



# Electronic Village and Technology Showcase

## Special Events Program



Organized and Coordinated by the CALL-IS



WWW.CALL-IS.ORG



TESOLCALLIS



#EVILLAGE2019

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

**A \$10 EV PASS IS NEEDED TO ENTER THE ELECTRONIC  
VILLAGE — AVAILABLE AT REGISTRATION**

## ***ELECTRONIC VILLAGE SCHEDULE AT-A-GLANCE (Exhibition Hall - Booth 917)***

	Wednesday, March 13	Thursday, March 14	Friday, March 15
<b>8:30</b>	<b>CALL for Newcomers</b> (9:15 to 10:30 AM)	<b>Ask Us: Free Advice</b> (8:30 to 9:00 AM)	<b>Ask Us: Free Advice</b> (8:30 to 9:00 AM)
<b>9:00</b>		<b>EV Mini-Workshop*</b> (9:00 to 10:30 AM)	<b>EV Mini-Workshop*</b> (9:00 to 10:30 AM)
<b>9:30</b>			
<b>10:00</b>			
<b>10:30</b>	<b>EV Technology Fairs: Mobile Access</b> (10:30 to 11:20 AM)	<b>EV Technology Fairs: Classroom Tools</b> (10:30 to 11:20 PM)	<b>EV Fairs Classics</b> (10:30 to 11:20 AM)
<b>11:00</b>			
<b>11:30</b>	<b>EV Technology Fairs: Classroom Tools</b> (11:30 to 12:20 PM)	<b>EV Technology Fairs: Mobile Access</b> (11:30 to 12:20 PM)	<b>EV Technology Fairs: Self-Access</b> (11:30 to 12:20 PM)
<b>12:00</b>			
<b>12:30</b>	<b>EV Mini-Workshop*</b> (12:30 to 2:00 PM)	<b>EV Mini-Workshop*</b> (12:30 to 2:00 PM)	<b>EV Mini-Workshop*</b> (12:30 to 2:00 PM)
<b>1:00</b>			
<b>1:30</b>			
<b>2:00</b>	<b>EV Technology Fairs: Self-Access</b> (2:10 to 3:00 PM)	<b>EV Fairs Classics</b> (2:10 to 3:00 PM)	<b>Ask Us: Free Advice</b> (2:10 to 2:30 PM)
<b>2:30</b>			<b>EV Technology Fairs: Mobile Access</b> (2:30 to 3:20 PM)
<b>3:00</b>	<b>Ask Us: Free Advice</b> (3:00 to 3:30 PM)	<b>Ask Us: Free Advice</b> (3:00 to 3:30 PM)	
<b>3:30</b>	<b>EV Mini-Workshop*</b> (3:30 to 5:00 PM)	<b>EV Technology Fairs: Self-Access</b> (3:30 to 4:20 PM)	<b>EV closed after 3:30 PM</b>  See you next year in Denver!  <b>TESOL Annual Business Meeting</b> (5:00 to 6:15 pm)
<b>4:00</b>			
<b>4:30</b>		<b>Ask Us: Free Advice</b> (4:30 to 5:00 PM)	
<b>5:00</b>	<b>EV closed after 5:00 PM</b>	<b>EV closed after 5:00 PM</b>	
	<b>CALL-IS Open Meeting and Steering Committee Elections</b> (6:45 to 8:00 PM in A315)	<b>Electronic Village 2020 Planning Meeting</b> (6:45 to 8:00 PM in A315)	

\* Please visit the EV prior to the Mini Workshops to register at no additional cost. First come, first served.



**A \$10 EV PASS IS NEEDED TO ENTER THE ELECTRONIC VILLAGE — AVAILABLE AT REGISTRATION**

### **Description of Sessions**

#### **Electronic Village Events — Exhibition Hall - Booth 917**

#### **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.

#### **EV 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 Technology Fair Classics presentations will be webcast.

#### **EV Mini-Workshops\***

Get hands-on practice with small groups and an instructor who specializes in using a particular technology application, device or Internet-based resource. Space is limited, so stop by the Electronic Village early to sign up for a free ticket (**first come, first served**).

#### **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.

## **TECHNOLOGY SHOWCASE SCHEDULE AT-A-GLANCE (Exhibition Hall - Booth 1111)**

	Wednesday, March 13	Thursday, March 14	Friday, March 15
9:00			
9:30	<b>Hot Topics</b> (9:30 to 10:45 AM)	<b>Hot Topics</b> (9:00 to 10:15 AM)	<b>Hot Topics</b> (9:00 to 10:15 AM)
10:00			
10:30			
11:00	<b>On the Cutting Edge: Graduate Student Presentations</b> (11:00 to 12:15 PM)	<b>The Electronic Village Online (EVO): Best of 2019</b> (10:30 AM to 12:20 PM)	<b>Mobile Apps for Education Showcase</b> (10:30 to 12:00 PM)
11:30			
12:00			
12:30	<b>Ron Chang Lee Award for Excellence in Classroom Technology</b> (12:30 to 1:30 PM)		<b>On the Cutting Edge: Graduate Student Presentations</b> (12:15 to 1:30 PM)
1:00			
1:30			
	<b>Developers' Showcase</b> (1:45 to 3:00 PM)	<b>Mobile Apps for Education Showcase</b> (1:45 to 3:00 PM)	<b>The Electronic Village Online (EVO): Best of 2019</b> (1:45 to 3:30 PM)
2:00			
2:30			
3:00			
3:30	<b>Hot Topics</b> <i>The Role of Technology and the Six Principles</i> (3:30 to 4:45 PM)	<b>Hot Topics</b> (3:30 to 4:45 PM)	<b>Technology Showcase closed after 3:30 PM</b>  <b>See you next year in Denver!</b>
4:00			
4:30			
5:00	<b>Technology Showcase closed after 5:00 PM</b>  <b>CALL-IS Open Meeting and Steering Committee Elections</b> (6:45 to 8:00 PM in A315)	<b>Technology Showcase closed after 5:00 PM</b>  <b>Electronic Village 2020 Planning Meeting</b> (6:45 to 8:00 PM in A315)	<b>TESOL Annual Business Meeting</b> (5:00 to 6:15 pm)

## **Description of Sessions**

### **Technology Showcase Events — Exhibition Hall - Booth 1111**

#### **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 – *The Role of Technology and the Six Principles***

In this session, presenters will discuss how to better get to know English learners by using technology, how to utilize technology to create ideal English learning environments, how to use digital means to differentiate instruction to various learner needs, how to assess English learners using technology, and how to use technology to create a community of practice among English teachers. Participants will receive examples and a number of tools that can be implemented in ESL, EFL, and ELT contexts.

#### **Hot Topics**

These sessions focus on the latest trending topics in CALL, such as “Communities of Practice”, “Online Teacher Training”, “Digital Writing”, “Teaching Reading Online”, “Augmented Reality”, “Social Media” and “Game-Based Learning.”

### The Electronic Village Online (EVO): *Best of 2019*

TESOL CALL-IS is pleased to offer this presentation of The Electronic Village Online: Best of 2019, highlighting outstanding sessions from this year's EVO. Every year, 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, who provide no financial support. Come to the EVO Sessions on Wednesday morning or Friday afternoon. You can also visit <http://evosessions.pbworks.com/> to learn more.

### On the Cutting Edge: Graduate Student Presentations

Are you interested in what is on the cutting edge of technology in language teaching and learning? These graduate student research presentations provide graduate students with the opportunity to showcase their research.



#### CALL-IS Webcasts

Many of the sessions in the Technology Showcase, and some sessions in the Electronic Village, will be webcast to include participants not at the convention. Webcast sessions are marked on the following pages with this computer icon next to the session information. The complete webcast schedule can be found on page 5.

