

TESOL 2016 International Convention
& English Language Expo

5-8 APRIL 2016 • BALTIMORE, MARYLAND, USA



Electronic Village and Technology Showcase

Special Events Program



(photo by Dean Ray, © Visit Baltimore – <http://www.baltimore.org>)

CALL-IS

<http://www.call-is.org>

<https://www.facebook.com/TESOLCALLIS>

Find this schedule online at <http://call-is.org/ev/schedule.php>

2016 ELECTRONIC VILLAGE SCHEDULE AT-A-GLANCE (Holiday Ballroom 5, 2nd Floor, Hilton)

	Wednesday, 6 April	Thursday, 7 April	Friday, 8 April	
8:00	Ask Us: Free Advice for CALL (8:00 to 8:30 AM)	Ask Us: Free Advice for CALL (8:00 to 8:30 AM)	Ask Us: Free Advice for CALL (8:00 to 8:30 AM)	
8:30	Technology Fair: Mobile Devices (8:30 to 9:20 AM)	Technology Fair: Classroom Tools (8:30 to 9:20 AM)	Technology Fair: Classroom Tools (8:30 to 9:20 AM)	
9:00				
9:30	Ask Us: Free Advice for CALL (9:30 to 10:00 AM)	Ask Us: Free Advice for CALL (9:30 to 10:00 AM)	Ask Us: Free Advice for CALL (9:30 to 10:00 AM)	
10:00	Technology Fair: Self-Access (10:00 to 10:50 AM)	Technology Fair: Self-Access (10:00 to 10:50 AM)	Technology Fair: Classics (10:00 to 10:50 AM)	
10:30				
11:00	Technology Fair: Classroom Tools (11:00 to 11:50 AM)	Technology Fair: Mobile Devices (11:00 to 11:50 AM)	Technology Fair: Mobile Devices (11:00 to 11:50 AM)	
11:30				
12:00	CALL for Newcomers (12:00 to 1:30 PM)	Ask Us: Free Advice for CALL (12:00 to 1:00 PM)	Ask Us: Free Advice for CALL (12:00 to 12:30 PM)	
12:30			EV Mini-Workshop* (12:30 to 2:00 PM)	
1:00			Ask Us: Free Advice for CALL (2:00 to 2:30 PM)	
1:30				EV Mini-Workshop* (1:30 to 3:00 PM)
2:00				
2:30	Technology Fair: Classics (2:30 to 3:20 PM)	EV Mini-Workshop* (2:30 to 4:00 PM)		
3:00			Ask Us: Free Advice for CALL (3:00 to 3:30 PM)	
3:30	EV Mini-Workshop* (3:30 to 5:00 PM)	Ask Us: Free Advice for CALL (3:30 to 4:00 PM)	Ask Us: Free Advice for CALL (4:00 to 4:30 PM)	
4:00			Technology Fair: Classroom Tools (4:00 to 5:00 PM)	EV Closed after 4:30 PM See you next year!
4:30				
5:00	EV Closed after 5:00 PM CALL-IS Open Meeting & Steering Committee Elections (6:45 to 8:15 PM, Holiday Ballroom 4)	EV Closed after 5:00 PM	TESOL Annual Business Meeting (5:00 to 6:30 PM) TESOL 50th Anniversary Celebration (7:00 to 9:00 PM)	

* Please visit the EV prior to the Mini Workshops to pick up a free ticket.

Description of Sessions

Electronic Village (EV)—Baltimore Hilton, 2nd Floor, Holiday Ballroom 5

Ask Us: Free Advice for CALL

Ask Us hours are open to all who wish to explore and learn about using technology, computers, software, and websites. Our CALL expert volunteers are available to answer questions and share expertise incorporating CALL into the ES/FL curriculum.

Electronic Village Technology Fairs

Explore ways to use CALL in your classroom from presenters who are stationed around the Electronic Village computer lab space. Ask questions and get hands-on experience. This event offers multiple presentation times focusing on specific themes, including Mobile Devices, Classroom Tools, and Self-Access.

EV Technology Fair Classics

EV Technology Fair Classics are repeat performances of outstanding presentations from past Technology Fairs. Explore tried-and-true ways to use CALL in your classroom or extended classroom. Several presentations will be webcast from the Technology Fair Classics.

Electronic Village Mini-Workshops

Get hands-on practice with small groups and an instructor who specializes in using a particular application or Internet-based resource. Space is limited, so stop by the Electronic Village early to sign up (no cost to attend).

CALL for Newcomers

Learn CALL basics from experts and enhance your teaching with digital resources. This event includes hands-on guided practice in the Electronic Village on a variety of introductory CALL techniques and tools.



CALL-IS Web Casts

Many of the sessions in the Technology Showcase, and some sessions in the Electronic Village, will be web cast to include participants not at the convention. Web cast sessions are marked with this computer icon. See page 4 for more information.

TECHNOLOGY SHOWCASE SCHEDULE AT-A-GLANCE (Holiday Ballroom 4, 2nd Floor, Hilton)

	Wednesday, 6 April	Thursday, 7 April	Friday, 8 April
8:00	Hot Topics: <i>Going Massive – Online Course Development in MOOCs</i> (8:00 to 9:20 AM)	Hot Topics: <i>CALL in Flipped PreK-12 English Instruction</i> (8:00 to 9:20 AM)	Hot Topics: <i>Google and Beyond – Free Online Tools for Teachers and Learners</i> (8:00 to 9:20 AM)
8:30			
9:00			
9:30	InterSection: <i>CALL with MWIS Creating, Adapting, and Using Content for Mobile Apps</i> (9:30 to 11:20 AM)	Special InterSection: <i>CALL with SRIS Innovating Language Learning through Technology for Environmental Responsibility</i> (9:30 to 11:20 AM)	TESOL 50th Anniversary Special Event: <i>Leadership Panel: History of the EV – Over Three Decades of Professional Development in CALL</i> (9:30 – 10:45 AM)
10:00			
10:30			
11:00			Hot Topics: <i>Gaming for the Classroom: How to Use Them and What to Know About Them</i> (11:00 AM to 12:50 PM)
11:30	The CALL Community: <i>Using http://community.tesol.org</i> (11:30 AM to 12:50 PM)		
12:00			
12:30			
1:00			
1:30	The Electronic Village Online (EVO) <i>Highlights of 2016</i> (1:00 to 2:50 PM)	Mobile Apps for Education Showcase (1:00 to 2:50 PM)	InterSection: <i>ESP with VDMIS and CALL One Size Fits One: Incorporating Technology into ESP Courses</i> (1:00 to 2:50 PM)
2:00			
2:30			
3:00	Developers' Showcase (3:00 to 5:00 PM)	InterSection: <i>ITA with MWIS and CALL Strategies for Developing and Delivering Training Materials for ITAs</i> (3:00 to 5:00 PM)	CALL-IS Academic Session <i>Project-Based Learning: Pedagogical Possibilities for Online, Mobile, and Blended Learning</i> (3:00 to 4:45 PM)
3:30			
4:00			
4:30			
5:00	Technology Showcase closed after 5:00 PM	Technology Showcase closed after 5:00 PM	Technology Showcase closed after 5:00 PM
5:30			

Description of Sessions

Technology Showcase Events—Baltimore Hilton, 2nd Floor, Holiday Ballroom 4

Mobile Apps for Education Showcase

This Showcase session provides ESOL teachers with the opportunity to demonstrate pedagogical uses for their favorite apps.

Developers' Showcase

Discover the latest ideas in applied technology for ESOL educational settings, including stand-alone software and Internet-based applications designed by teachers and researchers.

Hot Topics

These sessions focus on the latest trending topics in CALL, such as Massive Open Online Course development, CALL in the K-12 classroom, flipping the classroom, gaming in ES/FL, and free technology tools to help improve your language teaching experience.

InterSection: CALL-IS and MWIS: *Creating, Adapting, and Using Content for Mobile Apps*

The changing nature of content presentation poses an impressive array of challenges and opportunities for educational materials writers. Learn about some of the differences between web and mobile content, rationale for classroom use of mobile content, and examples of how to write and adapt content for mobile applications.

Special InterSection: CALL with SRIS: *Innovating Language Learning through Technology for Environmental Responsibility*

Learn about new ways to engage students and help them take ownership of their English, while increasing their awareness of environmental issues. Through the use of apps and other technology resources, students can become more active learners and strengthen their global citizenship.

TESOL 50th Anniversary Special Event: Leadership Panel: History of the EV – Over Three Decades of Professional Development in CALL

On this 50th anniversary of TESOL, take a walk back in time as past chairs of the CALL-IS discuss the progression of CALL over the last 50 years, and its place in language teaching.

The Electronic Village Online (EVO): Highlights of 2016

For five weeks in January-February, participants and ESOL experts engage in collaborative, online discussion or hands-on virtual workshops of professional and scholarly benefit. These five-week sessions allow a fuller development of ideas than is possible in convention sessions. EVO sessions are sponsored by a TESOL Interest Section or affiliate, an IATEFL Special Interest Group, or other groups or affiliates. Sponsors provide no financial support. If you do not have a sponsor, the Coordination Team can help you find one or more. Come to the EVO Session in the Holiday 4 Ballroom on Wednesday afternoon or visit <http://evosessions.pbworks.com/> to learn more.

InterSection: ESP with VDMIS and CALL: One Size Fits One: Incorporating Technology into ESP Courses

Never a “one-size-fits-all” pedagogy, the varied ESP landscape presents unique challenges for incorporating technology. Panelists representing a spectrum of different face-to-face and online courses will address technology’s impact on three key areas: organizational needs analysis, course design and development, and course delivery.

InterSection: ITA with MWIS and CALL: Strategies for Developing and Delivering Training Materials for ITAs

ITA, and other niche group practitioners, often share their materials informally or at conferences rather than through print publishing. Presenters in this session will share best practices for developing and delivering ITA materials, as well as examine platforms for self-publishing to respond to the needs of many niche markets.

CALL-IS Academic Session: Project-Based Learning: Pedagogical Possibilities for Online, Mobile, and Blended Learning

Project-based learning, a dynamic learner-centered approach to active exploration of real-world problems and challenges, promotes the use of authentic resources, critical thinking skills, collaboration, and other beneficial strategies for English language proficiency development. When facilitated in online, mobile, and blended learning environments, new possibilities abound with the affordances of these technology environments.



WEB CASTS

The sessions below will be web cast live during the convention. Visit <http://callis2016.pbworks.com> for links. The web casts will also be recorded and made available on the CALL-IS website (<http://www.call-is.org>).

Wednesday, April 6

Hot Topic: Going Massive—Online Course Development in MOOCs
8:00 – 9:20 AM (EST)
1:00 – 2:20 PM (GMT)

InterSection: CALL-IS with MWIS “Creating, Adapting, and Using Content for Mobile Apps”
9:30 – 11:15 AM (EST)
2:30 – 4:15 PM (GMT)

The Electronic Village Online (EVO) Highlights of 2016
1:00 – 2:50 PM (EST)
6:00 – 7:50 PM (GMT)

Developers Showcase
3:00 – 4:45 PM (EST)
8:00 – 9:45 PM (GMT)

CALL-IS Open Meeting
6:45 – 8:15 PM (EST)
11:45 PM – 1:15 AM (GMT)

Thursday, April 7

Hot Topic: Flipping the Classroom—CALL in PreK-12
8:00 – 9:20 AM (EST)
1:00 – 2:20 PM (GMT)

Special InterSection: CALL-IS with SRIS and Environmental Responsibility Forum
9:30 – 11:15 AM (EST)
2:30 – 4:15 PM (GMT)

Hot Topics: Online Assessment—How Important & Effective Is It?
11:30 AM – 12:50 PM (EST)
4:30 – 5:50 PM (GMT)

Mobile Apps for Education Showcase
1:00 – 2:50 PM (EST)
6:00 – 7:50 PM (GMT)

InterSection: ITA with MWIS and CALL-IS “Strategies for Developing and Delivering Training Materials for ITAs”
3:00 – 4:50 PM (EST)
8:00 – 9:50 PM (GMT)

Friday, April 8

Hot Topic: Google and Beyond—Free Online Tools for Teachers and Learners
8:00 – 9:20 AM (EST)
1:00 – 2:20 PM (GMT)

TESOL 50th Anniversary Special Event
9:30 – 10:50 AM (EST)
2:00 – 3:50 PM (GMT)

Hot Topic: Meaningful Play—Gaming and Language Learning
11:00 AM – 12:50 PM (EST)
4:00 – 5:50 PM (GMT)

InterSection: ESPIS with VDMIS and CALL-IS “One Size Fits One: Incorporating Technology into ESP Courses”
1:00 – 2:50 PM (EST)
6:00 – 7:50 PM (GMT)

Academic Session: CALL-IS “Project-Based Learning: Pedagogical Possibilities for Online, Mobile, and Blended Learning”
3:00 – 4:50 PM (EST)
8:00 – 9:50 PM (GMT)

For providing the platform to host our webcasts, special thanks goes to:



LearningTimes

Wednesday, April 6

8:00 AM to 8:30 AM

Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village

Ask Us: Free Advice for CALL

8:00 AM to 9:20 AM

Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase

Hot Topics

Going Massive -- Online Course Development in MOOCs

Massive Open Online Courses (MOOCs) are popping up all over the Internet, offering students from all walks of life the opportunity to learn about almost any subject. This presentation will give a brief overview of MOOCs and then present case-studies of MOOC development using different platforms and mediums, providing some tips and tricks for aspiring MOOC developers.

