for vocabulary and grammatical structures to create noticing and production tasks for learners. Sample texts and tasks are drawn from classwork in English for Academic Purposes; however, the strategies and tasks can be adapted for use in other instructional contexts.


Jan Frodesen

Jan Frodesen is the Director of the English for Multilingual Students Program at the University of California, Santa Barbara (UCSB). She primarily teaches graduate and undergraduate writing courses and works with international graduate students in courses focused on oral academic English. She also teaches courses in the TESOL Minor and the Writing Program at UCSB. Her research and publications have included a number of advanced level textbooks for multilingual students as well as articles and books for educators in the field of TESOL. She is especially interested in applications of corpus linguistics to materials for the teaching of second language writing and pedagogical grammar.

Developing Language Awareness and Proficiency in Content-Based Instruction

King Hall Lecture Hall 2

This panel will address current thinking of practices in relation to technology in the classroom.

Panelists:

Martha Clayton, Los Angeles City College
Nairi Issagholian, California State University, Los Angeles
Sharin Jacob, University of California, Irvine
Kimberly Guppy, Los Angeles City College
Carmen Delgado, Los Angeles City College
Richard Garcia, Los Angeles City College
**KH B3010** The Never Dying Language  
Walaa Gassim, Moorpark College & Al-Meraj Academy  
Paper, Community College  
The Arabic language is still the exact same language as it was in the 2nd century BCE, when it was used by the Nabataeans. The presentation highlights how the Arabic language has not changed since the 2nd century BCE and describes the challenges facing the teaching and learning of Arabic, as it is significantly different from English in its structure and writing system. An understanding of Arabic is essential since it has become the sixth official language in the United Nations.

**KH B3016** Detailed Proficiency Tracking without Extra Effort  
Cerise Santoro, iTEP International Test of English Proficiency  
Demonstration, IEP  
In order to reduce student mobility in the future, IEP’s must expand their options and use more valid and reliable tests for student matriculation in their programs. Come learn about the iTEP dashboard feature to help administrators easily track their students’ proficiency scores without extra effort spent on creating spreadsheets.

**KH B3017** Even Non-Native English-Speaking Teachers Capable of Teaching Pronunciation Effectively  
Rizgar Mahmood, California State University, Northridge  
Paper, Community College  
The issue of native and non-native English language teachers has been the topic of debate for many decades (Braine, 2013). This paper shows non-native English-speaking teachers’ abilities in teaching English as a second/foreign language in general and a pronunciation class using YouGlish as a practical tool for L2 teachers and learners. This paper also includes several tips for non-native English-speaking teachers to teach more effectively.

**KH B3018** Can CLT be the Key to English Language Education Conundrum in Japan?  
Toshiaki Yoshioka, California State University, Los Angeles  
Paper  
The presenter begins by providing the findings from a study on Japanese English teacher’s attitudes toward Communicative Language Teaching (CLT) and the obstacles they face to implement CLT. He also explores possible solutions to the challenges often experienced by English teachers in EFL contexts.

**KH B4012** Assessment in the 21st Century Non-Credit Academic ESL Classroom  
Jennifer Hoeger, Santa Ana College, SCE  
Song Hong  
Merari Weber  
Workshop  
What are 21st Century skills? How do we assess them in addition to course content? Join us in this hands-on session as we share the multiple strategies we use in assessing our students’ learning in our redesigned Academic ESL program.
H B4013 Incorporation of Youtube and Instagram in Language Instruction
Yiyuan Zhang, Pepperdine University
Workshop, Community College
The discussion on how to help English learners develop digital literacy has become a hot topic in the TESOL field. The presenter will demonstrate how Youtube and Instagram can be used to promote collaboration in ESL/EFL classrooms. Implications for the integration of digital tools in the language classroom will be discussed.

KH B4014 Engaging English Learners in Quality Interactions
Leland Hartman, WestEd
Elsa Billings, Quality Teaching for English Learners
Workshop, K-12
This session will engage participants— from both an educator and student perspective—in sustained quality interactions characterized by deep, rigorous learning. By experiencing tasks from a student's perspective, participants will develop understandings regarding the purposeful scaffolding of quality interactions for English learners.