### SPECIAL SESSIONS SCHEDULE AT-A-GLANCE – (GWCC A315)

	Wednesday, March 13	Thursday, March 14	Friday, March 15
9:30		<b>CALL-IS with EEIS InterSection</b>  <i>Open Educational Resources (OER) in K-12 Education: Balancing the Nexus of Infinite Possibilities with Instructional Efficiency</i>  (9:30 to 11:15 AM)	
10:00			
10:30			
11:00			
11:30			
12:00			
12:30	<b>CALL-IS Academic Session (with Video PLN)</b>  <i>SMALL - Research, Practice, Impact of Social Media-Assisted Language Learning</i>  (1:00 to 2:45 PM)		<b>Hot Topics</b>  <i>Public Speaking Skill Development Online</i>  (1:00 to 1:45 PM)
1:00			
1:30			
2:00			
2:30			
3:00			
3:30		<b>AE-IS with CALL-IS and Video PLN InterSection</b>  <i>The Blended Learning Classroom and the ESL Teacher</i>  (4:00 to 5:45 PM)	
4:00			
4:30			
5:00			
5:30			

## Description of Sessions

### Special Sessions Events — GWCC A315

#### **CALL-IS Academic Session with Video Professional Learning Network (PLN)**

While CALL, Computer-assisted Language Learning, provides the access portal for online learning, SMALL furnishes the language learning experience with research-based benefits and learning outcomes that engage and motivate students through discussions and interactions in familiar social settings. Panelists present ways social media assists language learning, success stories, and SMALL's impact.

#### **CALL-IS with EEIS InterSection**

This panel will discuss OER and student privacy rights, OER curriculum implementation pros and cons, OER applications for teacher collaboration, OER and motivation for older learners, and OER applications for diverse learners. In addition to theoretical background, panelists will provide concrete examples from current practice materials to illustrate theory in practice and demonstrate how to apply the information presented in classroom environments.

#### **AE-IS with CALL-IS and Video Professional Learning Network InterSection**

During this InterSection, a panel of experts from CALL, AEIS and V-PLN will explore the concept of Blended Learning by first looking at its origin and then explaining best practices in multiple adult education settings. V-PLN will put a capstone on the presentation with short video clips of students giving testimonials of how this new concept has affected their learning.

#### **Hot Topics – Public Speaking Development Online**

Participating in a CALL-supported Toastmasters demo meeting, Electronic Village presenters and conferees in Atlanta incorporate TESOL educators and ELT learners around the globe in an online Toastmasters club meeting, introducing a new technology application: the online Toastmasters International Pathways learning platform to enhance public speaking and leadership skill development.



## WEBCASTS

The sessions below will be webcast live during the convention. Visit <http://callis2019.pbworks.com/> for links. The webcasts will also be recorded and made available on the CALL-IS website (<http://www.call-is.org>). Anyone interested in volunteering for the webcasting team for future TESOL conventions can contact [jennylynn41069@gmail.com](mailto:jennylynn41069@gmail.com).

#### **Wednesday, March 13**

##### **Hot Topics**

9:30 – 10:45 AM (EDT)  
1:30 – 2:45 PM (GMT)  
Technology Showcase

##### **On the Cutting Edge:**

##### **Graduate Student Presentations**

11:00 AM – 12:15 PM (EDT)  
3:00 – 4:15 PM (GMT)  
Technology Showcase

##### **CALL-IS Academic Session:**

*SMALL - Research, Practice, Impact of Social Media-Assisted Language Learning*

1:00 – 2:45 PM (EDT)  
5:00 – 6:45 PM (GMT)  
Special Sessions (A315)

##### **Developers' Showcase**

1:45 – 3:00 PM (EDT)  
5:45 – 7:00 PM (GMT)  
Technology Showcase

##### **Hot Topics – The Role of Technology and The Six Principles**

3:30 – 4:45 PM (EDT)  
7:30 – 8:45 PM (GMT)  
Technology Showcase

##### **CALL-IS Open Meeting and Steering Committee Elections**

6:45 – 8:00 PM (EDT)  
10:45 – 12:00 AM (GMT)  
Special Sessions (A315)

#### **Thursday, March 14**

##### **Hot Topics**

9:00 – 10:15 AM (EDT)  
2:30 – 4:15 PM (GMT)  
Technology Showcase

##### **InterSection (CALL-IS with EEIS):**

*Open Educational Resources (OER) in K-12 Education*

9:30 – 11:15 AM (EDT)  
1:30 – 3:15 PM (GMT)  
Technology Showcase

##### **The Electronic Village Online (EVO): Best of 2019**

10:30 AM – 12:20 PM (EDT)  
2:30 – 4:20 PM (GMT)  
Technology Showcase

##### **Mobile Apps for Education Showcase**

1:45 – 3:00 PM (EDT)  
5:45 – 7:00 PM (GMT)  
Technology Showcase

##### **Hot Topics**

3:30 – 4:45 PM (EDT)  
7:30 – 8:45 PM (GMT)  
Technology Showcase

##### **InterSection (AE-IS with CALL-IS):**

*The Blended Learning Classroom and the ESL Teacher*  
4:00 – 5:45 PM (EDT)  
8:00 – 9:45 PM (GMT)  
Technology Showcase

#### **Friday, March 15**

##### **Hot Topics**

9:00 – 10:15 AM (EDT)  
2:00 – 4:15 PM (GMT)  
Technology Showcase

##### **Mobile Apps for Education Showcase**

10:30 AM – 12:00 PM (EDT)  
2:30 – 4:00 PM (GMT)  
Technology Showcase

##### **On the Cutting Edge:**

##### **Graduate Student Presentations**

12:15 PM – 1:30 PM (EDT)  
4:15 – 5:30 PM (GMT)  
Technology Showcase

##### **Hot Topics – Public Speaking Skill Development Online**

1:00 – 1:45 PM (EDT)  
5:00 – 5:45 PM (GMT)  
Special Sessions (A315)

##### **The Electronic Village Online (EVO): Best of 2019**

1:45 – 3:00 PM (EDT)  
5:45 – 7:00 PM (GMT)  
Technology Showcase



# Wednesday, March 13

9:15 AM to 10:30 AM

## **Exhibition Hall - Booth 917** **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.

9:30 AM to 10:45 AM

## **Exhibition Hall - Booth 1111** **Hot Topics**



### ***Blogging as an Interdiscursive Tool for Building the Communities of Practice (CoP) among K-12 ELL Teacher Candidates***

This presentation is about K-12 ELL teacher candidates' social construction of professionalism using a blog. The teacher candidates were empowered to re-envision their participation as interdiscursive when analysis of their blog usage was shown. Audience will read sample blog postings and learn how these teachers socialize professionally digitally.

**Yin Lam Lee-Johnson**, Webster University, USA

**DJ Kaiser**, Webster University, USA

**Soheil Mansouri**, Webster University, USA

**Shane Kennedy**, Webster University, USA

### ***Local Constraints in the Implementation of CALL Training for English Language Instructors in Pakistan***

USEF E-Teacher program provides CALL-based online training to Pakistani English language instructors. Based on the experience of the presenters, problems that arise due to the local context of a developing state are highlighted. The presentation provides insights for the improvement of such program.

**Ayaz Ahmad**, Abdul Wali Khan University Mardan, Pakistan (ayazmardan@gmail.com)

**Younas Muhammad**, Elementary and Secondary Education, Khyber Pakhtunkhwa, Pakistan (sardaryounas@gmail.com)

**Imran Khan**, Al-Sadiq Society for Quality Education, Pakistan (imrankhankhanmashwani@gmail.com)

### ***Computer Assisted Language-Teacher Training***

Having implemented digital reflective journals in professional development (PD) courses for EFL teachers, we propose a new approach for evaluating knowledge gained during training. The phenomenon of 'reflection dialogue' is proposed and its implications on PD in the digital era will be drawn in this presentation.

**Bridget Schvarcz**, Bar-Ilan University, Israel (bridget.schvarcz@gmail.com)

### ***Massive Online Open Access Course and EFL Instructors' Professional development in Pakistan***

MOOC professional development is a promising initiative for professional development EFL instructors worldwide. Through my personal experience I would narrate the opportunities and challenges in implementation of MOOCs for the professional development of teachers who participate in these online courses in Pakistan.