Justin Shewell, Arizona State University, USA (jshewell@asu.edu)
Shane Dixon, Arizona State University, USA (Shane.Dixon@asu.edu)
Maggie Sokolik, UC Berkeley, USA (sokolik@berkeley.edu)
Deborah Healey, University of Oregon, USA (dhealey@uoregon.edu)
Elizabeth Hanson-Smith, California State University, USA (ehansonsmi@gmail.com)



8:30 AM to 9:20 AM

Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village

Technology Fair: Mobile Devices

PC 1-2 Using A Kahoot Game for Review

Want a fun way to get your class involved in review? How about a Kahoot? Kahoot allows for the creation of fun competitive review games that students play using their devices. Participants will learn how to use Kahoot and create interactive games. Bring your device and be ready to play.

Christina Kitson, University of Kansas, USA (clkkit96@gmail.com)

PC 3-4 Premiere Skills English: Podcasting as a tool for the classroom of the future

The presenters will show how they use the Premier Skills English website and the different activities to develop English reading and listening skills and learners' autonomy, beyond the classroom. Premier Skills English Podcasts offer creative alternatives for delivering content to students who need extended support, before, during or after class.

Freddy Vanegas, University of The Andes, Venezuela (vanegasfreddy@gmail.com)
Daniel Castillo, University of The Andes, Venezuela (djcastillo27@gmail.com)
Evelyn Urbina, University of The Andes, Venezuela (evelyn3324@gmail.com)

PC 5-6 VoiceThread: Improving student interaction through digital conversations

VoiceThread improves student interaction in grammar, speaking, or writing classes through digital conversations. Users have real-time or recorded conversations in/out of class by uploading media or documents such as PowerPoint and responding with audio, video, or text comments. VoiceThread is asynchronous, improves student engagement, and is easy to use.

Kelly Hill Zirker, Georgetown University, USA (kaz7@georgetown.edu)

PC 7-8 Sporcle to Review

Sporcle provides a fun, accessible way for students to review concepts learned in class! Students can utilize the app or the website to play games already available, or specifically created by their instructor to ascertain their skills. Each quiz is timed and simulates real-time testing constraints.

Emmanuelle Allongue-Peterman, ELS Language Centers, USA (eallongue@elsteachers.net)
Natalie Lempert, ELS Language Centers, USA (nlempert@elsteachers.net)

PC 9-10 Vocabulary Instruction with Quizlet

Participants will learn how to teach vocabulary with the smartphone/web-based application Quizlet. They will learn how to use Quizlet for a variety of instructional uses including sharing and disseminating vocabulary study sets, collaborating with other instructors and fostering greater learner autonomy in regards to vocabulary acquisition.

Theron Willis, Massachusetts International Academy, USA (theron.w@maia.edu)

Mac 1-2 Storybird: Art-Inspired Digital Storytelling

Attend this session on Storybird, a digital storytelling website, to gain some practical ideas on how to integrate technology into the ESL classroom in order to inspire students to write more and share their stories. Learn how you can utilize Storybird to foster a community of writers in your classroom.

Elizabeth Mosaidis, Arizona State University, USA (elizabeth.mosaidis@asu.edu)

Mac 3-4	<i>Inviting Interactive Whiteboards for the iPhone and iPad into the Classroom Using ShowMe</i>
The presenter will introduce and teach participants to use ShowMe, one of the leading interactive whiteboard applications available on the iPad today. After presenting and discussing the pedagogical potential of this impressive tool, the presenter will guide participants in exploring the extensive lessons accessible within the innovative ShowMe Online Community.	
Jonelle Williams, ELS Language Centers, Santa Monica, USA (jonelle.williams@gmail.com)	
Mac 5-6	<i>Kahoot! in the Classroom</i>
The use of Kahoot! in the classroom is a fun and easy way to review vocabulary and grammar points. Kahoot! creates an entertaining, competitive yet safe environment in which students can measure their own progress and allows teachers to determine the attainment of their classroom objectives.	
Natalie Lempert, ELS Language Centers, USA (nlempert@elsteachers.net) Emmanuelle Allongue-Peterman, ELS Language Centers, USA (eallongue@elsteachers.net)	
Mac 7-8	<i>Promoting Vocabulary Learning Through Online Resources</i>
This presentation demonstrates the use of Praxis Ed and Quizlet to facilitate vocabulary teaching and learning. An overview of both sites followed by students' feedback will be shared with participants. In addition, attendees will learn how vocabulary activities are introduced, reinforced, and checked in both programs for effective learning.	
Raja Mallek Bahloul, American University of Sharjah, UAE (rmallek@aus.edu)	
Mac 9-10	<i>Going Paperless with Canvas!</i>
Going paperless is now easy with Canvas, a free learning management system for all teachers! In this session, we will discuss the basics of publishing a course, uploading files, grading, linking other apps, and helping students to register, view course handouts, and turn in assignments on their smart phones.	
Nairi Issaghlian, California State Univesity Los Angeles, USA (ychoice555@ucla.edu)	
BYOD 1	<i>Using Apps to Customize and Assess Word Study</i>
Using a "Words Their Way" approach to word study, presenters show how vocabulary or words from authentic readings can be programmed into popular gaming or flash card apps (i.e., Scribblenauts, Bitsboard, SightWords, Quizlet). Using the touch devices we provide or their own, attendees will practice creating in these apps.	
Christine Rosalia, Hunter College, City University of New York, USA (crosalia@hunter.cuny.edu) Rachel Gorman, Hunter College, City University of New York, USA (racgorman@gmail.com)	
BYOD 2	<i>Enrich Language Instruction with Online Newspapers</i>
Enrich both your students' English language learning experience and your own teaching practices by using online newspapers. The presenter identifies the challenges and proposes strategies for overcoming them. Come away with engaging ideas for a more successful online experience that incorporates appropriate students' activities at all proficiency levels.	
Fernanda Ortiz, University of Arizona, USA (fortiz@email.arizona.edu)	
9:30 AM to 10:00 AM	
Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village	
Ask Us: Free Advice for CALL	
9:30 AM to 11:20 AM	
Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase	
InterSection: CALL with MWIS	
Creating, Adapting, and Using Content for Mobile Apps	
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Sandy Wagner, Defense Language Institute, USA (sandra.wagner@dlic.edu) Nick Robinson, ELTjam, UK (nick@eltjam.com) Susan Gaer, Santa Ana College, USA (susangaer@gmail.com) Kurtis Foster, Missouri State University, USA (kurtisfoster@missouristate.edu)	
10:00 AM to 10:50 AM	
Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village	
Technology Fair: Self-Access	
PC 1-2	<i>A Project-Based Language Learning to Improve the Willingness to Communicate of EFL Students</i>
In this presentation, participants will learn how students in EFL program were engaged in a Project-Based Language Learning in order to develop their English skills and Willingness to Communicate. Additionally, the project structure and the ICT resources used to aid the students' learning in and outside classroom will be shown.	
Ibrahim Farouck, Otaru University of Commerce, Japan (ifarouck@res.otaru-uc.jp)	



PC 3-4	<p><i>Using New Media to Support Teacher Students: Skype Interaction with a Storyteller</i></p> <p>The objective of our presentation is to share our experience of assisting our trainees in the processes of language learning. This was achieved by allowing them to interact with a storyteller via skype and listen to his stories. We expect to provide the attendees some insight to its process and effect.</p> <p>Babita Sharma Chapagain, Rato Bangala Foundation, Nepal (babitasharma34@gmail.com) Padam Chauhan, Nepal English Language Teachers Organization, Nepal (padamchauhan77@gmail.com) Midesh Maharjan, Rato Bangala Foundation, Nepal (mideshrbf@gmail.com)</p>
PC 5-6	<p><i>Use Blackboard Community to Improve your Sense of Community for Faculty</i></p> <p>Learn how to create a Blackboard Community shell to store resources and to take advantage of communication tools. Watch and ask questions as the presenter highlights how a large community college has created a better sense of community for adjunct and full time instructors. A detailed handout will be provided.</p> <p>Amy Christensen, Central New Mexico Community College, USA (achristensen@cnm.edu) Kristina Lauer, Central New Mexico Community College, USA (ksievers@cnm.edu) Laura McIndoo, Central New Mexico Community College, USA (lmcindoo@cnm.edu)</p>
PC 7-8	<p><i>Using Online Training and Development to Keep Your Teaching Skills Updated</i></p> <p>This session will give participants details of some of the most effective choices and possibilities for online teacher training, including MOOCs, webinars, videos, articles and resources for keeping the professional development English teachers continuous, on-going and up-to-date. Presenters will show how to use these free resources to improve teaching practices.</p> <p>Daniel Castillo, University of The Andes, Venezuela (djcastillo27@gmail.com) Freddy Vanegas, University of The Andes, Venezuela (vanegasfreddy@gmail.com) Evelyn Urbina, University of The Andes, Venezuela (evelyn3324@gmail.com)</p>
PC 9-10	<p><i>VoiceThread: A Four-Skills Approach to Scaffolded Writing Development</i></p> <p>This presentation demonstrates an expanded grading technique that integrates the tools in VoiceThread to effectively utilize visual and oral feedback in correcting student writing. Participants will learn how to engage students in actively “seeing” their errors. Easy implementation and modification of the practice will be taught.</p> <p>Baiba Sedriks, The University of Kansas, USA (baiba@ku.edu) Carla Moore Buchheit, The University of Kansas, USA (cbuchheit@ku.edu)</p>
Mac 1-2	<p><i>Promoting Paced Reading and Chunking with Eyercize.com</i></p> <p>Teaching ELLs to read at increasingly faster rates while improving reading comprehension is often difficult and frustrating for both students and instructors. This practical demonstration will showcase Eyercize, an open-sourced Website that provides paced-reading practice with chunking. Participants will learn how to use this reading tool to promote autonomous learning.</p> <p>Luke Coffelt, Ohio University, USA (coffeltl@ohio.edu)</p>
Mac 3-4	<p><i>Better Pronunciation: Just a Phone Call Away</i></p> <p>Want to offer students a tool to improve their pronunciation independently? When students call their Google Voice account, the instant transcription of their message reveals which phrases are clear, and which need better enunciation. They can click a button to email their best recording and transcript to their teacher.</p> <p>Jenifer Edens, University of Houston, USA (jenifer.edens@gmail.com) Sandra Buckner, University of Houston, USA (sbuckner48@gmail.com)</p>
Mac 5-6	<p><i>MReader for Online Extensive Reading Assessment</i></p> <p>MReader is free software that allows teachers to track how much extensive reading their students are doing. Students take a short 10-item randomized quiz and, if passed, get the additional word count and the cover of the book that they read added to their own personal screen.</p> <p>Thomas Robb, Kyoto Sangyo University, Japan (tom@tomrobb.com)</p>
Mac 7-8	<p><i>The Elusive Search for CALL Resources</i></p> <p>The expansion of technology has allowed for an exponential increase in CALL Resources. Participants will be provided with knowledge on how to search for and find quality resources to use in their classroom.</p> <p>Elizabeth Plummer, University of Iowa, USA (elizabethplummer00@gmail.com)</p>
Mac 9-10	<p><i>Disrupting the silent classroom with Peardeck</i></p> <p>Anxiety can lead to a very quiet language classroom. Break that silence by using Peardeck, a hybrid presentation/polling application. Find out how students can share ideas anonymously while giving teachers important feedback. Bring your laptop or mobile device and learn how to create a more dynamic classroom using Peardeck.</p> <p>Sean McClelland, American English Institute - University of Oregon, USA (mcclella@uoregon.edu)</p>