KH B4015 Analyze This: Genre Analysis Demystified
Alice Lin, Irvine Valley College
Karen Terkel
Workshop, Community College
This session will introduce activities to raise genre awareness among all levels of L2 learners to help them become better writers. This practical session will show participants how to easily create lessons by approaching genre-based activities as a series of guided stages. Participants will work through the stages analyzing either a yelp review or an abstract.

KH B4016 Using Corpora to Encourage Independent Vocabulary Acquisition in University Students
Juli Kirkpatrick, University of Southern California
Kimberley Briesch Sumner, University of Southern California
Workshop
Students often want to improve their vocabulary but may not have contextual knowledge to make native-like choices when writing. This session demonstrates how corpora are implemented to facilitate guided and independent vocabulary study. A list of the 100 most used academic verbs are the basis of instructor-guided classroom exercises.

KH B4017 Improvisation Techniques Bring Rigor, Readiness and Fun to Your Classroom
Linda Hargrove, Torrance Adult School
Workshop, Adult School
This workshop offers valuable lessons for elementary through college-age ESL students to interact, collaborate, and reduce their affective filters. Participants will be actively involved in learning improv activities adapted to the ESL Classroom. *Come discover the joy, learning and transformation that improv brings to students.

KH B4018 Help Students Navigate Reading and Writing Demands of College
Rebeca Cervantes, Saddleback College
Workshop, Community College
The number of freshman students entering college requiring developmental reading courses remains high (NCES, 2003 as cited in Nash-Ditzel, 2010). Effective metacognitive instruction, training, strategies,
and awareness enhance reading comprehension and academic success for native and non-native English students. This presentation proposes an effective approach of metacognitive instruction.

**Session IV - Featured Speaker**

**King Hall Lecture Hall 2**

Jayme Adelson-Goldstein

Jayme Adelson-Goldstein is an ESL teacher-trainer, consultant, and author. She began her ESL career working with helicopter pilots from the UAE in 1981 and from there went on to work with the Adult Division of LAUSD as a classroom teacher, program coordinator, and professional development specialist. She taught the adult ESL methods courses at UCLA Extension for many years and was a part of the ESL Teacher Institute as well. She has been involved in curriculum development for Distance Learning programs on a local, state and federal level and has helped develop mentor programs though CAL PRO (the adult education professional development program funded by the California Department of Education). As an ESL consultant with Lighthearted Learning, Jayme conducts teacher-training workshops on topics such as vocabulary development, focused listening, cooperative learning, and multi-level instruction across the U.S. and Canada.

**Fostering Learner Agency: The Key to Adult Growth, Learning, and Development**

King Hall Lecture Hall 2

While we want to do everything in our power to support our learners, it’s important to recognize that our learners’ ability to persist in the struggle to learn does not reside in our power, but in theirs. One of the most meaningful outcomes of an adult English language class is the agency that learners can reclaim as they stand at the center of rigorous and relevant instruction. This session addresses several ways to highlight learner agency at every stage of our integrated language and content instruction.

**Concurrent Session IV**

2:15 p.m. – 3:00 p.m.

**KH B3010 Learner Agency, Then and Now**

Donna M. Brinton, Educational Consultant

This session examines how, historically, the methodological pendulum has swung between two diametrically opposed positions—one promoting learner agency and the other paying it little or no heed. An examination of several methods from the past illustrates these swings in theory. The session concludes with an examination of the extent to which learner centered instruction conforms to currently-held beliefs about learner agency and how second/foreign language teaching professionals can encourage learner agency.
**KH B3012** Text-Relevant Video Segments and Reading Comprehension in Theory and Practice
Amirreza Karami, University of Arkansas

Paper, Adult School

Reading comprehension is a challenge for second language learners, but with the application of some reading strategies, this difficulty can be alleviated. Learn about some factors that are important for successful comprehension of a reading passage and understand how to remove comprehension obstacles by using text-relevant video segments in the classroom. A new reading comprehension model will be introduced in this session and its implications for second/foreign language classrooms will be discussed.