**Muhammad Younas**, Education Department, Pakistan (sardaryounas@gmail.com)

**Ayaz Ahmad**, Muhmmad Wali Khan University Mardan, Pakistan (ayazmardan@gmail.com)

**Muhammad Imran**, Al- Sadiq Society for Quality Education, Pakistan (Imrankhankhanmashwani@gmail.com)

10:30 AM to 11:20 AM

## **Exhibition Hall - Booth 917** **Technology Fair: Mobile Access**

### **PC 1 *Students' E-Portfolio with Weebly***

E-portfolio is believed effective as students can reflect on their learning and observe their development in a systematic and accessible way. The presentation is a step-by-step guide on how to design and use Weebly, an online platform for blog and storage, as a tool for e-portfolio in an EFL class.

**Linh Nguyen**, School of Foreign Languages, Thai Nguyen University, Viet Nam (nguyenthuylinh.sfl@tnu.edu.vn)

### **PC 2 *Virtual Reality Headsets in ESOL Education***

The presentation aims to demonstrate the use of virtual reality (VR) headsets in English language education. VR devices such as Google Cardboard and Samsung Gear VR have multiple software applications that develop English language skills. Attendees will learn how to utilize VR headsets in ESOL classrooms and beyond ESOL classrooms.

**Mohamed Alsaffar**, Saint Michael's College, USA (mji Hassan@gmail.com)

PC 3	<p><b><i>Using Makey Makey to Create Interactive Technological Projects</i></b></p> <p>The presentation demonstrates how to use the device called Makey Makey to create projects in which students can create their own inventions and combine them with the internet. By doing this, students will have the opportunity to enjoy project-based learning with a technological touch.</p> <p><b>Jose Manrique</b>, Change, Peru (jmanrique@change.edu.pe)</p>
PC 4	<p><b><i>Independent Learning Using Improved Duolingo English Courses</i></b></p> <p>The presentation provides participants with an overview of the scope and sequence of select Duolingo English courses as well as a demonstration of how students would interact with the curriculum content.</p> <p><b>Angela DiCostanzo</b>, Duolingo, USA</p>
PC 5	<p><b><i>What's up in WhatsApp: Using Mobile applications in Language Learning</i></b></p> <p>In this presentation, the presenter will share her experience of using WhatsApp, a mobile messaging app, as a language learning tool both in and outside an EFL classroom in Pakistan. Attendees will learn how to utilize WhatsApp for collaborative learning and increase learners' involvement.</p> <p><b>Syeda Farzana Bukhari</b>, University of the Punjab, Pakistan (farzana.ier@pu.edu.pk)</p>
Mac 1	<p><b><i>Creative Uses of Padlet to Promote Student Learning</i></b></p> <p>Padlet is a free online virtual bulletin board that can improve student engagement and academic achievement. In this session, participants will be introduced to several creative Padlet activities that can be used in a variety of ESL classrooms to foster language development, enhance student collaboration, and encourage reflection.</p> <p><b>Kimberly Spallinger</b>, Bowling Green State University, USA (spallkk@bgsu.edu)  <b>Anastasiia Kryzhanivska</b>, Bowling Green State University, USA (akryzh@bgsu.edu)</p>
Mac 2	<p><b><i>Google Classroom: A Motivational Tool for Timely Lesson Plan Submission</i></b></p> <p>Google Classroom is an interactive free app that motivates teachers on timely lesson plan submission. This app's features can also benefit large EFL/ESL programs to systematically track, evaluate, and provide feedback on lesson plans. The presenter will demonstrate how this app could alternatively be used for language teaching and learning.</p> <p><b>Javid Rasooly</b>, American University of Afghanistan, Afghanistan (Jawid_rasooly@hotmail.com)</p>
Mac 3	<p><b><i>Unimersiv: Virtual Reality App for Integrated Learning</i></b></p> <p>Unimersiv is a virtual reality application that encourages students to learn in a real-world simulation. The realistic and stimulating context encourages student motivation and provides opportunity for more integrated teaching. This session will show how Unimersiv can be used in five ways to complement ESL lessons.</p> <p><b>Katja Davidoff</b>, CELOP/Boston University, USA (katushka@bu.edu)  <b>Zhongfeng Tian</b>, Lynch School of Education, Boston College, USA (tianza@bc.edu)</p>
Mac 4	<p><b><i>Empowering Student Writers through Reference Management Tools: Tips for Teaching Students to Track Their Sources and Prevent Plagiarism</i></b></p> <p>The presentation discusses pros and cons of different web-based reference tools, EndNote, RefWorks, Mendeley, Zotero, etc. and give teachers tips for teaching student writers how to use them. Student perception and satisfaction levels with the tools will also be examined to help teachers choose a right tool for their students.</p> <p><b>Minsun Kim</b>, Miami University, USA (minkim7@gmail.com)</p>
Mac 5	<p><b><i>Having a Hard Time Choosing Podcasts? Quality Indicators for English Learning Podcasts</i></b></p> <p>The presenter will discuss some of the indicators that teachers need to consider when selecting podcast programs for their students guided by previous empirical research on the factors that can influence students' listening comprehension, e.g., length of the listening passage, speed, number of topics, gender, vocabulary, and syntax.</p> <p><b>Tingting Kang</b>, Lafayette College, USA (kangt@lafayette.edu)</p>
BYOD 1	<p><b><i>Best Practices in Curating Online Teaching Portfolios</i></b></p> <p>The session covers key elements to building an online portfolio for teachers and teacher educators who are interested in showcasing skills, development, assessment, or reflection. Using ESL/EFL practitioner samples from WordPress, Google Sites, and Wix, the session provides guidance to getting started with multimedia content curation for online teaching portfolios.</p> <p><b>Erin O'reilly</b>, Defense Language Institute, USA (oreillyerin@nicole@gmail.com)  <b>Kara Mac Donald</b>, Defense Language Institute, USA (kmacd@rocketmail.com)</p>

**BYOD 2 *Pecha Kucha: Developing Oral Fluency through Digital Storytelling***

Digital storytelling is a powerful motivator. When combined with the unique design of the Pecha Kucha (Japanese for "chit chat") format, students develop creative and concise presentations while developing oral fluency through meaningful practice. Come push the boundaries of traditional presentations using a free online resource. Suitable for all levels.

**Baiba Sedriks**, The University of Kansas, USA (baiba@ku.edu)

**BYOD 3 *Using Lingt as an Assessment Tool for Vocabulary Acquisition***

Assessment tools can be an extremely useful resource for teachers and learners of foreign languages. The presentation will describe how 'Lingt' can be utilized by ESL instructors as a platform for students to improve their oral and fluency proficiency when learning new vocabulary words.

**Randa Abdelmagid**, VT, USA (rfouad@vt.edu)

11:00 AM to 12:15 PM

**Exhibition Hall - Booth 1111**

**On the Cutting Edge: Graduate Student Panels**



**Cloud Computing in School: Teachers' Feelings of Comfort Integrating Google Suite for Education.**

Cloud-computing is believed as a significant type of education technology which powerfully enhances collaboration in learning and teaching. In this presentation, I will share my research about how the secondary public-school teachers confront the mass integration of cloud computing services (Google Suite for Education in particular) in school settings.

**Vi Ly**, Vancouver Island University, Viet Nam (vi.lythuy@gmail.com)

**Domesticating Pokémon: A Study of One Classroom Application of Using Mobile Video Games with English Language Learners**

This study explored how playing a video game, Pokémon Go, can help motivate ESL students to engage in online writing spaces. I present results from a study conducted in an academic ESL course and offer suggestions for practical application of games in language classroom instruction.

**Marta Halaczkiwicz**, Utah State University, USA (marta.hala@usu.edu)

**Examining the implementation of a computational thinking curriculum for dual language learners**

Computational thinking (CT) is an essential skill for full participation in today's society. Yet there has been little discussion about the teaching of CT to language learners. In this talk, I explore how an elementary CT curriculum supports multilingual students' development of CT, literacy, and positive attitudes towards computer science.