BYOD 1	<p><i>Creating Flexible Materials in Google Drive</i></p> <p>Designed to be simple and repeatable, flexible materials allow teachers to get the most out of their limited planning time. Participants will learn how to create, distribute, and recycle flexible materials via Google Drive, as well as how Google Drive facilitates group work, formative feedback, and collaboration among colleagues.</p> <p>Kyle Butler, Ohio University, USA (butlerk@ohio.edu)</p>
BYOD 2	<p><i>Memrise: An app to maximize vocabulary learning</i></p> <p>Memorizing vocabulary is a necessary building block of foreign language learning, but too often becomes painful drudgery. In this workshop presentation, we introduce Memrise, and provide tools to quickly overcome the app's learning curve for you and your students. Get ready to supercharge your students' vocabulary for successful learning.</p> <p>Eric Reynolds, Woosong University TESOL-MALL, South Korea (triking_eri@me.com)</p>
11:00 AM to 11:50 AM	
<p>Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village</p> <p>Technology Fair: Classroom Tools</p>	
PC 1-2	<p><i>Mentoring Japanese language learners from Hungary - a cross-cultural university project</i></p> <p>In this session we are going to demonstrate the online co-operation between two groups of university students, one in Japan and one in Hungary. The aim of the project was to help Japanese learners to improve their presentation skills and learner autonomy; whereas the Hungarian students practiced their teaching skills.</p> <p>Nora Tartsay Nemeth, Eotvos Lorand University, Hungary (nora@tartsay.hu) Orsolya Szatzker, Meisei University, Japan (orsolya.satzker@gmail.com)</p>
PC 3-4	<p><i>Fostering English Language Learning with Schoology</i></p> <p>This demonstration will describe and exemplify how a Learning Management System, Schoology, has been successfully used in an EFL classroom.</p> <p>Jesus Lisboa, UPEL Maracay - VenTESOL, Venezuela (ernestol@hotmail.com)</p>
PC 5-6	<p><i>Brain Breaks, Fun and Learning with GoNoodle!</i></p> <p>This presentation aims to provide insights on the use of GoNoodle for the classroom. GoNoodle delivers engaging brain break exercises for students. These brain breaks can vary from calming and relaxing activities to more energetic and happy ones. Participants will be engaged and will surely incorporate GoNoodle into their classrooms.</p> <p>Miguel Perez, VenTESOL, Venezuela (miguelperez.uc@gmail.com) Diego Navarro, VenTESOL, Venezuela (etdnp89@gmail.com)</p>
PC 7-8	<p><i>Use of Technology in EFL Classroom; friend or foe?</i></p> <p>In this presentation the varied types of technology used in the ELT classrooms in the Nepalese context will be shared. The attendees will learn about how this innovation challenged both teachers and learners in the very beginning of their use and how the novel practices changed their teaching learning process.</p> <p>Padam Bahadur Chauhan, Nepal English Language Teachers' Association, Nepal (padamchauhan77@gmail.com) Jaya Ram Khanal, Nepal English Language Teachers' Association, Nepal (khanaljaya2004@yahoo.com)</p>
PC 9-10	<p><i>Animoto in Action</i></p> <p>Using technology with English language learners (ELLs) has been shown to increase student motivation and confidence (Lacina, 200; Lin, 2009). Animoto, a free multimedia tool, can provide students with material for their presentations. In this session, we demonstrate how to use Animoto as a teaching tool and for student presentations.</p> <p>Melojeanne Zawilinski, University of Michigan - Flint, USA (zawimelo@umflint.edu) Jolene Jaquays, University of Michigan - Flint, USA (jjaquays@umflint.edu)</p>
Mac 1-2	<p><i>WhatsApp as a Learning Tool</i></p> <p>Given the advanced technology available nowadays, teaching is no more limited to the time spent in class. Well prepared teachers are the ones who empower their students with the means to utilize their gadgets to practice and reinforce the material learned in class. In this case, WhatsApp is the medium.</p> <p>Fatma Ghailan, Westchester Community College, USA (fatma.ghailan@mail.sit.edu)</p>
Mac 3-4	<p><i>Google Forms for Homework and Data Collection</i></p> <p>Google Forms makes data collection faster, easier, and secure. Students can submit information via smart phone, and teachers can grade without carrying papers. This presentation will show how to create a form, share the link, and view and organize data using extensive reading and listening homework examples.</p> <p>Amanda Tomanek, Tokyo International University, Japan (mandacelestyna@gmail.com)</p>

Mac 5-6	<p>Teaching with Turnitin</p> <p>More than a plagiarism checker, Turnitin can be a tool for teaching writing. Attendees will see possibilities for integrating the student feedback features into the writing process to improve more than grammatical accuracy. Class activity ideas for building student independence will also be shared.</p> <p>Sunnia Ko Davis, MCPHS University, USA (sunnia.ko@mcphs.edu) Kate Gleeson, MCPHS University, USA (kate.gleeson@mcphs.edu) Michelle Smith, Boston University CELOP, USA (smithmj@bu.edu)</p>
Mac 7-8	<p>Pre-Arrival Assessment and Placement of ELLs using Synchronous and Asynchronous Online Tools</p> <p>Searching for a way to assess what type of English language support students will need without waiting until they arrive to place them? Check out and participate in a sample pre-arrival interview using video for face-to-face interaction and online forms to record responses. Handouts with recommended resources will be provided.</p> <p>Candice Marshall, Earlham College, USA (quinoca@earlham.edu)</p>
Mac 9-10	<p>Creating and Grading Online Quizzes with Google Forms + Flubaroo</p> <p>The presenter will demonstrate how to design an online quiz using Google forms and grade it easily with the add-on, Flubaroo. By the end of the session, participants will know how they can create quizzes, how Flubaroo generates grades, and what the results mean for the teacher and student.</p> <p>Maria Tomeho-Palermينو, CELOP, Boston University, USA (mrplrmn154@gmail.com) Amelia Onorato, CELOP, Boston University, USA (ameliaon@bu.edu)</p>
BYOD 1	<p>SoundCloud Digital Portfolios for Improving Pronunciation</p> <p>The purpose of this presentation is to show SoundCloud as an educational tool for English pronunciation practice. The presenters will demonstrate to attendees how English learners employ SoundCloud when using controlled, semi-controlled and communicative pronunciation activities that help them improve their pronunciation while creating digital portfolios.</p> <p>Mary Allegra, VenTESOL & University of Carabobo, Venezuela (mary-allegra@hotmail.com) Jurate Kukanauza de Mazeika, VenTESOL & University of Carabobo, Venezuela (jkukanau@uc.edu.ve)</p>
BYOD 2	<p>Creating Multilingual, Multimedia Dictionaries and Glossaries with Free Tools</p> <p>Participants will discover freely available tools for creating mono- or multi-lingual, multimedia dictionaries and glossaries. The use of simpler and more complex tools will be demonstrated, and an example of the use of such tools for the development of a bilingual multimedia dictionary of technical vocabulary will be highlighted.</p> <p>Julianne Hammink, University of Arizona, USA (hammink@email.arizona.edu)</p>
BYOD 3	<p>Developing Interactive Lessons in an ESL classroom</p> <p>The main purpose of the presentation is to expose ESL instructors to web-based tools Lingt and Nearpod, which they can utilize to provide effective lessons and activities for the students. Instructors will learn how to use these tools to provide an interactive environment in and out of the classroom.</p> <p>Randa Abdelmagid, Virginia Tech, USA (rfouad@vt.edu)</p>

11:30 AM to 12:50 PM

Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase

The TESOL Community

Using the TESOL Community Website

This session will explain some of the main features of the TESOL Community website (<http://community.tesol.org>) and how to use the TESOL Community to connect with other members and leaders in the TESOL International Association for professional development and the advancement of the Association and the field of TESOL.

Suzan Stamper, Yew Chung Community College, Hong Kong (suzan.stamper@yccc.edu.hk)

12:00 PM to 1:30 PM

Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village

CALL for Newcomers

Learn CALL basics from experts and enhance your teaching with digital resources. This event includes hands-on guided practice in the Electronic Village on a variety of introductory CALL techniques and tools.

<p>Do you have a great idea you want to share with CALL-IS members?</p> <p>The CALL-IS electronic newsletter, On CALL, welcomes you scholarly articles, reviews, announcements, and conference reports. Contact Larry Udry, the CALL-IS newsletter specialist (oncall@call-is.org) for more information.</p>	 <p>The CALL-IS logo features a globe icon and the text "an interest section of tesol international association". The "On CALL" logo is in large white letters on a teal background, with the subtitle "The Newsletter of the Computer Assisted Language Learning Interest Section" below it.</p>
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1:00 PM to 2:50 PM

Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase

The Electronic Village Online (EVO)

Highlights of 2016

For five weeks in January-February, participants and ESOL experts engage in collaborative, online discussion or hands-on virtual workshops of professional and scholarly benefit. These five-week sessions allow a fuller development of ideas than is possible in convention sessions. EVO sessions are sponsored by a TESOL Interest Section or affiliate, an IATEFL Special Interest Group, or other groups or affiliates. Sponsors provide no financial support. If you do not have a sponsor, the Coordination Team can help you find one or more. Come to the EVO Session in the Holiday 4 Ballroom on Wednesday afternoon or visit <http://evosessions.pbworks.com/> to learn more.

- Aaron Schwartz**, Ohio University, USA (schwara1@ohio.edu)
- Mbarek Akaddar**, Hassan II Public High School, Morocco (akaddar13@hotmail.com)
- Vance Stevens**, HCT/ADMC/CERT/KBZAC, UAE (vancestev@gmail.com)
- Nellie Deutsch**, Atlantic University, Canada (nellie.muller.deutsch@gmail.com)



1:30 PM to 3:00 PM

Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village

EV Mini-Workshop

Internet Memes as authentic multimodal materials: A critical language awareness approach

In this workshop, participants will learn how to incorporate Internet memes as authentic multimodal texts in their ESL/EFL classroom using a critical language awareness approach. Following Fairclough's (2001) guiding principles for language education, participants will explore ways to develop learner capabilities to interpret and produce multimodal discourse.

- Adriana Picoral**, University of Arizona, USA (adrianaps@email.arizona.edu)

Using Asynchronous Video Feedback for Assignment Support

Feedback is at the heart of quality instruction. English Language Learners (as do all students) benefit when feedback is clear, timely and meaningful. The use of asynchronous videos provides authentic comments from the instructor with tone of voice, rate of speech and clear instruction with how the student can improve.

- Brandon Juarez**, Grand Canyon University, USA (brandon.juarez@gcu.edu)

3:00 PM to 3:30 PM

Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village

Ask Us: Free Advice for CALL

3:00 PM to 5:00 PM

Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase

Developers' Showcase

The Colorful World Project: Cross-Cultural Studies Hub

The presentation will demonstrate how teachers can use this free, brand-new innovative web-site to bring cross-cultural awareness in the classroom. The attendees will learn how the collaboration on compiling the culture rich ELT materials database can increase their professional visibility and create development opportunities on a global scale.

- Valiantsina Holubeva**, Institute of IT & Business Administration, Belarus (v_holubeva@outlook.com)

Viewprog for Viewing Student Progress across Multiple Platforms

Enthusiastic teachers may have their students access multiple sites outside of class, but for many instructors, tracking usage across multiple platforms is a thankless task. Unless the teacher knows who is doing what, students usage will be low. This site attempts to put all performance information together on one site.

- Thomas Robb**, Kyoto Sangyo University, Japan (tom@tomrobb.com)

English through Literature

"English through Literature" is a web-based program that enables learners to quickly and effortlessly make their way through texts of varied complexity. They receive support in the form of word-by-word or sentence translations. They can also listen to individual words and sentences and consult simple and contextualized English word definitions.

- Jeffrey Rasch**, University of North Texas, USA (jeffrey.rasch@unt.edu)

A Web Application to Automatically Generate Grammar Activities from Authentic Texts

This web application is focused on autonomous revision of writing in three different registers (EAP/ESP/Fiction). The strengths are automated creation of writing activities from various publicly available sources (Mendeley/FT.com/Reddit) and highly authentic target language use tasks featuring revision of writing where students aren't necessarily shown where the error is.

- Adam Leskis**, University of Reading, UK (adam.leskis@gmail.com)



Maryce: English Learning Software For Students With MLD

Based on the recognition of the difficulties present into the process of teaching English, particularly for learners with Mild Learning disabilities (MLD), the software called MARYCE was designed. Presenters will describe the program, which is accessible from the web and complies with the psychological and educational requirements of the users.

- Ana Carolina Pacheco Millan** , Colegio Independencia, Venezuela (pachecomillananacarolina@gmail.com)
- Evelyn Urbina**, Universidad de Los Andes, Venezuela (evelyn3324@gmail.com)
- Hebert Lobo**, Universidad de Los Andes, Venezuela (pachecomillananacarolina@gmail.com)

Demonstration of Presenter-developed Web-based Reading System Designed to Improve Reading Speed and Comphension

This presentation will demonstrate the classroom use of web-based software designed by Old Dominion University's English Language program to break any reading into chunks, or "phrase-cued" text. While developed by ODU's English Language Center, ESL teachers at other institutions can use it as well.

- Greg Raver-Lampman**, Old Dominion University English Language Center, USA (graverla@odu.edu)

Carry English in your Pocket

To provide additional language practice outside the classroom and reinforce learning in the classroom, English faculty members at Daffodil International University in Bangladesh are using the open-source tool LiveCode to develop mobile apps. Most of the students have smartphones, so we are focusing on developing materials for these devices.

- Claire Bradin Siskin**, Daffodil International University, Bangladesh (csiskin@edvista.com)
- Bipasha Binte Haque**, Daffodil International University, Bangladesh (bbhaque@gmail.com)
- Shamsi Ara Huda**, Daffodil International University, Bangladesh (shamsi@daffodilvarsity.edu.bd)
- Mir Sadia Siddequa**, Daffodil International University, Bangladesh (sadia.eng@diu.edu.bd)
- Sadia Zafrin Lia**, Daffodil International University, Bangladesh (zafrin.eng@diu.edu.bd)

3:30 PM to 5:00 PM

Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village

EV Mini-Workshop

Using Collaborative Tools in ESL Classrooms

The purpose of the workshop is to demonstrate to ESL instructors how to use an online collaborative tool like Wiggio to teach their students how to 1) access information efficiently, 2) evaluate and use information accurately and 3) exchange information and work with their peers thus creating a collaborative environment.