**KH B3016** Verbal Interactional Strategies of Latinx/a/o University Students and Employment Recruiters in Diversity Internship Interviews
Michelle Lovasz, California State University, Los Angeles

Paper

This presentation highlights findings from a study that employed a conversation analysis of three mock internship interviews between university students who identified as Latinx and recruiters from diversity internship programs. Conversation analytic findings were triangulated by a comparative analysis of participants’ backgrounds, professional beliefs and values, and perceived interview performance. The results revealed interactional strategies that seem to influence interview outcomes and the cultural expectations that may be embedded in the diversity internship interview.

**KH B3017** Curating a Professional ePortfolio: Rationale & Best Practices
Kara Mac Donald, Defense Language Institute
Erin O’Reilly

Paper

The results of a small survey on ELT practitioners’ use of e-portfolios to document their professional skillset suggest low usage of the resource, despite the many benefits of having an online presence. The rationale for developing and maintaining an ePortfolio are reviewed and the key elements of building an online portfolio to showcase skills, development, assessment, and/or reflection are described. Attendees gain awareness of different popular ePortfolio platforms and ideas for layout and content.

**KH B3018** Motivating Academic Writers through Meaningful Digital-Media-Based Group Writing Projects
Pamela Minet-Lucid, USC Rossier School of Education

Paper, Community College

The presenter describes data from a seven-semester action research project in which international students created digital-media based academic writing projects. The project revealed the importance and motivating effect of using media and the necessity of communicating academic topics accessibly and digitally. Students' projects and qualitative data supporting the students' perceptions of the value of the projects and group work will be shared.

**KH B4012** Conferencing with FBELLS and SBELLS
Layal Noureddine, California State Polytechnic University, Pomona
Nicole Armendariz

Workshop, K-12

Conferencing with first-born English language learners is necessary to ensure that your students are placed in the right class, or if, in their families, having subsequent-born English language learners has any effect on the language development of students in the K-12 system.
Gesture: An Analysis of Participant Interaction Across ESL Classroom Communities
Chris Oliver, Pasadena City College
Martha Clayton, Los Angeles City College
Paper, Adult School
The presenters will examine authentic video of students and instructors in three intermediate adult ESL classrooms using gestures to communicate with each other in a variety of ways, and discuss ways that gestures can be utilized in the ESL classroom.

The Contrastive Analysis Journal: Closing the Gaps between English and Spanish Grammar
Andres Cruz, Glendale Community College
Workshop, Community College
The Avancemos Program at Glendale Community College equips Spanish-speaking learners with limited education by employing the contrastive analysis approach to close the gaps between English and Spanish grammar. Attendees will engage in a contrastive analysis exercise, examine grammar journals written by Avancemos students, and discuss contrastive analysis research. This workshop will demonstrate how to build a grammatical foundation and use it as a point of reference for meaningful and effective learning.

Civil Discourse in the ESL Classroom: Managing Peer Cultural Conflict
Yvette Lopez, California State University, San Bernardino
Dr. Lynne Díaz-Rico, California State University, San Bernardino
Workshop, IEP
English-language learners from diverse religious, ethnic, racial, and other cultural backgrounds may experience conflict amongst their classmates related to sensitive issues. How should English-language educators respond when there is peer-to-peer discrimination and bias? Should students' cultural norms be challenged when learners voice discriminatory or bigoted belief systems? In this interactive workshop, educators will explore guidelines for facilitating civil discourse in the ESL classroom to help foster the growth and development of our students and ourselves.

The Development of an Online Program for Instruction on Parent-Teacher Conferences
Michele Cheney, California State University, Los Angeles
Alexia Cordova Hoyos, California State University, Los Angeles
Nathalie Griffiths, California State University, Los Angeles
Demonstration, Adult School
A technology-based communication program can aid ESL parents that are seeking to communicate with their child’s school. The presenters describe an online curriculum designed to prepare ESL parents: 1) prepare for parent-teacher conferences; 2) communicate via email with their child’s teacher; and 3) read relevant educational articles and participate in a blog to learn from and help other parents.

Addressing the Implications of Using Virtual Reality (VR) in the TESOL Teaching Assessment
Ravy S. Lao, California State University, Los Angeles
Lia Kamhi-Stein, California State University, Los Angeles
Nairi Issagholian, California State University, Los Angeles
Paper
This presentation describes research on the attitudes of student teachers and faculty toward the integration of mixed-reality classrooms (MRCs)—involving having student teachers teach simulated classes displayed on a TV—in the teaching practicum. Presenters describe results and make recommendations for the implementation of MRCs in TESOL teacher preparation programs.