**Sharin Jacob**, University of California, Irvine, USA (sharinj@uci.edu)

11:30 AM to 12:20 PM

**Exhibition Hall - Booth 917**

**Technology Fair: Classroom Tools**

**PC 1 *Let's Go VR: ELT Lesson Planning***

This presentation introduces EFL/ESL teachers to the language of lesson plans to encourage and guide language acquisition and practice through the use of virtual reality (VR) technology. Participants will test VR applications suitable for EFL/ESL classes and use model lessons that are appropriate within and beyond the classroom.

**Miguel Frontado**, Cevam, Venezuela (miguelfrontado1@gmail.com)

**PC 2 *Capitalize on Free Resources at Your Fingertips!***

You wouldn't believe how much happier you will be when you save 0.3 seconds using a short cut instead of clicking tool bar buttons. In this session, participants will engage with common functions, free tools, tips and tricks in the Windows environment that will help them save those precious milliseconds.

**Renuka Karunaratne**, University of South Florida, USA (rkarunar@usf.edu)

**PC 3 *Digital Leadership Portfolios for English Language Learners***

Participants will learn about the Digital Leadership Portfolio, a three-year project allowing students to build digital literacy and leadership skills using a variety of internet platforms to document their reading, writing, and speaking. The format incorporates the Leader In Me framework, helping students reflect on their social/emotional development.

**Christopher McCauley**, Middle School 390, USA (cmccauley@ms390.com)

**Tracey Lillis**, Middle School 390, USA (tlillis@ms390.com)



PC 4	<p><b>Popplet, iMindMap, and Coople: 3 Interactive Mind Mapping Free Online Applications Helping Students' Brain in Learning and Retention</b></p> <p>Mind mapping is a beneficial technique for helping students organize concepts. The research on interactive online mind mapping applications suggests that students' performance with online applications outperform paper-based mind strategies. In this presentation, the attendees will learn how these applications can benefit students in overcoming learning and retention issues.</p> <p><b>Adnan Mohamed</b>, Washington State University, USA (adnan.mohamed@wsu.edu)</p>
PC 5	<p><b>Using Wikis to Scaffold Research Writing</b></p> <p>Teaching research writing is a difficult process. Building class wikis allows students to collaborate on the research process, maximizing class time. We demonstrate how to create wikis and how to involve students in creating research-focused materials to post on the class wiki for use in the writing process.</p> <p><b>Stephanie Schmidt</b>, Alfaisal University, Saudi Arabia (ss.novasdesigns@gmail.com)</p>
Mac 1	<p><b>Using Google Drive Tools in Engaging and Creative Student Projects</b></p> <p>This presentation will show attendees project and activity ideas that use Google Drive tools in new and innovative ways, such as student-created infographics and adaptations of table top games with Google Drawings and Documents. Students practice their language skills through development, presentation, and use of both individual and group projects.</p> <p><b>Kaitlin Decker</b>, Arizona State University, USA (kaitlin.decker@asu.edu)</p>
Mac 3	<p><b>Using PowerPoint to Design Teaching Materials</b></p> <p>You do not have to be a designer to create professional-looking English teaching materials. In this presentation you will learn how to use PowerPoint to design eye-catching layouts. The session discusses the basic principles of effective materials design and explains how to realize these by using the PowerPoint toolkit.</p> <p><b>Ivan Atamanenko</b>, EPAM Systems Ukraine, Ukraine (ivan.atamanenko.91@gmail.com)  <b>Azam Akhmedov</b>, EPAM Systems Ukraine, Ukraine (ahmedovazam2010@gmail.com)</p>
Mac 4	<p><b>Engaging Students Through Digital Narratives</b></p> <p>This presentation demonstrates how students can use WordPress to create multimedia digital narratives based on their own experiences. Presenters will share how digital storytelling allows multilingual students to become the expert, to connect their experiences to a broader world, and to connect with domestic students in a meaningful way.</p> <p><b>Deb Ousey</b>, The Pennsylvania State University, Brandywine Campus, USA (dlo4@psu.edu)  <b>Annie Jansen</b>, The Pennsylvania State University, Brandywine Campus, USA (amj53@psu.edu)</p>
Mac 5	<p><b>Using Microsoft Word Tools for Revision, Paraphrasing, and Plagiarism Detection</b></p> <p>This session demonstrates using Microsoft Word's document merge feature to visually draw awareness to differences between an original text and an attempted paraphrase or between drafts of an essay. Classroom activities are also provided to use this tool for revision and paraphrasing strategies as well as avoiding plagiarism.</p> <p><b>Alisha Biler</b>, University of South Carolina, USA (biler@email.sc.edu)</p>
BYOD 1	<p><b>Creating Custom e-Textbooks Using Microsoft Sway</b></p> <p>Textbooks are never without their problems. Finding the right one is nearly impossible. The solution may be to write one. This technology fair shows you how to get started with Microsoft's Sway to create a customized, flexible digital textbook that incorporates student input and meets student needs.</p> <p><b>Sean McClelland</b>, Community College of Baltimore County, USA (sean.c.mcclelland@gmail.com)</p>
<b>12:30 PM to 2:00 PM</b>	
<b>Exhibition Hall - Booth 917</b>	
<b>EV Mini-Workshop</b>	
<b>Interactive Storytelling using Twine</b>	
<p>This workshop demonstrates how to use Twine, an open-source tool for creating interactive stories and short text adventure style stories. Keep your students engaged with reading passages that will take them on a visual journey. Participants will learn the basics of Twine and leave with a functioning interactive short story.</p> <p><b>Melissa Battista</b>, New York Institute of Technology, USA (mbattist@nyit.edu)</p>	
<b>Online Design: Open-Source Tools for ELT Materials Development</b>	
<p>Want to create attention-grabbing visuals to support face-to-face or online courses? Interested in tools that enable ELLs to develop multiliteracy skills through motivating activities like infographic and digital poster creation? Join us for hands-on exploration of an open-source design platform and image curation sites that can jazz up your instruction!</p> <p><b>Heather Benucci</b>, Schwa Solutions - ELT Consulting, USA (hbenucci_tesol@yahoo.com)</p>	

1:00 PM to 2:45 PM

**Special Sessions - GWCC A315**  
**CALL-IS Academic Session with Video PLN**



***SMALL- Research, Practice, Impact of Social Media-Assisted Language Learning***

While CALL, Computer-Assisted Language Learning, provides the access portal for online learning, SMALL furnishes the language learning experience with research-based benefits and learning outcomes that engage and motivate students through discussions and interactions in familiar social settings. Panelists present ways social media assists language learning, success stories, and SMALL's impact.

**Maria Tomeho-Palermi**, Northeastern University, Global Pathways, USA (mpalermi@bu.edu)  
**Sandy Wagner**, Defense Language Institute, USA (sandra.wagner@dliflc.edu)  
**Elke Stappert**, New York Public Library/Englishyoyo.com, USA (elke@englishyoyo.com)  
**Susan Gaer**, Professor Emeritus Santa Ana College, USA (susangaer@gmail.com)  
**Vance Stevens**, Learning2gether/Webheads in Action/EVO Minecraft MOOC, Malaysia (vancestev@gmail.com)

1:45 PM to 3:00 PM

**Exhibition Hall - Booth 1111**  
**Developers Showcase**



***Pragmatic Feedback through an Academic Advising Simulation***

A Choose Your Own Adventure style advising session simulation was created from 50 advising session role-plays with international students. The software implements a variety of feedback types to promote pragmatic noticing. The talk will focus on how simulations can be used for providing pragmatic feedback to learners.

**Paul Richards**, Indiana University - Bloomington, USA (pauricha@iu.edu)

***Promoting Independent Pronunciation Practice with "American English Sounds"***

The free, teacher-created website "American English Sounds" reduces classroom instruction time by allowing students to independently practice the segments they need to improve through listening, repetition, and meaningful speaking activities. Come learn how you can use "American English Sounds" in conjunction with both classroom instruction and independent learning.

**Christine Wingate**, University of Iowa, USA (christine-wingate@uiowa.edu)

***Making quizzes more secure: Making the Moodle Reader Plug-in draw quizzes from the MReader database.***

After demonstrating these free quiz programs for Extensive Reading, the presenters will describe how the Moodle Reader module and MReader have been integrated so that all quizzes are now served to students via a single secure database. The implications will be addressed.