- Randa Abdelmagid**, Virginia Tech, USA (rfouad@vt.edu)

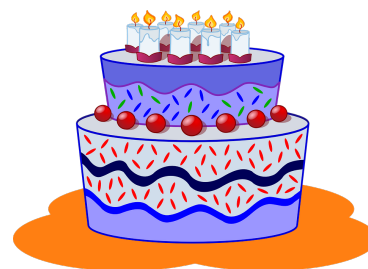
Teachers as Corpus Linguists

Myth: Corpus data are too complicated for classroom teachers. This workshop dispels that myth by demonstrating the basic navigation tools of one prominent corpus, the Corpus of Contemporary American English (COCA) and showcasing some real and workable techniques and pedagogical strategies to implement the data in the classroom.

- Sally Durand**, University of Illinois at Chicago, USA (sfinde2@uic.edu)

Congratulations!

The CALL-IS is proud to have supported TESOL since 1984 and congratulates the TESOL International Association on reaching its 50th year. The TESOL International Association has been an integral part of the professional development of our members, and of the building of knowledge in the use of CALL around the world. We look forward to many more years of partnership.



Thursday, April 7

8:00 AM to 8:30 AM

Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village

Ask Us: Free Advice for CALL

8:00 AM to 9:20 AM

Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase

Hot Topics

CALL in Flipped PreK-12 English Instruction

Participants will experience practical examples of activities/lessons in flipped English language classrooms ranging from PreK-highschool presented by an international ELT panel. In addition, there will be a short discussion on why technology is so important for English learners.



Christel Broady, Georgetown College, USA (christel_broady@georgetowncollege.edu)

Nellie Deutsch, Atlantic University, Canada (nellie.muller.deutsch@gmail.com)

Karin Heuert Galvão, i-Study Interactive Learning, Brazil (karin@istudy.com.br)

Judy Wong, The New School University, USA (wongj477@newschool.edu)

8:30 AM to 9:20 AM

Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village

Technology Fair: Classroom Tools

PC 1-2 Corpus in Composition: Seeing the Forest for the Trees

Novice corpus users will become familiar with the use of corpora in the writing classroom via the presenter's Google Site, Corpus in Composition: Seeing the Forest for the Trees. The resource can facilitate their use of corpora, including The Preposition Project, Lextutor, Just the Word, and CLUVI in step-by-step activities.

Tanya Tercero, University of Arizona, USA (ttercero@email.arizona.edu)

PC 3-4 ICT in the English Classroom: A Venezuelan Experience at Universidad de Los Andes, Trujillo-Venezuela.

In recent years Information and Communication Technologies (ICT) are essential in the English language classrooms. In the Universidad de Los Andes in Trujillo, professors use websites and mobile applications to teach English. We will demonstrate how we plan activities and how students can practice interacting with different sites and applications.

Alvaro Jordán, Universidad de Los Andes / Núcleo Rafael Rangel., Venezuela (alvaroj@ula.ve)

José Franco, Universidad de Los Andes / Núcleo Rafael Rangel, Venezuela (francojo@ula.ve)

PC 5-6 Create, Interact, and Assess with Nearpod

This presentation demonstrates how using the multiplatform Nearpod enables teachers to create interactive mobile presentations that engage L2 learners through multimedia content which captures students' attention keeping them focused and intrigued. Nearpod allows educators to share interactive content and assessments in real time, monitoring and measuring student responses and participation.

Jenia Ivanova, University of Utah, USA (jenia.ivanova@utah.edu)

Hazel Rowe, English Language Institute/University of Utah, USA (hazel_rowe@utah.edu)

PC 7-8 Wikipedia Corpus: A New Tool for Content-Specific Vocabulary

General academic vocabulary such as the Academic Word List or the newer Academic Vocabulary List is important, but content area vocabulary, the specialized vocabulary of an academic discipline, is also important. In this session learn about using the freely available Wikipedia Corpus to find vocabulary for a specific academic topic.

Roger Gee, Holy Family University, USA (rgee@holyfamily.edu)

PC 9-10 The Collaborative Blog: Serving Pre-Service Teachers and Program Administrators

This project demonstrates a hybrid model to onboarding teaching assistants at an intensive English program. The model uses a collaborative Wordpress blog platform as its foundation to support new teachers and track training evidence for accreditation compliance. Discussion will include lessons learned and adapting the model to different contexts.

Erin O'Reilly, University of Illinois at Urbana-Champaign, USA (eoreilly@illinois.edu)

Valerie Abbott, University of Illinois at Urbana-Champaign, USA

Mac 1-2 Connecting with an Audience in 2015: Blogs & Video-Conferencing

In this 3-for-1 session, three boarding high school teachers will model how they set up Blogger for argumentative writing in blended learning and Zoom for video conferencing in online learning. Attendees will see how these instructors made assessment and record-keeping manageable.

Eleanor Robinson, Interlochen Arts Academy, USA (robinsonel@interlochen.org)

Martine Stamatakis, Interlochen Arts Academy, USA (stamatakismc@interlochen.org)

Karen Libby, Interlochen Arts Academy, USA (libbykl@interlochen.org)

Mac 3-4	<i>Crossing Borders with Blended Learning in India</i>
A government institute in India has replaced its traditional 13-week postgraduate certificate program for English teachers with a form of blended learning. There are 5 weeks of face-to-face pre-course work and an 8-week online course. Strategies for teaching the necessary digital literacy skills will be discussed.	
<p>Claire Bradin Siskin, Edvista, USA (csiskin@edvista.com) Sharda Kaushik, Regional Institute of English, India (shardakaushik@gmail.com)</p>	
Mac 5-6	<i>Data Reports Using Examview</i>
Examview is a program that can be used to create tests with multiple question formats. This can considerably reduce grading time for teachers and provide reports including the performance of students against the learning objectives set for each question. These reports can help teachers and students to identify learning needs.	
<p>Rebecca Lawrence, Massachusetts International Academy, USA (rebecca.l@maia.edu)</p>	
Mac 7-8	<i>Enhance Your Videos Through Engaging Animation</i>
Be introduced to easy-to-use online animation tools that can help you create effective educational videos for flipped classroom resources, lessons for online classes, and materials for face-to-face classes. This demonstration will include how to create simple but dynamic animations to take your videos to the next level.	
<p>Suzi Lee, Georgia Tech Language Institute, USA (suzi.lee@pe.gatech.edu) Rodrigo Carvalho, Georgia Tech Language Institute, USA (rodrigo.carvalho@pe.gatech.edu)</p>	
Mac 9-10	<i>Globally Connected Learning: "American English" Webinars for EFL Educators</i>
Formerly the "Shaping the Way We Teach English" webinar series, this innovative U.S. State Department online program has recently undergone exciting changes. EFL teachers of all levels and subjects, come discover these free professional development courses that address topics from grammar teaching to integrating socially relevant themes in your classroom!	
<p>Heather Benucci, English Language Programs, U.S. Department of State, USA (hbenucci_tesol@yahoo.com) Kate Bain, English Language Programs - a program of the U.S. Department of State, USA (kb996@georgetown.edu)</p>	
BYOD 1	<i>Collaborative Pronunciation Practice with Google Apps</i>
In this session, participants will uncover how Google Apps facilitate synchronous communicative pronunciation peer practice, while providing recordings that students can add to their digital portfolios. These portfolios recordings support student self-correction and monitoring as well as give teachers an easy assessment option.	
<p>Jurate Kukanauza de Mazeika, VenTESOL & University of Carabobo, Venezuela (jkukanau@uc.edu.ve) Mary Allegra, VenTESOL & University of Carabobo, Venezuela (mary-allegra@hotmail.com)</p>	
BYOD 2	<i>Pedagogical applications of Google Apps in IEP and language classes</i>
Google Apps are free, web-based resources that can be used when working with multiple intelligences and learning styles. These internet-based resources can be used in various academic settings and content areas. This presentation will provide participants with instructional techniques/strategies that can be used in teaching different language skills.	
<p>Dilafroz Vosieva, University of Central Missouri, USA (vosieva@ucmo.edu) Laura Kennish, University of Central Missouri, USA (kennish@ucmo.edu)</p>	
9:30 AM to 10:00 AM	
Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village	
Ask Us: Free Advice for CALL	
9:30 AM to 11:20 AM	
Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase	
<i>Special InterSection: CALL with SRIS and Environmental Responsibility Forum</i>	
<i>Innovating Language Learning through Technology for Environmental Responsibility</i>	
Learn about new ways to engage students and help them take ownership of their English, while increasing their awareness of environmental issues. Through the use of apps and other technology resources, students can become more active learners and strengthen their global citizenship.	
<p>Elizabeth L. Chan, Northern Virginia Community College, USA (elisabethlchan@gmail.com) Jack Watson, University of New Brunswick, Canada (jack.watson@unb.ca) George M. Chinnery, Department of State, USA (ChinneryGM@state.gov) Gergo Santha, Department of State, USA (SanthaG@state.gov) Ivana Bankovic, Primary School "Branko Radicevic" Sedlare, Serbia (ivanabankovickg@gmail.com) Sanja Tasic, Primary School "Jovan Arandjelovic" Crvena Reka, Serbia (sanjaned@yahoo.com) Marko Bankovic, Freelancer, Serbia (info@markobankovic.com) Nora Tartsay Nemeth, Eotvos Lorand University, Hungary (nora@tartsay.hu) Jeff Kuhn, Ohio University, USA (kuhnj1@ohio.edu) Maureen Templeman, University of South Florida, USA (mtempleman@usf.edu)</p>	



10:00 AM to 10:50 AM

Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village

Technology Fair: Self-Access

PC 1-2 Successful Blended Learning Strategies for Beginning Adult ELLs Using REEPworld

By combining best practices with REEPworld's engaging content and accessible environment, teachers can address a variety of learning styles and needs, including self-directed learning and digital literacy skills. Participants will get an orientation to REEPworld and learn about individual, collaborate, and whole class activities that will enhance their lesson planning.

Michele Cona, Arlington Education and Employment Program (REEP), USA (michele.cona@apsva.us)

PC 3-4 Strategies for Game-Based Writing Activities: Flipping your Class with Web Browser Games

This demo introduces free-to-play web browser games as source for developing engaging writing activities, which include performance reflections, narratives, and descriptions. Strategies for materials design that utilize different sections of web browser games will be suggested as a means to increase classroom motivation and generate flipped classroom opportunities.

Rodrigo Carvalho, Georgia Tech Language Institute, USA (rodrigo_esl@outlook.com)

PC 5-6 One Website, Many Uses and Levels

Participants experience a hands-on use of the exciting and interactive California Distance Learning Online Project to reinforce all four disciplines in supporting English language learning across all levels and age groups. This site is free and can be accessed globally wherever Wifi is available.

Barbara Inerfeld, Rutgers, the State University of New Jersey, USA (inerfeld@rci.rutgers.edu)

PC 7-8 Advantages of Online Reading over Traditional Textbook Reading

Online ESL reading materials are now replacing traditional ESL textbooks. When we let students read online, their English language skills can be improved more effectively. This presentation demonstrates how the free online reading site "American Culture and Customs" (<http://www.rong-chang.com/customs/>), can be used to improve reading, listening and writing skills.

Ron Lee, East Los Angeles College, USA (leerc8@gmail.com)

PC 9-10 Writing Feedback: It's like you're talking to me

This presentation will focus on using an online technology as a resource for recording and writing real-time feedback that students can play back. Attendees can expect to come away with a strategy for using VoiceThreads for giving students feedback that is both efficient and affectively appealing.

Kara Reed, University of Arizona, USA

Mac 1-2 Empowering Students through Simplified Corpus Website: Just The Word

Tired of giving repetitive, ineffective feedback on vocabulary use? How can we empower students to self-correct? We will present a free, web-based corpus tool that is accessible for both teachers and students. Based on experience, we provide activities for a variety of levels and skill areas.

Katy Meren Fuchtman, University of Iowa, USA (katherine-merenfuchtman@uiowa.edu)

Jeannie Kleinhans, University of Northern Iowa - CIEP, USA (jean.kleinhans@uni.edu)

Mac 3-4 Project-Based Learning in STEM

Project-Based Learning has become the gold standard for providing ELLs with language-rich, student-driven, inquiry-based learning in STEM. The presenters show examples of several projects inspired by Edutopia and initiated by teams of IEP students working collaboratively - along with lectures by experts and site visits for further research.

Carol Pineiro, Boston University, USA (chp@bu.edu)

Antonio Iaccarino, Boston University, USA (antonioi@bu.edu)

Mac 5-6 How VoiceThread can Help Students Edit

The purpose of the presentation is to show how VoiceThread (VT) can be used to help students self-edit their writing. In addition, VT offers students a way to communicate with their peers and their instructor about their papers and specific errors.

Audrey Cody, University of Houston, USA (Audreycody@aol.com)

Mac 7-8 Leveraging Google Apps for Sustainable Professional Development

Coordinate professional development and teach staff to leverage Google Apps in the classroom by modeling its use seamlessly throughout your professional development activities. Start with Calendar to send invitations, gather input from surveys in Forms, develop templates through Docs, collaborate on slideshows in Presentations, and organize Drive to share everything.