**KH B4018 Rhetorical Value of Multimodality in L2 Writing in the Age of Digital Literacy**
Undarmaa Maamuujav, University of California, Irvine

**Demonstration**
Bored of reading essays? Tired of assigning “essay” assignments? Disappointed that your students can’t produce well-thought-out, in-depth responses to your essay topics? If these questions resonate with you, come to this session to rethink the essayistic writing pedagogy. This presentation reports on the implementation of multimodal, multi-genre assignment in a writing class.

**Posters 2:15 p.m. - 4:00 p.m.**

**University Student Union, Los Angeles Room**

**The Unique Characteristics, Challenges, and Consequences of the Adult Teacher-Student Relationship in Second Language Acquisition**
Dyan Collings Ralph, California State University, Los Angeles

**Adult School**
This poster describes research on the impact of teacher-student relationship (TSR) on learners’ outcomes. In particular, the poster tackles the special characteristics of the adult TSR in SLA, addresses the unique challenges of the relationship, and considers recommendations on how to foster a positive and balanced TSR. Building a sensible and workable set of boundaries that support students’ learning is crucial for the protection and health of students, teachers, families, and careers (Hagenauer & Volet, 2014).

**The Preparation for the MA in TESOL Program at California State University, Los Angeles**
Hitoshi Horiuchi, California State University, Los Angeles
Hui Mei Poon, California State University, Los Angeles

**IEP**
The presentation describes an online Canvas orientation course for incoming international MA in TESOL students. The presenters describe the major modules of the online course and the activities for student orientation. Detailed description of the online Canvas course is provided.

**Integrating Social Media for English language Learners and its Effect on Student Engagement**
Billy Bodin Sooksavath, California State University, Los Angeles

**All Levels**
The academic use of social media is a topic of teacher interest. Because social media platforms are so pervasive in the lives of English language learners, further study can bring to light their pedagogical merits in SLA. This poster details how social media is used to improve student engagement by promoting affective factors and extending learning beyond the classroom.
Examining Politeness: A Comparative Linguistic Analysis of Korean and English Expressions of Politeness
Anna Lee, Pepperdine University
Adult School
This poster examines various linguistic aspects of politeness in Korean and English, focusing particularly on the use of honorifics, methods of addressing others, and prosodic features such as word stress, tone, and pitch. The researcher seeks to inform ESL/EFL instructors of the key differences in expressing politeness in the two languages, thereby fostering a greater understanding of the verbal, non-verbal, and sociolinguistic dimensions involved.

Interactive Pedagogical Games to Facilitate English Vocabulary Development in Elementary School Classrooms
Qi Meng, Pepperdine University
K-12
Elementary English learners need to learn vast amounts of vocabulary. In order to facilitate English vocabulary acquisition, instructors can incorporate games into language classrooms. For elementary students, as with language learners of all ages, games increase the speed with which students will learn new words, increase student engagement, and promote learner motivation. This poster will present the research supporting vocabulary games and provide examples relevant to the elementary classroom.

Using Chinese-English Connections to Expand Knowledge of English Prosody and Phonology
Lizhao Liu, Pepperdine University
This poster will explain how to use the English learners’ language background knowledge of Chinese in prosody and phonology to facilitate their English language acquisition. Research-based examples include mastering English intonation by using Chinese lexical tones and by comparing Chinese Pinyin and the International Phonetic Alphabet. By taking an asset-based approach, instructors can use native Chinese speakers’ sophisticated linguistic knowledge to facilitate English language acquisition.

Singing English Songs in the ESL Classroom for Beginning Level Students
Yuanxi Shi, Pepperdine University
This poster describes how singing songs can facilitate students’ language acquisition in the ESL classroom. For beginning-level students, songs can improve engagement and provide opportunities to practice pronunciation, intonation, and vocabulary. Using examples from the presenter’s work experience and research, specific strategies to integrate songs in English lessons will be presented.