**Thomas Robb**, Kyoto Sangyo University (Emeritus), Japan (tomrobb@gmail.com)  
**Gordon Bateson**, Kochi Institute of Technology, Japan (gordonbateson@gmail.com)

***Textbooks Turned 360—Using Virtual Reality in the Classroom***

This showcase will explore Virtual Reality as an alternative to traditional textbook-based learning, outlining certain benefits as they relate to authenticity, immersion, student engagement, and learning outcomes. Via a live VR demonstration, participants will experience this technology firsthand and learn how it can be used in the classroom.

**Lulwa Bordcosh**, LASC, USA (lbordcosh@gmail.com)

***The Virtual Reality Language Learning Lab as a Tool for Teaching Academic Writing Structure***

In this VR program, students can learn academic writing structure by painting paragraphs and essays in an interactive and immersive VR learning environment. With over 30 paragraphs and 9 essays, the VRLLL serves as a technology-mediated pedagogical tool designed for providing additional help to students outside the EAP classroom.

**Austin Pack**, Xi'an Jiaotong-Liverpool University, China (austin.pack@xjtlu.edu.cn)  
**Alex Barrett**, Xi'an Jiaotong-Liverpool University, China (alex.james.barrett@gmail.com)

***Audio Tutorial for LiveCode***

LiveCode is well suited for playing and recording audio files – important capabilities in creating materials for learning and teaching languages. The tutorial, created in LiveCode itself, includes instructions as well as real-time demonstrations for each function. This tool is available as a free download.

**Claire Bradin Siskin**, Edvista, USA (csiskin@edvista.com)

2:10 PM to 3:00 PM

**Exhibition Hall - Booth 917**  
**Technology Fair: Self Access**

PC 1 **Generating Automated Personalized Documents and Emails with AutoCrat**

AutoCrat is a free Google Sheets add-on that uses spreadsheet data to generate documents and emails. We will share how we used it to collect peer-feedback and send students their own personalized progress reports. We will consider the learning curve involved and brainstorm other uses of this time-saving tool.

**Cynthia Zocca DeRoma**, Yale University, USA (cynthax@gmail.com)

PC 2 **Trace Effects: What Makes It Suitable for English Language Classrooms?**

The implementation of video games in the classroom can be an effective means to improve language competence. Based on the analysis of Trace Effects, attendees will be provided with the tools to identify what specific characteristics and parameters make this and other videogames helpful in the English language classroom.

**Jose Franco**, Universidad de Los Andes, Trujillo, Venezuela, Venezuela (francojo@ula.ve)

**Kara Mac Donald**, Defense Language Institute, Foreign Language Center, USA (Kmacd@rocketmail.com)

PC 3 **Cloud Life with Box: Portfolios, Live Collaboration and More**

Want a more secure way to manage your cloud storage, file sharing, and collaboration needs, particularly for portfolios? Welcome to Box! Come see how to use it for you and your students to keep files organized, sharable, and secure, as well as allowing for real-time collaboration.

**Candice Marshall**, Earlham College, USA (candicequinones@hotmail.com)

PC 4 **Putting Students in Command: Fostering Student Agency with PlayPosit**

PlayPosit provides an avenue for building student agency as the student becomes the "teacher", choosing and controlling the lecture, in this highly interactive video platform. Presenters offer examples and lesson ideas for using this creative and interactive online tool with ITAs and Adult Education and suggestions for other ELLs.

**Laura Ramm**, Michigan State University, USA (rammbo@msu.edu)

**Collin Blair**, Lansing School District, USA (collinblair@hotmail.com)

PC 5 **Build a Class Website with Weebly**

Websites can be easy and free to create with Weebly. Learn how to build a website for your learners to access both in and out of class. Sites can include blogs, embedded videos, document uploads, and more! Use your website to foster discussion, flip your classroom, or provide self-access activities.

**Jenny Siegfried**, Waubensee Community College, USA (Redhedjny@yahoo.com)

Mac 1 **Designing Assessment Using Interactive Videos**

Harnessing the ocean of authentic material on popular video sites means finding a way to integrate videos into a class. PlayPosit offers a seamless means to splice videos with interactive assessment tasks while monitoring progress and providing meaningful feedback. Come learn how to use this free website in your class.

**Jonah Moos**, St. Michael's College, USA (jmoos@smcvt.edu)

Mac 2 **Using WordPress CMS for Publishing English Reading Materials**

wordpress.com is a content management system which is famous among bloggers around the world. It is extremely user-friendly, secure, and fast. wordpress.com is a great platform for writers and bloggers with community information. Users can create accounts, post blog entries, create dynamic pages and share on social media from it.

**Uriintuya Urjinbazar**, Self, USA

Mac 3 **The Multiple Benefits of Self-Captioning Video**

As the use of video becomes commonplace in the classroom and beyond, the frustration of unclear communication can be reduced with the skill of knowing how to self-caption multimedia content. Reading, writing, listening and speaking skills can all be strengthened through script and video creation in digital environments.

**Karen Tinsley-Kim**, University of Central Florida, USA (karen.tinsley-kim@ucf.edu)

Mac 4	<p><b>Quiz Shows in the Classroom? Ding, Ding, Ding!</b></p> <p>With so many options for using quiz-show-like games such as Kahoot, which one is most effective for your students? Come to this presentation to learn about options such as A) Blended Play, B) Quizalize, C) Socrative, or D) all of the above and more.</p> <p><b>Jenifer Edens</b>, University of Houston, USA (jenifer.edens@gmail.com)</p>
Mac 5	<p><b>Flipping for FlipGrid: Where Social Learning Happens!</b></p> <p>Flipgrid is a FREE video discussion platform with easy-to-use recording tools that leverage student common underlying proficiencies with social media. Students say, "it's like Snapchat, but for homework." Come learn more about how you can use Flipgrid to incorporate authentic listening and speaking tasks into any curriculum.</p> <p><b>James May</b>, Valencia College, USA (jmay@valenciacollege.edu)</p>
<b>3:00 PM to 3:30 PM</b>	
<p><b>Exhibition Hall - Booth 917</b>  <b>Ask Us: Free Advice</b></p>	
<b>3:30 PM to 4:45 PM</b>	
<p><b>Exhibition Hall - Booth 1111</b>  <b>Hot Topics Panel</b></p>	
<p><b>The Role of Technology and the Six Principles</b></p> <p>In this session, presenters will discuss how to better get to know English learners by using technology, how to utilize technology to create ideal English learning environments, how to use digital means to differentiate instruction to various learner needs, how to assess English learners using technology, and how to use technology to create a community of practice among English teachers. Participants will receive examples and a number of tools that can be implemented in ESL, EFL, and ELT contexts.</p> <p><b>Christine Sabieh</b>, Notre Dame University, USA (sabieh@hotmail.com)  <b>Christel Broady</b>, Georgetown College, USA  <b>Jennifer Meyer</b>, Edmondson Elementary School and Sunset Middle School, USA  <b>Joseph Whinery</b>, Williamson County Schools, USA (josephw@wcs.edu)  <b>Justin Shewell</b>, Arizona State University, USA (jshewell@asu.edu)  <b>Georgios Kormpas</b>, Al Yamamah University, Saudi Arabia (georgekormpas@gmail.com)  <b>Christine Coombe</b>, Dubai Men's College, UAE (ccombe@hct.ac.ae)</p>	
<b>3:30 PM to 5:00 PM</b>	
<p><b>Exhibition Hall - Booth 917</b>  <b>EV Mini-Workshop</b></p>	
<p><b>Making the Most of Memrise</b></p> <p>Memrise is an ideal platform for guided autonomous vocabulary learning. It provides students with a free, efficient tool to gain accuracy, confidence, and purpose. In this workshop, participants will analyze texts and tasks for different skills, create sets using best practices, resolve common issues, and discuss integration, monitoring, and assessment.</p> <p><b>Michael Ropicki</b>, Universidad de los Andes, Colombia (mw.ropicki@uniandes.edu.co)  <b>Emilia Cedercreutz</b>, Universidad de los Andes, Colombia (eb.cedercreutz@uniandes.edu.co)</p>	
<p><b>Kahoot! Power Play: Moving Beyond Quizzing Functions</b></p> <p>Kahoot!, a gaming tool for assessment and collaborative learning, supports sound teaching methods and engages today's students desiring highly dynamic learning environments. Through guided practice, participants will unpack, analyze, and practice Kahoot's multi-functionalities to engage students in becoming agents in constructing their own learning.</p> <p><b>Monica McCuistion</b>, University of Kansas, USA  <b>Summer Peixoto</b>, University of Kansas, USA</p>	
<b>6:45 PM to 8:00 PM</b>	
<p><b>GWCC – Room A315</b>  <b>CALL-IS Open Meeting and Steering Committee Elections</b></p>	
<p>The CALL-IS Open Meeting is the annual business meeting for the purposes of conducting business and disseminating information. All active CALL-IS members are invited to come and vote for the nominees to the CALL-IS Steering Committee.</p>	