Elizabeth Amaral, Norwalk Public Schools, USA (amarale@norwalkps.org)

Mac 9-10	<p><i>A Motivating Integrated Skills Project Using Google My Maps and Blogger</i></p> <p>Google My Maps is a free, easy-to-use tool for creating personal maps with descriptive pinpoints. This session will share an integrated-skills project using Google My Maps and Blogger to promote a self-motivated student. Attendees will walk away with classroom-ready materials and ideas for adapting Google My Maps to classroom use.</p> <p>Jane Gressang, The University of Iowa, USA (jane-gressang@uiowa.edu) Sarah Lowen, The University of Iowa, USA (sarah-e-lowen@uiowa.edu)</p>
BYOD 1	<p><i>Teaching From The Real World With Periscope</i></p> <p>Periscope is a live streaming app that takes language instruction out of the classroom and into the real world. Don't just talk about how language works in the classroom, show your students in a meaningful context. Bring your mobile device and open up a new world of instruction.</p> <p>Sean McClelland, American English Institute - University of Oregon, USA (mcclella@uoregon.edu)</p>
BYOD 2	<p><i>TED: Walking the Talk</i></p> <p>Many of us have tried to base lessons on TED talks, but most do not take full advantage of the learning opportunities. Specifically, several of the talks consist of three aspects: audio, transcript, and subtitles in both English and various L1s. Combining them, we improve both listening and reading activities.</p> <p>Todd Nemanic, Savannah College of Art and Design, USA (tnemanic@scad.edu)</p>
11:00 AM to 11:50 AM	
<p>Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village Technology Fair: Mobile Devices</p>	
PC 1-2	<p><i>Can Automatic Speech Recognition Aid Pronunciation Teaching and Learning?</i></p> <p>Automatic speech recognition (ASR) can be found nowadays on many mobile devices. This presentation will explore common ASR applications, discuss ways in which they enhance a pronunciation lesson, and reflect on areas where the technology fails to meet the demands of students hoping to improve their pronunciation accuracy in English.</p> <p>Nicole Carrasquel, University of Central Florida, USA (nicole.hammond@knights.ucf.edu)</p>
PC 3-4	<p><i>Using Dragon Dictation for Classroom Pronunciation Activities</i></p> <p>Participants will see use of the free Dragon Dictation app for two pronunciation activities in groups of 2-4 students and one smart device. Links to two activity sheets which can be used in class will be given in addition to various tips for encouraging pronunciation practice with Dragon Dictation.</p> <p>Daniel Buller, University of North Texas, USA (danbuller@gmail.com)</p>
PC 5-6	<p><i>An Innovative Way of Connecting Children's Literature and Collaborative Academic Writing</i></p> <p>Participants learn a fun and creative way to design collaborative academic writing assignments for all levels of writing. Children's literature on a read aloud website is utilized to introduce students to rhetorical patterns such as cause and effect. Students then work together to create their own story on google docs.</p> <p>Jacqueline Tanner, University of Illinois at Springfield, USA (jtann2@uis.edu) Denise Kennedy, University of Illinois at Springfield, USA (dkenn3@uis.edu)</p>
PC 7-8	<p><i>VCs and Blended Learning as Tools to Empower Advanced Language Learning</i></p> <p>Videoconferences, generally thought of as ways to do business with overseas parties, suffers a shift. This presentation will explore how VCs can be used for learning in a scenario where students from 7 universities in 3 continents connect to discuss global issues and propose solutions. Suggestions for project setup provided.</p> <p>Paul Stufkens, Escuela Agrícola Panamericana, Zamorano, Honduras (pstufkens@zamorano.edu) Grazzia Mendoza, Escuela Agrícola Panamericana, Zamorano, Honduras (grazziem01@yahoo.com)</p>
PC 9-10	<p><i>Authentic Materials and Citizen Science: ESL Students Contribute to the World through Crowdsourced Data</i></p> <p>The citizen-science crowdsourcing website Zooniverse can help increase vocabulary input and intake, enhance presentation skills, boost student output, develop subject-content awareness, and help ELLs reconsider how individuals volunteer in communities. The presenters will show examples of different projects on Zooniverse and how classroom work can be developed.</p> <p>Antonio Iaccarino, Boston University, USA (antonioi@bu.edu) Carol Pineiro, Boston University, USA (chp@bu.edu)</p>
Mac 1-2	<p><i>Creating and Curating Your Personal Learning Network with Twitter</i></p> <p>The Internet contains many resources for teaching and learning, but it can be overwhelming. This demonstration will get teachers started using Twitter and will assist them in curating the information found there to create a Personal Learning Network, transforming their teaching practice and expanding opportunities for professional development.</p> <p>Nicole Servais, University of Delaware, USA (nservais@udel.edu)</p>

Mac 3-4	<p>Google Forms and Flubaroo for Data Analysis</p> <p>Gathering, saving, and grading large amounts of data can be time-consuming for teachers and administrators, especially for large questionnaire forms. Using Google Forms and the add-on Flubaroo, teachers can grade and give feedback with just a few clicks. Participants will see TOEIC practice test results as an example.</p> <p>Amanda Tomanek, Tokyo International University, Japan (mandacelestyna@gmail.com)</p>
Mac 5-6	<p>Chalkup + Google Drive—Student Engagement Platform for Learning</p> <p>The presenters will demonstrate how to create a Student Engagement Platform for individualized and group learning with Chalkup and Google Drive. By the end of the session, participants will understand how features of Chalkup work to stimulate students to become actively involved and encourage their responsibility in the learning process.</p> <p>Maria Tomeho-Palermينو, CELOP, Boston University, USA (mrplrmn154@gmail.com) Amelia Onorato, CELOP, Boston University, USA (ameliaon@bu.edu)</p>
Mac 7-8	<p>Supporting Emerging Literacy Skills of SLIFEs with Apps</p> <p>Learn how to use educational apps to support emerging literacy skills of secondary school students with limited or interrupted formal education. BYOD for hands-on practice with the selected apps and take home a toolkit of teacher resources and lesson ideas to integrate literacy development with your SLIFEs.</p> <p>Elizabeth Amaral, Norwalk Public Schools, USA (amarale@norwalkps.org) Helene Becker, Norwalk Public Schools, USA (beckerh@norwalkps.org)</p>
Mac 9-10	<p>Making Learning Personal & Authentic with Google Apps</p> <p>Language learning becomes meaningful, fun, and effective when learners utilize their experience, interests, and strengths. Using various Google Apps available for mobile devices/computers, the presenters demonstrate both in- and out-of- class activities to enhance personalized learning in authentic contexts to be easily incorporated within the existing curricula with minimum preparation.</p> <p>Unsoon Won, Defense Language Institute, USA (unsoon.won@dliflc.edu) Kara Mac Donald, Defense Language Institute, USA (kmacd@rocketmail.com)</p>
BYOD 1	<p>“One Minute Reader” for Reading Fluency</p> <p>This session demonstrates the usefulness of the iPad application “one minute reader” in English language classes for improving reading fluency of the learners. The participants find a detailed explanation of the features of the application and of the way the application is useful simultaneously in improving vocabulary and pronunciation.</p> <p>Srinivasa Rao Idapalapati, University of Tabuk, Saudi Arabia (idasrini@gmail.com) Manssour Habbash, University of Tabuk, Saudi Arabia (muns_guy@hotmail.com)</p>
BYOD 2	<p>Using Websites and Social Media Posts to Develop Critical Thinking Skills in Business Writing Students</p> <p>This presentation will showcase some Business Writing students’ websites, Tweets, and Facebook Posts. The presenter will also share the activities that led students to think critically about their business, product/ service, target audience, and the purpose behind their digital messages to improve the content and language of those messages.</p> <p>Imy Berry, Columbia University, USA</p>
BYOD 3	<p>Don’t Turn Off Your Cell Phone: The Value of Using Media Technology in Teaching English</p> <p>The presenter will demonstrate how she uses online programs and electronic Apps to teach ESL/EFL students the four skills, particularly speaking. These media can play an indispensable role in increasing students’ fluency. Attendees will sample Apps used and also instruction video footage illustrating activities which increase students’ communicative competence.</p> <p>Angela Fu, Academy of Art University, USA (fghangel1230@gmail.com)</p>

11:30 AM to 12:50 PM

Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase

Hot Topics

Online Assessment: How Important and Effective Is It?

Using technology to enhance teaching/learning spaces may also call upon educators to consider using diverse tech-based assessments. The purpose of this panel is to shed light briefly on the definition of assessment and the issues to date when considering the importance of aligning assessment to learning outcomes and accommodating what the medium of technology has to offer. Triangulating the teaching-learning-activity assessment endeavors and relating it to technology tools or tasks will be showcased. Concluding remarks and recommendation sharing will include opportunity for audience to comment and ask questions.

- George Vlasius Kormpas**, INTERINL, Al Yamamah University, Saudi Arabia (georgekormpas@gmail.com)
- Christine Sabieh**, Notre Dame University, Lebanon (sabieh@hotmail.com)
- Justin Shewell**, Arizona State University, USA (jshewell@asu.edu)
- Christina Gitaski**, Zayed University, USA (christina.gitaski@zu.ac.ae)
- Nellie Muller-Deutsch**, Atlantic University, USA (nellie.muller.deutsch@gmail.com)
- Chris Hitchcock**, Ohio University, USA (hitchcog@ohio.edu)



12:00 PM to 1:00 PM	
Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village	
Ask Us: Free Advice for CALL	
1:00 PM to 2:30 PM	
Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village	
EV Mini-Workshop	
Creating Interactive Images and Maps	
In this workshop, participants will learn to use various free web 2.0 tools for creating interactive images and maps that can be used to enhance classroom learning, and explore how students can use these same tools to create their own maps and images as part of project-based learning.	
Laurah Jurca, Prince George's County Public Schools, USA (laurah.jurca@pgcps.org)	
Enhancing Adult ESL Instruction with Simple Smartphone Use	
A new video series by the REEP Program demonstrates how to achieve meaningful integration of smartphones in adult ESL instruction through teacher reflections on lesson planning, needs assessment, classroom management, and logistics. Participants will learn about successful activity ideas and explore useful applications for their own lesson planning.	
Michele Cona, Arlington Education and Employment Program (REEP), USA (michele.cona@apsva.us)	
1:00 PM to 2:50 PM	
Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase	
Mobile Apps for Education Showcase	
A Better Communication Strategy with ESL Students via a Mobile App	
This presentation is to demonstrate how this free app "Remind" can create a safe, an effective, and an efficient platform for oral and written communications among teachers, students, and parents outside the classroom. After the presentation, attendees will be able to use "Remind" to communicate with students instantly and effectively.	
Hoi Yuen Chan, Missouri University of Science & Technology, USA (sunsun2477@gmail.com)	
Using Explain Everything in the Classroom	
Presenter will demonstrate Explain Everything, an easy-to-use interactive whiteboard app designed to allow the annotation, animation, and narration of teacher and student explanations and presentations. Specifications will be discussed.	
Lia Kamhi-Stein, California State University, Los Angeles, USA (lkamhis@calstatela.edu)	
Notability as an instructional tool in reading and writing classes	
Notability is a note-taking app that appeals to multiple intelligences and learning styles. This app can be used in various academic settings and content areas. This session will provide participants with techniques and strategies to guide English learners in reading and writing instruction.	
Dilafroz Vosieva, University of Central Missouri, USA (vosieva@ucmo.edu)	
Genius: How to Turn a Popular Hip Hop App to Your Teaching Advantage	
Genius is a crowd-sourced (and artist/producer-sourced) annotation tool dedicated to the enjoyment of rap lyrics, but which can be applied to the language analysis of any text. In both website and app form, it is easy for multiple learners to collaboratively annotate text with video, images, and other texts.	
Christine Rosalia, Hunter College, City University of New York, USA (crosalia@hunter.cuny.edu)	
Phillip Chapman, Hunter College, City University of New York, USA (philchapmn@gmail.com)	
Rocio Montero, Hunter College, Bronx Academy of Promise, USA (rocio.montero28@myhunter.cuny.edu)	
Todaymeet.com: Zero-Prep, Engaging Grammar Competitions	
Do you have a grammar class that's becoming a bit stale? NO TIME to put together inter-personal, exciting grammar activities? Students ALWAYS on their phones? Create zero-prep competitions with todaymeet.com! Many grammar textbooks have repetitive exercises that can be turned into games in no time! Students and teachers love it!	
Brian Bennitt, California State University, Los Angeles, USA (bkbennitt@gmail.com)	
TOEFL® test prep on the go: Unleashing the power of ETS's new official TOEFL® Go!™ mobile app	
This session provides educators with practical, easy-to-implement classroom and homework exercises that will improve students' understanding of the TOEFL® test using the new TOEFL® Go!™ app. This free official app (with in-app purchases) was designed by Educational Testing Service (ETS), the maker of the TOEFL® test.	
Elizabeth Jenner, Educational Testing Service, USA (ejenner@ets.org)	



"Shadow Puppet": A Digital Storytelling Tool

The "Shadow Puppet" app allows students to create fun, multimodal digital stories using text, audio recording, images, gifs, and video clips. Participants will be walked through use of the app as well as shown examples from K-12 literacy classrooms. We will share sample rubrics aligned to language and content standards.

Rachel Gorman, Hunter College, USA (racgorman@gmail.com)
Christine Rosalia, Hunter College, USA (crosalia@hunter.cuny.edu)

Enhancing the Learning of Second of Language Learners Using Seesaw: the Digital Learning Journal

Seesaw is a digital learning journal that lets students show their learning through the use of drawing, video, text, photo, and links. Second language learners can show what they know without having to worry about not fully grasping the English language.