Why Koreans Find English Difficult
Soojung Myung, Pepperdine University
Adult School
Koreans and Korean Americans form a large cultural and language community in California, and English language educators can help this important group more effectively learn English if they recognize the challenges Korean speakers face when learning English. In this poster, the researcher will address three linguistic differences in syntax, phonetics, and pragmatics between Korean and English. As a result of this poster presentation, English language educators will better understand their Korean-speaking students and be able to personalize their instruction.
Analyzing Chinese ESL learners’ Interlanguage of Speaking
Yiyuan Zhang, Pepperdine University
Community College
The presenter argues that negative transfer in the speaking of Chinese ESL learners has an overriding impact on output. The presenter reviews the literature on Chinese ESL learners’ interlanguage in speaking and elaborates on patterns of errors to yield valuable information for instructing Chinese ESL learners.

The Danger of Technology and Non-Native English Speakers' Writing
Mary Ortiz-Martinez, California State Polytechnic University, Pomona
This poster explores the positive and negative effects of the use of technology and word processing systems in the ESL classroom. It also examines the potential conflicts that one might run into when using technology and word processing systems with non-native English speakers.

Meaning-Focused Approaches to Teaching the Tense-Aspect System
Alana Roth, Cal Poly Pomona University
Laifu Benjamin Tsao
Community College
This poster examines traditional pedagogical approaches to teaching the tense-aspect system by demonstrating that they are not sufficient in helping students make contextually appropriate tense-aspect choices. The presenters will survey research done in this area and provide sample activities that will guide students in making tense-aspect choices at the discourse level.

Fostering Learning beyond the Classroom
Aziz Qureshi, American Language Institute, California State University, Long Beach
IEP
Is the classroom setting enough for learning a foreign language? How do we facilitate learning outside the classroom? When ESL learners leave the classroom, they often come across challenges that may hinder their learning process. This poster illustrates some potential strategies for ESL teachers to help learners outside the classroom in order to give them confidence and overcome some of their learning barriers.

Designing a Curriculum for an ESP NAC Course
Bonnie Gray, Pepperdine University
Community College
Teaching an ESP NAC class for the first time? Do your ELL’s want to become Nursing Assistants or work in the medical field? Looking for ideas on how to develop your new curriculum? Come discover and share ways to design an ESP curriculum, to integrate technology in your courses, to develop your students’ academic language, and to increase vocabulary retention.

Vocabulary Needs of Saudi Arabian Civil Engineering Students
Alaa Albahi, California State University, Northridge
Community College
Studies show that the lack of knowledge of engineering technical vocabulary negatively affects the academic progress of engineering students. A common recommendation is to emphasize the importance of vocabulary to help students succeed academically. This project, focuses on Saudi engineering students studying abroad and looking at their unique language needs and background. Also, explores the specific word gap of vocabulary knowledge of engineering students, and proposes a workshop to fill the gap.
The Incorporation of Computer-Assisted Peer Feedback in the L2 Classroom
Maribel Garcia, California State University, Northridge
IEP
Peer feedback has been a useful tactic for teachers to utilize in order for students to improve their writing. With the increasing use of technology, peer feedback can be used in a variety of ways to better promote learning in the classroom. This study focuses on a writing class of 10 students in Westwood, California. The study evaluates the perceptions and effectiveness of peer feedback through computer-mediated instruction, specifically Google Docs. Advantages and disadvantages of peer feedback are identified.

Tips for Teaching English to Refugees Who Need Survival English Skills
Chun Yulin, Pepperdine University
Adult School
This poster shows how youth refugees can develop real-life English language skills by integrating meaningful language learning experiences. The poster describes the case of "Shui," a beginning-level refugee with very limited grammar knowledge. By implementing content-based learning, task-based learning and learning by doing strategies, "Shui" was able to gain confidence and have some great moments as she moved along in the SLA process.

The TESOL MA Program at Cal State LA has prepared me with many practical English Language Teaching skills that have significantly helped me guide middle school EFL students in understanding other academic subject areas." - Carol Chen, Kang Chiao International School, Taiwan

To learn more about our program, contact Dr. Kamhi-Stein at ikamhis@calstatela.edu or Ms. Betty Lee at blee@calstatela.edu

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