# Thursday, March 14

8:30 AM to 9:00 AM

**Exhibition Hall - Booth 917**  
**Ask Us: Free Advice**

9:00 AM to 10:15 AM

**Exhibition Hall - Booth 1111**  
**Hot Topics**



## **Choosing and Using Electronic Picture Books in the Elementary ESL Classroom**

Young English learners learn vocabulary, language, and story schema with traditional picture books introduced in their English language classroom. The e-book storybook can also be an effective way to developing language and introduce new vocabulary for this learner. The presenter describes selection criteria, with example e-books that meet the criteria.

**Judith O'Loughlin**, Language Matters Education Consultants, LLC, USA (joesl@teach@aol.com)

## **From CALL to MALL: Do smart work not hard work**

Mobile-only users now outnumber desktop-only users. There is no denying the fact that mobile devices are changing corporate learning forever and language learning is no exception. The term computer-assisted language learning (CALL) has become outdated. The limitations of CALL can be overcome by mobile-assisted language learning (MALL).

**SYEDA FARZANA BUKHARI**, UNIVERSITY OF THE PUNJAB, Pakistan (farzana.ier@pu.edu.pk)

## **An Online Vocabulary Depth Test for New General Service List Words**

The presenter will introduce the online version of a newly developed vocabulary depth test. This test measures several common yet problematic aspects of vocabulary knowledge for words on the New General Service List. The test's usefulness for English language learners and instructors will be demonstrated.

**Joshua Antle**, Tsuda University, Japan (antlejb@tsuda.ac.jp)

9:00 AM to 10:30 AM

**Exhibition Hall - Booth 917**  
**EV Mini Workshop**

## **Going Digital with Google Classroom**

Providing online language learning is an opportunity sought by most educators. However, finding a suite of tools integrated into a single platform that makes that possible is hard. Google Classroom is such a platform. This mini-workshop will guide participants through setting up a classroom in Google and harness its potential.

**Jose Antonio da Silva**, Casa Thomas Jefferson, Brazil (joseantonioook@gmail.com)

**Claudio Fleury Sasse**, Casa Thomas Jefferson, Brazil (claudio.fleury@gmail.com)

## **Create Your Own Augmented Reality (AR) Game**

Augmented reality (AR) games have been shown to have many uses and benefits for language learning, but it can be difficult to learn how to use the software. This workshop will show teachers how to use the software to create an AR game for their own classes.

**Leah Polhemus**, ENREACH Education, China (leahpolhemus@gmail.com)

9:30 AM to 11:15 AM

**Special Sessions - GWCC A315**  
**CALL-IS and EEIS InterSection**



## **Open Educational Resources (OER) in K-12 Education: Balancing the Nexus of Infinite Possibilities with Instructional Efficiency**

This panel will explore the pros and cons of OER in K-12 education, including implementation of OER products, training teachers how to use OER effectively, and protecting student personally identifiable information. K-12 teachers will demonstrate key OER products they implement in instruction and collaboration. The session will conclude with a Q&A session.

**Jennifer Meyer**, Edmondson Elementary School/Sunset Middle School, USA (jennylynn41069@gmail.com)

**Johnna Paraiso**, Rutherford County Schools, USA

**Christel Broady**, Georgetown College, USA (christel.broady@gmail.com)

**Jennifer Summerlin**, University of Alabama at Birmingham, USA (jsommerl@uab.edu)

**Jennifer Ponder**, University of Alabama at Birmingham, USA (jponder@uab.edu)

**Kevin Belleau**, Centennial High School, USA

10:30 AM to 11:20 AM

**Exhibition Hall - Booth 917**

**Technology Fair: Classroom Tools**

**PC 1 *Using Plickers Beyond the Test***

The presentation introduces the use of Plickers, a free assessment platform, as a tool to carry out communicative proficiency and achievement activities. Participants will go through a short step-by-step description of the software and experience a couple of communicative activities using the software.

**William Sastoque**, Centro Cultural Colombo Americano Cali, Colombia (wsastoque@colomboamericano.edu.co)

**PC 2 *Getting the Most from Poll Everywhere***

Poll Everywhere is a free Web 2.0 service that enables classroom-clicker functionality via smartphone. The presenter will share tips for low-prep, high-reward usage and demonstrate several Poll-Everywhere-enhanced class activities, including the new Competitions feature.

**Kim Andrus**, Utah State University, USA (kim.a.andrus@usu.edu)

**PC 3 *Dandy Doodles: Teaching Culture through Google Doodles***

Looking for a way to increase student engagement through culture? Look no further than the Google Doodle. Attendees will learn three ways to use Google Doodles in their language classrooms and be inspired on ways to adapt Doodles to their own specific teaching contexts.

**Clarissa Codrington**, Eastern Michigan University, USA (ccodrington@emich.edu)

**Jessica Piggot**, Henry Ford College, USA (jessicanicole146@gmail.com)

**PC 4 *Creating Content-Based Digital Adventures through Google Tour Builder***

This presentation demonstrates how to use a free online program for empowering students to learn and communicate about their world in a creative, interactive and personalized way. Participants will gain ideas on how to utilize Google Tour Builder for content-based collaborative learning projects that put student stories on the map.

**Jeanne Beck**, Moniteau County R-I School District, USA

**PC 5 *Collaborative Online Reading in a Multi-Level Classroom: Annotating, Interacting, and Scaffolding Using Hypothes.is***

Collaborative online annotation tools allow teachers to scaffold for readers and foster student-to-student literacy support in multi-level reading classes. This demonstration will show how teachers can use the free Hypothesis plugin to provide customized support, check student comprehension, and enable students to annotate texts and interact with fellow readers online.

**Trista Rappert-McGetrick**, Juniata College, USA (rappert@juniata.edu)

**Mac 1 *Using Turnitin Software to Give Writing Feedback***

Turnitin can be used to give students effective writing feedback for revisions. The presenters will demonstrate how to use Turnitin to create a rubric, highlight writing errors, and identify types of errors.

**Gina Giamei**, Boston University, USA (ggiamei@bu.edu)

**Michelle Smith**, Boston University, USA (smithmj@bu.edu)

**Mac 2 *Let Them Fantasize: Publishing Student Extensive Writing on fanfiction.net***

This presenter will share an extensive writing activity for an ESL course. In this activity, students use fanfiction.net to publish their creative writing based on their favorite literature, TV, movies, or games. The participants will learn about potential benefits and alternative adaptations of the activity.

**Marta Halaczkiwicz**, Utah State University, USA (marta.hala@usu.edu)

**Mac 3 *Providing Multimodal Feedback***

Many teachers incorporate multimodal assignments, but multimodal feedback is less common. The presenters demonstrate tools to create multimodal feedback, share example feedback on writing and pronunciation assignments, and summarize student response. Challenges and benefits of multimodal feedback are discussed, and participants are encouraged to experiment in their own classes.