Teresa Fields, Arlington Public Schools, USA (teresa.fields@apsva.us)

Chalkup—Student Engagement Platform for Mobile Learning

The presenter will demonstrate how Chalkup, this mobile Student Engagement Platform, fosters personalized and collaborative learning. Participants will learn how to create a class, share materials and add such collaborative tools as discussions, annotated assignment markups, and collaborative projects to make students active learners in this next generation learning platform.

Maria Tomeho-Palermينو, CELOP, Boston University, USA (mrplrmn154@gmail.com)

Using Groupchat Apps To Motivate More Writing In and Out of Class

With groupchat apps we can get even the most resistant students to write of their own volition. Attendees will see how using groupchat, both in AND out of class, leads to students writing more, more often and more willingly while overcoming errors more efficiently and with far less reluctance.

David Winet, Cal State East Bay, USA (david.winet@csueastbay.edu)

2:30 PM to 3:30 PM

Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village

Technology Fair: Classics

Mac 1-2 Facebook: If You Can't Beat 'Em...

Want to meet students where they are? Instead of asking students to register and visit yet another website, create a private group on Facebook, which students already use. Use it as an interactive course management system to practice writing, to build community, and to share links, videos, and documents.

Jenifer Edens, University of Houston, USA (jenifer.edens@gmail.com)
Anna Lauzon Hood, University of Houston, USA (annalauzon@gmail.com)

Mac 3-4 Capturing students on video and sharing them online

After showing sample videos of students of different English proficiencies performing language tasks, the presenter will explain how to share them for educational purposes within a secure LMS and on Youtube. She'll demonstrate how to create a channel, upload videos, enter appropriate information, and make privacy and other setting choices.

Marsha Chan, Sunburst Media & Mission College, USA (marsha@sunburstmedia.com)

Mac 5-6 Using Google Docs to Teach Academic Writing

The presenter will demonstrate how Google Docs can be used to teach writing. Techniques on how to study text organization, synthesize ideas from source texts, provide feedback on student writing are a few examples of what is going to be discussed.

Babi Kruchin, Columbia University, USA (bs2214@columbia.edu)

Mac 7-8 Teaching with the Trace Effects 3D Video Game

This presentation will demonstrate how the Trace Effects 3D video game can be used to learn and teach English through games literacy. Ideas for extended practice activities and techniques for how to use one video game with different group configurations will also be provided.

Rick Rosenberg, State Department, USA

Mac 9-10 An Invitation to CALL: A Free Online Resource for Teachers and Teacher Educators


I present the website for a CALL foundation course consisting of eight units, with explicit references to the TESOL Technology Standards; the materials and numerous links to resources are updated annually when I teach the class and are freely available to use for course support or independent learning: see <http://web.stanford.edu/~efs/callcourse2>.

Phil Hubbard, Stanford University, USA (efs@stanford.edu)

PC 1-2 Effective Media Literacy in Online Language Learning for Autonomy

This session provides how language learners can develop media literacy skills in terms of speaking and writing using social media. It also introduces three types of interaction, participation, collaboration and connections, to foster the learners' autonomy.

SoHee Kim, Korea University, South Korea (grinplus@gmail.com)

<p>PC 3-4</p>	<p><i>Systematic CALL Instructional Approaches to Improve English Language, Literacy, and Content Proficiency Outcomes</i></p> <p>Research shows that there is a statistically significant favorable effect of the use of technology and digital resources on student learning outcomes if and only if the CALL teaching process demonstrates well-structured and instructed tasks for ELL students. This empirical research-based e-fairs showcases the tasks divided into the two main domains: (1) conceptual and (2) procedural tasks. The participants will get specific ideas and real examples on this topic to apply and adapt to different educational contexts. Web sites for the examples will be available for the participants.</p> <p>Ye-Kyoung Kim, University of Guam, Guam (yekyoung_kim@yahoo.com)</p>
<p>PC 5-6</p>	<p><i>Extending Your Instructional Reach Through Mobile Technologies</i></p> <p>Having a hard time keeping your students off their cell phones during class? Don't fight it; join in! The presenter will demonstrate several innovative Web-based services and apps which can be used to create multimedia content for instructional and assessment purposes with everyday cell phones and portable devices.</p> <p>Randall Davis, University of Utah, USA (rdavis@aoce.utah.edu)</p>
<p>PC 7-8</p>	<p><i>Diigo-ing Assessment Tools</i></p> <p>After defining social bookmarking, the presenter will: show participants how to set up a social bookmarking site using Diigo; explain the concept of "tags." ; demonstrate how to manage assessment resources and authoring tools for rubrics, cloze, puzzles, and checklists; and share the extensive collection of posted Assessment resource links.</p> <p>Karen Jogan, Peru TESOL, Peru (kjogan@yahoo.com)</p>
<p>PC 9-10</p>	<p><i>Shaping the Way We Teach English: The MOOC Version</i></p> <p>Over the past two years, the University of Oregon has built on its long-standing expertise in online teacher training to offer four iterations of two 5-week massive open online courses (MOOCs), based on its Shaping the Way We Teach English curriculum. We had over 150,000 participants from 200 countries in all. The MOOCs were designed to encourage collaboration and communication among participants, as well as content knowledge. This presentation will discuss some of the lessons learned from experience in planning, developing, and delivering content as we worked to achieve our goal of a collaborative MOOC.</p> <p>Deborah Healey, Univeristy of Oregon, USA (dhealey@uoregon.edu) Elizabeth Hanson-Smith, California State University, USA (ehansonsmi@gmail.com) Leslie Opp-Beckman, University of Oregon, USA (leslieob@uoregon.edu)</p>
<p>BYOD 1</p>	<p><i>Grammar technology: For Better or Worse</i></p> <p>Students learn grammar from the technology they use, from the programs built into Word to a host of other programs. The programs are useful in a variety of ways, and teachers can help students manage them effectively. However, the technology brings a host of its own problems to the learning process. This presentation is about effective use of these tools.</p> <p>Thomas Leverett, Texas Tech University, USA (leverett@siu.edu)</p>
<p>BYOD 2</p>	<p><i>Making short videos for flipped/hybrid learning using an ipad</i></p> <p>Using free iOS software, the presenter will teach and demonstrate how to create effective short teaching videos for flipped/hybrid learning.</p> <p>Roger Dupuy, UC Irvine, USA (rdupuy@uci.edu)</p>
<p>BYOD 3</p>	<p><i>Live Binder as a teacher tool</i></p> <p>Using Live Binder as a tool to organize and utilize your web 2.0 materials.</p> <p>Christina Kitson, Kansas State University, USA (clkkit@ksu.edu)</p>
<p>3:00 PM to 5:00 PM</p>	
<p>Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase</p> <p>InterSection: ITA with MWIS and CALL</p> <p>Strategies for Developing and Delivering Training Materials for ITAs</p> <p>ITA, and other niche group practitioners, often share their materials informally or at conferences rather than through print publishing. Presenters in this session will share best practices for developing and delivering ITA materials, as well as examine platforms for self-publishing in response to the needs of many niche markets.</p> <p>Sarah Emory, Carnegie Mellon University, USA (semory@andrew.cmu.edu) Dawn Bikowski, Ohio University, USA (bikowski@ohio.edu) Justin Shewell, Arizona State University, USA (jshewell@asu.edu) Sarah Worthington, Freelance Writer and Editor, USA (sarahworthington@hotmail.com)</p> 	

3:30 PM to 4:00 PM	
Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village	
Ask Us: Free Advice for CALL	
4:00 PM to 5:00 PM	
Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village	
Technology Fair: Classroom Tools	
PC 1-2	<p><i>How to Familiarize Students with World Accents: Voxopop for Developing Listening Skills</i></p> <p>Understanding different accents may present a challenge for ESL learners. We will show three ways of using Voxopop, a free website that allows ESL learners from different countries to participate in oral discussions, to help students develop their listening skills, thus preparing them for effective communication outside of a classroom.</p> <p>Tetyana Bychkovska, Ohio University, USA (tb065515@ohio.edu) Anastasiia Kryzhanivska, Ohio University, USA (ak080014@ohio.edu)</p>
PC 3-4	<p><i>Global Exchanges via Voxopop: Extending Learners' Voices Outside the Classroom</i></p> <p>This session will introduce the applications of Voxopop, a voice-based CMC tool, to facilitate learners' oral telecollaborative exchanges with international partners in an ESP course. Participants will explore Voxopop's key features, access instructional materials, and gain insights into students' perspectives on the utility of Voxopop for language and culture learning.</p> <p>Vera Dugartsyrenova, National Research University - Higher School of Economics, Russia (delvein2@gmail.com)</p>
PC 5-6	<p><i>Blended Learning, a Teaching Alternative</i></p> <p>VLE allows teachers to interact with students without the daily brick-and-mortar structure. Combining LMS, Skype, eXeLearning and Smart Softwares, blended learning is possible. We will illustrate this with activities on a virtual platform with embedded learning objects, interacting with audiences through on-line Skype meetings, and simultaneously using the Smartboard Software.</p> <p>Desiree Rondon, CEVAM (Binational center) / ULA (University of Los Andes), Venezuela (dsdesiree@gmail.com) Carmen Linares, CEVAM (Binational Center), Venezuela (tonyalinares@gmail.com)</p>
PC 7-8	<p><i>Practical Ideas for Promoting Meaningful Learning with Google Docs</i></p> <p>This presentation will showcase two collaborative Google Docs activities developed to engage students in meaningful learning: structured text annotation to promote strategic reading and interactive chart work to develop academic writing skills. Attendees will learn how to structure and run these useful activities. Handouts provided.</p> <p>Mariah Fairley, American University in Cairo, Egypt (mariah@aucegypt.edu)</p>
PC 9-10	<p><i>Leveraging the Power of Voicethread: Using Private Commenting Features</i></p> <p>Using Voicethread to leave private comments for student work on mini-presentations and group projects allows for confidential and immediate oral feedback to the learner. Presenters will demonstrate using private comments for teacher and peer feedback options while discussing the rationale behind choosing between the private and non-private comment features.</p> <p>Summer Peixoto, University of Kansas - Applied English Center, USA (summer@ku.edu) Melissa Stamer Peterson, University of Kansas - Applied English Center, USA</p>
Mac 1-2	<p><i>Giving Voice to Teachers in Connected Networks</i></p> <p>The presenters will demonstrate the process involved in connecting and allowing teachers from around the world to share their educational beliefs and expertise through webinars. The demonstration will focus on how the projects interconnect. The on-site participants will learn to engage in online conversations with teachers at a distance.</p> <p>Nellie Deutsch, Atlantic University, USA (nellie.deutsch@atlanticuniv.edu) Vance Stevens, HCT/ADMC/CERT/KBZAC, UAE (vancestev@gmail.com)</p>
Mac 3-4	<p><i>Enriching the Moodle Classroom to Create a Vibrant and Collaborative Online Learning Community</i></p> <p>This session will demonstrate how teachers in online courses can enrich interactions between students to create a vibrant online learning community. Through examples in Moodle, attendees will learn fundamentals of online course organization that facilitate collaboration, and will focus on how to enliven student forums with audio and video.</p> <p>Jaime Durham, SIT Graduate Institute, USA (jaime.durham@sit.edu)</p>
Mac 5-6	<p><i>Web Resources: A Weapon to Integrate Language Skills in Access Classroom</i></p> <p>The main purpose of this presentation is to demonstrate how we implemented the web resources to teach English in our Access classroom which was helpful to develop proficiency over English language among Access students.</p> <p>Mandira Adhikari, Nepal English Language Teachers' Association, Nepal (mystery.mandira@gmail.com) Sagun Shrestha, Nepal English Language Teachers' Association, Nepal (sagunshrestha4@gmail.com)</p>

Mac 7-8	<p>Tips on the Free Canvas Learning Management System</p> <p>Course developers will share their experiences with the Free for Teachers Canvas Learning Management System, focusing on tips for successful use in online courses and lessons learned from development and teaching, including use of Canvas on mobile devices. A tip sheet and additional resource links will be provided.</p> <p>Ivan Atamanenko, EPAM Systems, Ukraine (ivan.atamanenko.91@gmail.com) Kevin McCaughey, American Embassy, Regional English Language Office, USA (McCaugheyKB@state.gov) Yaroslava Fedoriv, National University of Kyiv Mohyla Academy, Ukraine (yar.fed@gmail.com) Debra Lee, Vanderbilt University, USA (debra.s.lee@vanderbilt.edu)</p>
Mac 9-10	<p>Wikis: Developing Language through Collaboration</p> <p>Unlike individual word processing programs, wikis can be used to promote a culture of collaborative learning. They provide an interactive and flexible platform within which you can house new courses, guide individual and team writing and editing assignments, and even set up private areas for team projects.</p> <p>Jack Watson, University of New Brunswick, Canada (jack.watson@unb.ca)</p>
BYOD 1	<p>Getting the Most Out of Google Drive</p> <p>This demonstration will provide attendees with examples for getting the most out of Google Drive. Instructors will learn ways to create adaptable assignments ranging from being completely student-directed to being teacher-monitored. Some examples include easy tracking of assignments through individual student folders, self-editing checklists for writing, and online vocabulary journals.</p> <p>Trisha Dowling, Eastern Michigan University & Washtenaw Community College, USA (tdowlin3@emich.edu)</p>
BYOD 2	<p>Enhancing Academic English Literacy Skills with Web 2.0 Tools</p> <p>The facilities of Web 2.0 have changed the ways of students' aural/oral language practice. This presentation shares examples of technology use in an intensive EAP class, namely: (1) interactive listening and writing activities by using authentic resources on TED Talks, and (2) multimodal digital storytelling for a personal narrative project.</p> <p>Yalun Zhou, Rensselaer Polytechnic Institute, USA (zhouy12@rpi.edu) Michael Wei, University of Missouri-Kansas City, USA</p>

THANK YOU!!!

The CALL-IS would like to express special appreciation and gratitude for our Electronic Village volunteers for giving their time as greeters, consultants, and webcasters in the Electronic Village. Our volunteers continue to be an integral part of the success of the Electronic Village, making participants and visitors feel welcome and ensuring a valuable conference experience.

Amanda Tomanek
 Ana Carolina Pacheco Millan
 Anastasia Khawaja
 Arla Jones
 Ashley Hewlett
 Bhakta Bahadur Basnet
 Caitlin Cornell
 Dilafruz Vosieva


Emmanuelle Allongue
 Eric Letourneaux
 Evelyn Urbina
 Heather Benucci
 Islam Md. Hashanat
 Ivan Atamanenko
 Jeremy Slagoski
 Judy Lee

Kebe
 Kelly Hill Zirker
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 Maria Rossana Ramirez-Avila
 Mary-Ellen Friedland
 Mauricio Arango

Mitsuko Suzuki
 Muhammet Cagri Guzel
 Natalie Lempert
 Patricia Venegas
 Sanghee Kang
 Sean McClelland
 Wendi Halstead
 Yvenie Massolas
 Joanne Blakley



Friday, April 8

8:00 AM to 8:30 AM	
Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village	
Ask Us: Free Advice for CALL	
8:00 AM to 9:20 AM	
Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase	
Hot Topics	
Google and Beyond: Free Online Tools for Teachers and Learners	
 <p>With so many resources available online and new tools appearing all the time, it's often hard to choose what to use. To help with this, the professionals in this session present a range of free online tools they have had success with that instructors can integrate into their teaching practices.</p> <p>Stephanie Korslund, Iowa State University, USA (buechele@iastate.edu) Erica Cofelt, Ohio University, USA (coffelt@ohio.edu) Elizabeth Lavolette, Gettysburg College, USA (elavolet@gettysburg.edu) Dianna Lippincott, Arizona State University, USA (dianna.lippincott@asu.edu) Sandy Wagner, Defense Language Institute Foreign Language Center, USA (sandra.wagner@dliflc.edu)</p>	
8:30 AM to 9:20 AM	
Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village	
Technology Fair: Classroom Tools	
PC 1-2	Developing Listening Exercises Online with Educanon <p>EduCanon is an online program that allows teachers and students to create question and answer activities, quizzes, and other quick feedback activities using most online video formats. This presentation will show the possible uses for Educanon for engaging online listening practice for ESL students.</p> <p>Phil Rice, University of Delaware, USA (philrice@udel.edu)</p>
PC 3-4	Using Kahoot as a Tool of Engagement, Assessment, and Data Collection <p>Kahoot is a free online software that can be used and has been used as student engagement tool because of its discussion, survey, and quiz options. However, this resource can also be used as a formative assessment tool, data collection, and aid in student accountability.</p> <p>Christy Williams, English Language Program INTO USF, USA (christytesol@gmail.com)</p>
PC 5-6	Presenting with Google Map and Google Earth <p>Google Earth and Google Map as a presentation tool in the Classroom.</p> <p>Cory Stewart, University of Houston Language and Learning Center, USA (cbstewa2@central.uh.edu) Vincent Tran, University of Houston Language and Learning Center, USA (vtran5@central.uh.edu)</p>
PC 7-8	Social Media's Impact on ELLs' Writing Development <p>The researchers investigated the impact social media can have on Intensive English students' writing development. We will provide suggestions of how to incorporate social media into writing classes and discuss how students perceived Facebook as a medium of discussion inside and outside the classroom.</p> <p>Abir El Shaban, Washington State University, USA (abir.elshaban@wsu.edu) Helena Hall, University of Illinois at Springfield, USA (hnhall@uis.edu) Jacqueline Tanner, University of Illinois at Springfield, USA (jtann2@uis.edu)</p>
PC 9-10	Using Office Mix to Flip Content in the Classroom <p>Attendees will learn how to download, create and use Office Mix as an add-in for Microsoft PowerPoint. Office Mix provides a way to create video of a PowerPoint in a format easily posted on learning management systems allowing teachers to push content to students to view before class.</p> <p>Kelly McClendon, Washburn University Intensive English Program, USA (kelly.mcclendon@washburn.edu)</p>
Mac 1-2	Creating Engaging Webinars and Extended Online Learning Experiences <p>Thinking about presenting webinars or running webinar courses? This session will share lessons learned by two producers and presenters from the U.S. State Department's "American English" webinar series. Presenters will share tips about encouraging audience participation, building engaging visuals, extending learning beyond the webinar, and platform and content distribution considerations.</p> <p>Heather Benucci, English Language Programs, U.S. Department of State, USA (hbenucci_tesol@yahoo.com) Kate Bain, English Language Programs - a program of the U.S. Department of State, USA (kb996@georgetown.edu)</p>

Mac 3-4	<p><i>Google Suite Tools in Service of Book Club Facilitation</i></p> <p>Presenters will demonstrate, using high school examples, how they facilitate book clubs via Google's suite of free tools for word processing (Docs), presentation (Slides), and collaboration (Chats/Hangouts), vocabulary study (Phrasebook) and assessment (Goobric). Teachers will walk away with templates for activities to promote pre-, during, and post reading within clubs.</p> <p>Gallia Kassiano, Hunter College, USA (GKassiano@gmail.com) Christine Rosalia, Hunter College, USA</p>
Mac 5-6	<p><i>Global Millennials: Voices of Student Nomads</i></p> <p>This presentation describes a student-directed website design project which has helped intermediate level ESL writing students to take ownership of their writing, has instilled in students a commitment to producing their best work, and has provided a forum where international students can have voice in campus discourse - and beyond.</p> <p>Thom Cullen, Eastern Michigan University, USA (tcullen@emich.edu) Rebecca Cornell, Eastern Michigan University, USA Martina Syrova, Eastern Michigan University, USA (msyrova@emich.edu)</p>
Mac 7-8	<p><i>Apps Help Teachers Document Student Growth in All Domains</i></p> <p>Need a way to document students' language growth in all domains? Two apps--one paid and one free--could help you do just that. Limited devices? No iPad at all? No worries. You will find something to help you (and your students) collect artifacts and celebrate milestones.</p> <p>Beth Evans, Burlington School District, USA (eevans@bsdvt.org)</p>
Mac 9-10	<p><i>Tracking Progress of Japanese EFL University Students of Receptive and Productive Vocabulary Knowledge</i></p> <p>The presenter will share how she utilized different technology resources (Moodle, CALL systems, etc.) to track progress of Japanese EFL university students of (n = 98) receptive/productive vocabulary knowledge. Participants are able to see the difference between words these students retained after the lessons and those they could not retain.</p> <p>Satomi Fujii, Sophia University (Center for Language Education and Research), Japan</p>
BYOD 1	<p><i>2 Digital Platforms for Flipping your Classroom</i></p> <p>Edmodo and Google classroom are two digital learning platforms that promote a student-centered learning environment. In this presentation, participants will be shown how these platforms have been used in different settings: a Secondary English support class, a post graduate TESOL course, and a department resource center.</p> <p>Ana Palencia, Metropolitan School of Panama, Panama (apalencia@themetropolitanschool.com)</p>
BYOD 2	<p><i>Visualizing Thought Groups with Audacity</i></p> <p>The presenter will explain how Audacity, a free recording program, can facilitate student understanding and production of thought groups. After briefly explaining the basic features of Audacity, the presenter will explain a lesson that inductively introduces thought groups using visual reinforcement from the Audacity program.</p> <p>Kathleen Montgomery, Purdue University Calumet, USA (kathleen.montgomery@purduecal.edu)</p>
9:30 AM to 10:00 AM	
Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village	
Ask Us: Free Advice for CALL	
9:30 AM to 10:45 AM	
Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase	
TESOL 50th Anniversary Special Event	
Leadership Panel: History of the EV – Over Three Decades of Professional Development in CALL	
<p>On this 50th anniversary of TESOL, take a walk back in time as past chairs of the CALL-IS discuss the progression of CALL over the last 50 years, and its place in language teaching.</p>	
<p>Christine Bauer-Ramazani, Saint Michael's College, USA (cbauer-ramazani@smcvt.edu) Elizabeth Hanson-Smith, California State University, USA (ehansonsmi@yahoo.com) Deborah Healey, ORTESOL, USA (dhealey@uoregon.edu) Tom Robb, Kyoto Sangyo University, Japan (tom@tomrobb.com) Vance Stevens, Higher Colleges of Technology, CERT, KBZAC, UAE (VanceStev@gmail.com) Dawn Bikowski, Ohio University, USA (bikowski@ohio.edu)</p>	



10:00 AM to 10:50 AM	
Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village	
Technology Fair: Classics	
Mac 1-2	<p>Leave No Voice Behind!</p> <p>Bring language learning to life with Voicethread and Audioboom. Encourage students to interact by recording their comments in written or oral format. Use these hands-on learning tools to facilitate ESOL students' language learning by stimulating creativity, communication, collaboration, critical thinking and comprehension.</p> <p>Susan Toerge, Prince Georges County Public Schools, USA (susan.toerge@pgcps.org)</p>
Mac 3-4	<p>Highlighting Student Talent through Digital Video: Student-produced infomercials in the speaking classroom</p> <p>In this presentation, you will learn about an innovative video project in which intermediate ESL students produced 10-15 minute infomercials they filmed on smart phones and edited online. Participants in this demonstration will receive a handout which includes a sample assignment and grading rubrics and view several student-produced infomercials.</p> <p>Angela Dornbusch, American English Institute, University of Oregon, USA (angeladornbusch@hotmail.com)</p>
Mac 5-6	<p>Web 2.0 Applications for Collaborative Learning</p> <p>The presenter will highlight and demonstrate various potentially useful Web 2.0 resources and tools, and talk about the ways in which Web 2.0 resources enrich the ESL classroom through socialization, collaboration and sharing, creativity and authenticity.</p> <p>Cynthia S Wiseman, BMCC CUNY, USA (cwiseman@bmcc.cuny.edu)</p>
Mac 7-8	<p>Creating Effective Listening Activities Using Websites That Offer Authentic Listening Materials</p> <p>The presenter of this mini-workshop will demonstrate how to create four types of listening activities that develop strong listening skills in language learners by using websites that offer authentic listening materials. Identifying the level difficulty of the listening materials will also be shown for teachers.</p> <p>Udambor Bumandalai, Snow College, USA (b.udambor@gmail.com)</p>
Mac 9-10	<p>Teaching and Assessing Pragmatics Knowledge with Web Resources</p> <p>A student's knowledge of pragmatics is often visible in their conduct, but when they lack certain skills it is often necessary to find examples and meaningful ways to help them become aware of this. In the classroom, it can be difficult to explain and assess pragmatic skill (especially while they are still learning). The presenter will provide a virtual tour of 2-3 web resources and provide brief explanations of practical exercises, activities, and assessments to be used with them.</p> <p>Candice Marshall, Earlham College, USA (quinoca@earlham.edu)</p>
PC 1-2	<p>Pizzaz!</p> <p>Creative writing tips for any and all ages.</p> <p>Leslie Opp-Beckman, University of Oregon, USA (Leslieob@uoregon.edu)</p>
PC 3-4	<p>Sharing a Way to Combat Plagiarism in an EFL class</p> <p>Through the use of CAL, Sabieh will show how she fought plagiarism and succeeded to get 50% of her class of 30 to write documented research papers, plagiarism-free. The key was to provide learners with a challenging assignment using technology as the medium and giving them autonomy to design websites.</p> <p>Christine Sabieh, Notre Dame University, Lebanon (sabieh@hotmail.com)</p>
PC 5-6	<p>Digital stories: a tool to foster preservice teachers' language proficiency and reflection skills</p> <p>Preservice teachers at two Chilean universities design digital stories that use computer-based tools to foster their both oral language proficiency and reflection skills. The presentation will provide examples of digital stories set up by preservice teachers highlighting what steps and procedures they have to follow in order to build digital stories. The presentation will also outline some of the problems preservice teachers encountered when designing their digital stories.</p> <p>Mabel Ortiz, Universidad Católica de la Sma Concepción, Chile (mortiz@ucsc.cl) Claudio Diaz, Universidad de Concepción, Chile (claudiodiaz@udec.cl)</p>
PC 7-8	<p>Teaching ESL Writing through Website Publishing</p> <p>The purpose of this presentation is to display self-published websites featuring student texts and photographs, to describe the processes and functions of their creation that promote learning, and to suggest meaningful purposes for their use.</p> <p>Timothy Healy, A.C.E. Language Institute at Seattle Pacific University, USA (timh@cultural.org)</p>
PC 9-10	<p>Google Docs and Blogs in Academic Writing: Useful Techniques and Solutions to Hurdles</p> <p>The presenter will share how she uses Google Docs in an advanced Academic Writing class to facilitate peer feedback on the ideas and organization of essays, particularly through use of the "comments" feature. Next, the presentation will also include a demonstration of how students in the course use blogs to publish error logs and reflections on how they are improving. Solutions to past and present hurdles will also be discussed.</p> <p>Imy Berry, Columbia University, USA (imogeneberry@yahoo.com)</p>