**Amy Cook**, Bowling Green State University, USA

**Lucinda Hunter**, Bowling Green State University, USA



Mac 4	<p><b><i>Mobilizing Discussions: Using the Marco Polo App to Stimulate Student Conversations Outside of Class</i></b></p> <p>The presenter will share effective and engaging ways of using the mobile app Marco Polo in an ESL classroom to strengthen students' speaking and listening skills. Participants will learn how to use this tool to engage students in ongoing oral discussions outside or class.</p> <p><b>Taira Nieves</b>, Utah State University, USA (taira.nieves@usu.edu)</p>
Mac 5	<p><b><i>Turning Off Students' Animosity for Writing and Enthusing Them to Become Excellent Writers</i></b></p> <p>This presentation illustrates how Adobe Spark, the online software, is an effective tool for educators to help students improve their writing skills. Participants will learn how to build on student's love for technology to change their negative attitudes towards writing and employ their creativity while writing stories and other genres.</p> <p><b>Sahar Moursi</b>, University of Jeddah/UJ, USA (smoursi2010@gmail.com)</p>
BYOD 1	<p><b><i>Interacting and Experimenting with Peardeck: Reducing Anxiety in the classroom</i></b></p> <p>Anxiety can lead to silence in the 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><b>Sean McClelland</b>, Community College of Baltimore County, USA (sean.c.mcclelland@gmail.com)</p>
BYOD 2	<p><b><i>Instructional Design Tools, Tips, and Tricks</i></b></p> <p>Instructors will leave with many tips and tricks of how to quickly create content in infographics for the benefit of scaffolding, how to flip the classroom, what to use for training videos, ideas for game-based learning instead of using gamification in the classroom among other instructional design ideas.</p> <p><b>Robyn Socha</b>, Full Sail University, USA (rsocha@fullsail.com)</p>
BYOD 3	<p><b><i>Integrating Significant Objects into the Classroom</i></b></p> <p>Significant Objects is a project where writers bring meaning to objects by writing stories about them. In this presentation, we share a series of activities developed from the Significant Objects website so teachers gain an understanding of it and learn innovative ways of incorporating it into their classrooms.</p> <p><b>Emma Rye</b>, Universidad de los Andes, Colombia (e.rye@uniandes.edu.co)  <b>Kathleen Sheridan</b>, Universidad de los Andes, Colombia (ka.sheridan@uniandes.edu.co)</p>
10:30 AM to 12:20 PM	
<p><b>Exhibition Hall - Booth 1111</b></p> <p><b>The Electronic Village Online (EVO): Best of 2019</b></p>	
<p>This "Best of 2019" session is led by Electronic Village Online (EVO) Coordinators and EVO session moderators who will highlight outstanding sessions from this year's EVO. Every year, 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.</p>	

## The Electronic Newsletter of CALL-IS

On CALL, the CALL-IS electronic newsletter, provides an overview of computer-assisted language learning (CALL) through articles on research, trends, and materials. On CALL welcomes your scholarly articles, reviews, announcements, and conference reports. Contact the CALL-IS newsletter specialist (oncall@call-is.org) for more information.

Interesting in helping? On CALL is looking for people to join the editing team. Contact the CALL-IS newsletter specialist for more information.



11:30 AM to 12:20 PM

**Exhibition Hall - Booth 917**

**Technology Fair: Mobile Access**

**PC 1 Teaching Vocational English to Young Adults with the Help of [www.nedlines.org](http://www.nedlines.org) Educational Platform**

The aim of this presentation is to demonstrate how to use the platform to arrange blended classes for adult learners with different levels of English. We will share our curriculum based on individual approach to each student, demonstrate online interactive tools and techniques used and give some didactic insights.

**Olga Minina**, Syktyvkar State University, Russia (sefl@mail.ru)  
**Svetlana Sannikova**, Chelyabinsk State University, Russia

**PC 2 Exploiting Website Apps4efl to Empower Students to Develop Their Century Skills altogether with English Competence**

In this presentation, the author will share her own experience and demonstrate how to exploit a free teaching resource and useful tools on website named Apps4efl to improve students' communicative, collaborative, creative abilities.

**LIEN BUI THI**, Ngo Gia Tu High School, Viet Nam (haduongminhtuan@gmail.com)

**PC 3 Edmodo - Mobile Tool for Interactive and Blended Learning**

The presenter will demonstrate how 'Edmodo' helps teachers in utilizing mobiles for better learning. Participants will also learn how 'Edmodo' can help teachers collaborate with students better and keep a track of their progress in class. The application works on CALL, interactive learning and individualised learning

**Rana Khan Mohammed Ishaq**, Algonquin College, Kuwait (coolrana98@hotmail.com)

**PC 4 Building social outreach in Colombia's Coffee Region through the use of Edmodo.**

Edmodo has helped our community enrich their L2 learning, reaching out to people that hadn't found the way to formally study English before. Key aspects were the curriculum flexibility, a concrete professional development program and the adoption of Edmodo. Hence, participants will be inspired beyond the simple use of Edmodo.

**Carlos Tavera**, Centro Colombo Americano Manizales, Colombia (carlos.tavera@colombomanizales.com)

**PC 5 Turning Teachers and Students into YouTubers with Vlogging**

YouTube has to come to your mind when you hear the word vlogging. During this session, we will talk about vlogs, how to create them, what software you need, how to use it as a teacher, and how to turn them into speaking assessments.

**Miguel Perez**, MFL Academy, Venezuela (miguelperez.uc@gmail.com)

**Mac 1 English Through Art: A Walk Through the Metropolitan Museum of Art**

The MET Museum's website has inspiring resources that can easily be adapted to various levels and classrooms. Participants will explore this website, gain access to six activities that engage the four skills and encourage the language/culture connection and discover ways of integrating the MET in their own contexts.

**Emma Rye**, Universidad de los Andes, Colombia (e.rye@uniandes.edu.co)  
**Kathleen Sheridan**, Universidad de los Andes, Colombia (ka.sheridan@uniandes.edu.co)

**Mac 2 Flipgrid for Community O**

Presenters will describe how they used Flipgrid, a video response platform to increase oral fluency through authentic, moderated interactions, and prepare for and follow-up a cross-cultural exchange between language learners at an IEP and 8th graders. Presenters have step-by-step handouts for those who wish to undertake this project.

**Bridget Green**, Gonzaga University, USA (greenb@gonzaga.edu)  
**Heidi Doolittle**, Gonzaga University, USA (doolittleh@gonzaga.edu)  
**Mary Goodrich**, Gonzaga University, USA (goodrichm@gonzaga.edu)  
**Ashley Peak**, Spokane International Academy, USA (peak@spokaneintlacademy.org)

**Mac 3 Using Telegram Bots to Teach English**

This presentation will demonstrate how teachers can use Telegram bots to help students learn English. The attendees will learn how Telegram bots can help study lexis, grammar, and manage reading, listening and writing, as well as compete unit, progress and placement tests.