BYOD 1	<p><i>E' Means 'Exchange' with Technology</i></p> <p>This session reports on using technology tools in TESOL to learn Intercultural Communicative Competence (ICC) with intercultural exchanges. Description is provided for effective technology as an ICC teaching tool. The presenter highlights benefits and challenges with telecollaboration, Web 2.0, MALL, and assessment for standardized 'best practices' pedagogy.</p> <p>James Perren, Alliant International University, USA (jamesperren1@gmail.com)</p>
BYOD 2	<p><i>Using presentation software to support discussion and foster learning</i></p> <p>Teachers often encourage English learners to use presentation software to support talks. But using this software to support discussion, rather than presentations, may better develop learners' oral and written skills, and so support acquisition. Come learn how to use short, learner-developed slideshows to support discussion and learning.</p> <p>John Madden, St. Cloud State University, USA (jpmadden@stcloudstate.edu)</p>
BYOD 3	<p><i>No Rest for the Wiki: Wikis for Peer Editing and Community Contact</i></p> <p>Here's an example of how page-level permission capabilities make wikis an excellent platform for encouraging students to explore communities, build and present team projects, and peer-edit individual journals effectively.</p> <p>Jack Watson, U. of New Brunswick English Language Programme, Canada (jack.watson@unb.ca)</p>
11:00 AM to 11:50 AM	
<p>Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village</p> <p><i>Technology Fair: Mobile Devices</i></p>	
PC 1-2	<p><i>Practicing Speaking Skills with Zoobe</i></p> <p>Zoobe is a free voice-messaging app where students record messages and create amusing animated videos with various voices. Studies show the need for social interaction while using technology to improve students' speaking skills. In this session we demonstrate how to use Zoobe to engage students in interactive, contextualized speaking practice.</p> <p>Kathrine Colpaert, University of Michigan, Flint, USA (colpaert@umflint.edu) Jolene Jaquays, University of Michigan, Flint, USA (jjaquays@umflint.edu) Sara Okello, University of Michigan, Flint, USA (sokello@umflint.edu)</p>
PC 3-4	<p><i>Developing Engaging Language Activities Through Smart Phone Technologies</i></p> <p>Having a hard time keeping your students off their cell phones during class? Don't fight it; join in! The presenter will demonstrate several innovative Web-based services and apps which can be used to create multimedia content and recordings for instructional and assessment purposes with everyday cell phones and portable devices.</p> <p>Randall Davis, University of Utah, USA (rdavis@aoce.utah.edu)</p>
PC 5-6	<p><i>Tapping their way to home practice with TinyTap</i></p> <p>This presentation aims to provide information on the creation and delivery of activities through the free TinyTap educational app. TinyTap can be used by teachers, students and families by creating engaging lessons, quizzes and homework. This fun app provides further home practice and can also be used for formative assessment.</p> <p>Luis Jordan, VenTESOL, Venezuela (ljordan.uc@gmail.com) Miguel Perez, VenTESOL, Venezuela (miguelperez.uc@gmail.com)</p>
PC 7-8	<p><i>"Vidback: Providing Corrective Feedback through Video"</i></p> <p>Many visual learners prefer learning by watching videos over reading. What can teachers do to provide a learning environment that reflects these students' learning styles? Video feedback can enable teachers to personalize learning for students. The presenter will share resources for providing corrective feedback to students via short, creative videos.</p> <p>Andrew Screen, Georgetown University, USA (aps57@georgetown.edu)</p>
PC 9-10	<p><i>Web-based Distribution of Pop Music as Foreign Language Material</i></p> <p>Pop music song texts have generally been relatively under-utilized as discourse objects in language teaching, but can be compelling motivators. Emerging web tools, both commercial and academic, facilitate distribution and so teacher adoption of medium and message. This presentation provides a case-study of such distribution, using campus LMS and freeware.</p> <p>Piers Armstrong, Cal State LA, USA (parmstr@calstatela.edu)</p>
Mac 1-2	<p><i>Bringing Jeopardy-style Game into an ESL Classroom</i></p> <p>Get your students to enjoy their tests! In the 25-minute demonstration, you will learn how to use Budzer, a free iPad/iPhone application, to track of students' progress with the help of a classroom Jeopardy-style game. Get an insider experience of the tool as a teacher as well as a student.</p> <p>Anastasiia Kryzhanivska, Ohio University, USA (ak080014@ohio.edu) Tetyana Bychkovska, Ohio University, USA (tb065515@ohio.edu)</p>

Mac 3-4	<i>Polleverywhere: Incorporating Cellphones in the Language Classroom</i>
	Instead of battling against cell phones in the classroom, instructors can incorporate them for learning. Polleverywhere is a web-based tool that encourages students' engagement and participation in class via text messages. This tool allows students to respond to questions or answer polls, with an immediate responses display.
	R. Roberto Campillo-Real , University of Illinois at Urbana-Champaign, USA
Mac 5-6	<i>Computer-Assisted Oral Portfolios and Assessment</i>
	In this session, the presenter demonstrates how tools such as Skype, voice-recorder, and podcasts can be used to develop oral portfolios to improve and assess learners' oral proficiency.
	Bitia Bookman , Indiana University of Pennsylvania, USA (tbita@yahoo.com)
Mac 7-8	<i>Blending ESL and The Visual Arts Through Voice Thread</i>
	This demonstration explores Voice Thread to enhance active participation and critical thinking in the language class. The presenters share a two-week High Intermediate or Advanced Oral Communication project based on The Visual Arts. Through this engaging task, the learners construct meaning in a real-world context in and beyond the classroom.
	Monica Mulholland , George Mason University, USA (mmulholl@gmu.edu) Andrea Todd , Virginia Tech Language and Culture Institute, USA (todda@vt.edu)
Mac 9-10	<i>Language Development with Word Prediction Feature in Apps for Texting</i>
	When students are more likely to come to the class with a mobile phone than with a pencil and a paper, teachers have to find ways to use a mobile phone in the classroom. The presenter will share how word prediction feature of apps for texting can facilitate language learning.
	Jovana Milosavljevic , University of New Hampshire, USA (jm2029@wildcats.unh.edu)
BYOD 1	<i>Using Plickers in the English Classroom</i>
	There are several students that for a variety of reasons only have access to very limited technological resources or none at all. Plickers is a powerful classroom response tool that allows teachers, who dream of more access to technology, to collect real-time formative assessment data without having devices for each student.
	Jamile Sulam Tango Rojas , BNC - CBA Sucre, Bolivia (jamile.tango@gmail.com)
BYOD 2	<i>Effective use of iPads for Language Experience Approach Activities</i>
	Presenter will demonstrate how to use iPads effectively for Language Experience Approach (LEA) activities in the ESL instruction. ELLs and teachers use iPads to take videos of LEA activity, write descriptions of the ELLs' experiences, post it on blogs and review the final outcomes. The demonstration includes the students' projects.
	Daniela DiGregorio , Wilkes University, USA (daniela.digregorio@wilkes.edu)
11:00 AM to 12:50 PM	
Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase	
Hot Topics	
<i>Gaming for the Classroom: How to Use Them and What to Know About Them</i>	
This panel will showcase how games have been used both in the classroom and as an approach for teacher's professional development. We'll also explore what the future of games and learning holds and what teachers need to know about this new form of literacy.	
Elliott Casal , Ohio University, USA (jelliottcasal@gmail.com) Vance Stevens , Higher Colleges of Technology, CERT, KBZAC, UAE (vancestev@gmail.com) Jeff Kuhn , Ohio University, USA (jkuhn72@gmail.com) Rodrigo Carvalho , Georgia Tech Language Institute, USA (rodrigo_esl@outlook.com)	
12:00 PM to 12:30 PM	
Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village	
Ask Us: Free Advice for CALL	
12:30 PM to 2:00 PM	
Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village	
EV Mini-Workshop	
<i>Infographics for EFL/ESL Learners</i>	
EFL/ESL learners can be instructed to research about cultural and social content and then be encouraged to create infographics using platforms online platforms with content resulting from their research. Beginners to advanced students can graphically represent researched content while learning grammatical forms as well as culture and society.	
Miguel Frontado , Cevam, Venezuela (miguelfrontado1@gmail.com)	



Using Camtasia Studio to engage students of the Common Core

This workshop shows participants how to use the video editing software Camtasia Studio to teach and assess skills that K-12 students need for the Common Core State Standards. Participants will learn how to use the software to create videos, classroom activities and quizzes based on the standards of the CCSS.

Radi Abouelhassan, Community College of Qatar, Qatar (radi.abouelhassan@ccq.edu.qa)

1:00 PM to 2:50 PM

Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase

InterSection: ESP with VDMIS and CALL

One Size Fits One: Incorporating Technology into ESP Courses

Never a "one-size-fits-all" pedagogy, the varied ESP landscape presents unique challenges for incorporating technology. Panelists representing a spectrum of different face-to-face and online courses will address technology's impact on three key areas: organizational needs analysis, course design and development, and course delivery.

Suzi Lee, Georgia Institute of Technology, USA (suzi.lee@pe.gatech.edu)

Julie Lopez, University of Delaware, USA (julo@udel.edu)

Christine Sabieh, Notre Dame University, Lebanon (sabieh@hotmail.com)

Marvin Hoffland, Carinthia University of Applied Sciences, Austria (m.hoffland@fh-kaernten.at)

Jaclyn Gishbaugher, The Ohio State University, USA (gishbaugher.1@osu.edu)



2:00 PM to 2:30 PM

Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village

Ask Us: Free Advice for CALL

2:30 PM to 4:00 PM

Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village

EV Mini-Workshop

Fostering collaborative language learning with Google Docs.

This workshop will cover using Google Docs as a resource to foster interaction and collaboration in language learning classrooms. Participants will learn about how to use the tools and get hands-on experience creating their own materials.

Jon Smart, University of Pittsburgh, USA (jsmart@pitt.edu)

Bill Price, University of Pittsburgh, USA (wcp5@pitt.edu)

Twitter for Anyone: Resources and Professional Development Opportunities

This workshop will demonstrate how Twitter is used to engage in professional development opportunities and as a tool to collaborate with other teachers of ESOL. Participants will create their Professional Learning Networks (PLNs) and interact on Twitter by sharing resources and participating in focused ELT chats.

Laura Soracco, Seattle Central College, USA (laurasoracco@gmail.com)

Matthew Noble, ELS, USA

3:00 PM to 4:45 PM

Holiday Ballroom 4, 2nd Floor, Hilton: Technology Showcase

CALL-IS Academic Session

Project-Based Learning: Pedagogical Possibilities for Online, Mobile, and Blended Learning

Project-based learning, a dynamic learner-centered approach to active exploration of real-world problems and challenges, promotes the use of authentic resources, critical thinking skills, collaboration, and other beneficial strategies for English language proficiency development. When facilitated in online, mobile, and blended learning environments, new possibilities abound with the affordances of these technology environments.

Christine Bauer-Ramazani, St. Michael's College, USA (cbauer-ramazani@smcvt.edu)

Sandy Wagner, Defense Language Institute, USA (sandra.wagner@dliflc.edu)

J. Elliott Casal, Ohio University, USA (casal@ohio.edu)

Christel Broady, Georgetown College, USA (christel_broady@georgetowncollege.edu)

Christine Sabieh, Notre Dame University, Lebanon (sabieh@hotmail.com)



4:00 PM to 4:30 PM

Holiday Ballroom 5, 2nd Floor, Hilton: Electronic Village

Ask Us: Free Advice for CALL

Electronic Village Planning Team

Events Coordinator:	<i>Aaron Schwartz</i>
Management Team:	<i>Andy Bowman, Stephanie Korslund, Justin Shewell</i>
Ask Us: Free Advice for CALL:	<i>Tom Robb, Deborah Healey</i>
CALL for Newcomers:	<i>John Madden, Deborah Healey, Ellen Dougherty, José Antonio da Silva, Robert Wachman</i>
Developers Showcase:	<i>Andy Bowman, Douglas Coleman, Charles Kelly</i>
Technology Fairs:	<i>Claudio Fleury</i>
EV Fair Classics:	<i>Maria Tomeho-Palermينو, Christine Sabieh</i>
Mini-Workshops:	<i>Sandy Wagner</i>
Mobile Apps for Education:	<i>Tom Robb</i>
EV Guides/Volunteers:	<i>Sandy Wagner, Luke Coffelt</i>
Webcast Team:	<i>Abe Reshad, Adia Rodomanchenko, Jeff Kuhn, Ellen Dougherty, Chris Sauer, Christine Bauer-Ramazani, Jack Watson, Maria Tomeho-Palermينو, Vance Stevens, Daniela Coelho, Robert Wachman, Rodrigo Carvalho, Eric Letourneaux</i>
Program Book and Proposals Site:	<i>Justin Shewell</i>

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