**Serhii Petrenko**, Taras Shevchenko National University of Kyiv, Ukraine (serge.v.petrenko@gmail.com)

Mac 4	<p><b>Online Dictionaries in ESL/EFL Education: Three Guidelines for Literacy Tasks</b></p> <p>In this workshop, the presenters will demonstrate hands-on activities and tasks for effectively using online dictionaries for ESL/EFL literacy development. The presenters will share three guidelines: direct instruction, translanguaging support, and integrative teaching. Participants will leave this session with resources, research, and inspiration to use online dictionaries in CALL.</p> <p><b>Lillia Shaekhova</b>, Murray State University, USA (lshaekhova@murraystate.edu)  <b>Christopher Buck</b>, Murray State University, USA (cbuck2@murraystate.edu)  <b>Naser Maliar</b>, Murray State University, USA (nmaliar@murraystate.edu)  <b>Jiajia Li</b>, Murray State University, USA (jli15@murraystate.edu)</p>
Mac 5	<p><b>Interactive Course Calendars with Prezi Next</b></p> <p>Does conceptualizing how daily lessons fit within the overall arc of your course seem challenging? Would it be helpful to visually see how day to day lessons scaffold towards mastery of learning outcomes? Using Prezi Next's zooming feature, presenter will demonstrate how to plan daily lessons with big picture clarity.</p> <p><b>Tiffany Ellis</b>, Ball State University, USA (taellis@bsu.edu)</p>
BYOD 1	<p><b>Preparing for Classroom Conversation by Giving Students Classroom-Coordinated, Interactive Readings and Activities for Homework</b></p> <p>Attendees will learn how they can use a new, interactive classroom technology that allows the teachers to select or input readings that have text-to-speech capabilities and accompanying activities and flashcards that are also supported with text-to-speech. The content is fed into handheld devices and can also be accessed online.</p> <p><b>Brooke Stephens</b>, Marble Valley Academy, USA (brooke@storylabslanguage.com)</p>
BYOD 2	<p><b>Flipgrid and integrated-skills activities</b></p> <p>This presentation demonstrates the use of Flipgrid, a tool for making video recordings, to promote learning interaction and feedback, in an EFL context to promote more students voice. A series of ideas to create active learning and interaction and to integrate four skills in English classes with Flipgrid are presented.</p> <p><b>Huong Quynh Tran</b>, Hanoi National University of Education, Viet Nam (quynhth@hnue.edu.vn)</p>
BYOD 3	<p><b>#Netflix and Chill in the ESL Classroom: Reimagining Video Streaming for Assessment</b></p> <p>This presentation demonstrates how to utilize video streaming services (Netflix, Hulu) in an Intensive ESL course. Participants will learn how to encourage and effectively assess authentic spontaneous productions of speech and writing of students in response to video content. Responses occur in real-time via social media (Twitter, online SNS).</p> <p><b>Nicholas Santavica</b>, University of Massachusetts Dartmouth, USA (nsantavica@umassd.edu)  <b>Torin Shriver</b>, University of Massachusetts Dartmouth, USA (tshriver@umassd.edu)</p>
BYOD 4	<p><b>Teaching Vocabulary and Grammar through games in EFL Classrooms</b></p> <p>The presenters discuss the implementation of games in EFL classrooms. They use a Digital game called Kahoot. It improves students' grammar and vocabulary learning. The teachers utilize Kahoot as warm up, revision, homework, and assessment tools in classrooms. The attendees will learn how to use this game for different purposes.</p> <p><b>Ahmed Alshammari</b>, University of Hail, Saudi Arabia  <b>Abdulsamad Humaidan</b>, Southern Illinois University Carbondale, USA</p>
12:30 PM to 2:00 PM	
<b>Exhibition Hall - Booth 917</b>	
<b>EV Mini Workshop</b>	
<b>Creating and Using 360 photos in the classroom with Google Tour Creator</b>	
<p>Learn how to create 360 photos and how to use them with students in the classroom. We will take some photos and learn tips and tricks. Next, we will use Google Tour creator to create virtual tours to bring back to our classrooms.</p> <p><b>Susan Gaer</b>, CATESOL, USA (susangaer@gmail.com)</p>	
<b>Using Web-Based Mind Maps to Guide Essay Planning</b>	
<p>This presentation will teach attendees to guide student essay planning using the free application Mindmap. Participants will create a web-based, interactive graphic organizer for their students and explore sharing and commenting features that allow teachers to provide detailed interactive feedback throughout the planning process.</p> <p><b>Trista Rappert-McGetrick</b>, Juniata College, USA (rappert@juniata.edu)</p>	

1:45 PM to 3:00 PM

**Exhibition Hall - Booth 1111**  
**Mobile Apps for Education**

**Vocabulary in Reading Studies - VIRS - a mobile app promoting kids' efficient lexical development**

You're a K-12 teacher. Your EL needs to learn academic vocabulary fast. We have an app for that. Based on corpora representing 10 million textbook words, we assembled VIRS, which promotes color-coding toward focus on vital vocabulary. Presenters demonstrate the app with respect to lesson planning, readability, and vocabulary size.

**SJ Ehsanzadeh**, Florida International University, USA (sehsa002@fiu.edu)

**Eric Dwyer**, Florida International University, USA (eric.dwyer@fiu.edu)

**Extending the classroom with WeChat**

In an EFL context it's often hard to encourage students to extend their language learning beyond the classroom. WeChat is a common messaging system available in China. This presentation will go over different activities that can be conducted using this app.

**Ludette Agura**, EF, China

**Busuu: Bite-sized lessons that stick**

Busuu is a lively app that allows students to work through bite-sized lessons that are high in quality. Presenters demonstrate that this is a great tool for emergent learners, students with mid-level fossilized skills, and those who struggle with independent studying. Busuu helps teachers launch richer lesson plans!

**Collin Blair**, Lansing School District, USA (collinblair@hotmail.com)

**Laura Ramm**, Michigan State University, USA (rammbo@msu.edu)

**Making Intonation Visual Through the Use of Recorders**

This presentation is about making intonation of the English language more visual, tangible and fun through the use of free apps like: Voice Memos (iPhone), Clear Record, Recorder, TW Recorder, and Make Staff which help raise learners' awareness to the frequency of pitch variation on a graphic.

**Julice Daijo**, JD English Language Consulting, Brazil (julicedaijo@gmail.com)

**Using Quizlet to Read and Build Fluency**

Quizlet has a new line of stories that go beyond vocabulary lists. Students begin with an illustration which is read to them in the target language. The card can be flipped for translation. The students progress through different levels, ending at the last level where they tell the story independently.

**Brooke Stephens**, Storylabs Language, USA (Brooke@StorylabsLanguage.com)

**Flipping for FlipGrid: It's Like SnapChat, But for Homework!**

Flipgrid is a FREE video discussion platform with easy-to-use recording tools that leverage student common underlying proficiencies with social media. Students say, "it's like Snapchat, but for homework." Come learn more about how you can use Flipgrid to incorporate authentic listening and speaking tasks into any curriculum.

**James May**, Valencia College, USA (jmay@valenciacollege.edu)

**Using Bitmoji's Customizable Avatar Sets for Fun and Contextualized Vocabulary Building and Discussion**

The Bitmoji app (a personalized avatar set builder) is excellent for beginning-level language learners as it provides authentic material around the thematic content of body parts, clothing, emotions, and overall appearance. The presenter will demonstrate use of this free IOS/Android app with recommendations for lessons, projects, and formative assessment.

**Amy Russo**, San Jose State University, USA (amy.russo@sjsu.edu)

**Interactive Video Games to Teach Content Areas**

Game-based learning is a fun and engaging way for students to learn through experience! Introducing two videogames from iCivics: Do I Have A Right? and Immigration Nation! Both feature digital scaffolds and tips for teachers to help EL students navigate the complex academic vocabulary of civics. Also available in Spanish!

**Kristen Chapron**, iCivics, USA (kristen.chapron@icivics.org)

2:10 PM to 3:00 PM

**Exhibition Hall - Booth 917**  
**EV Fairs Classics**

**PC 1 Five Tools for Creating a Smartphone-Friendly Learning Environment**

In this session, the presenter demonstrates five different Web-based services or mobile apps that can help teachers manage their classrooms better, assess language skills more effectively, and engage students more actively. The presenter explains how these tools can be blended together to achieve the objectives of any language class.

**Randall Davis**, University of Utah, USA (randall.davis@utah.edu)

**PC 2 Film Project Application as Proof of Learning: Information Processing, Senses, and Windows Live Movie Maker**

The researcher used information processing theory, specifically encoding and retrieval phases, as a strategy to enhance pre-post student-teachers' learning and understanding of learning theory application in the classroom. Combining use of senses and projecting main learning theories in classroom processes, 25 participants created short films using Windows Movie Maker.

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

**PC 3 Highlighting student talent through digital video: Student-produced infomercials in the speaking classroom**

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.

**Angela Dornbusch**, American English Institute, University of Oregon, USA (adornbus@uoregon.edu)

**PC 4 Creating and Grading Online Quizzes with Google Forms + Flubaroo**

Teachers can design quizzes and tests for all skills by using google forms and the quiz add-on, Flubaroo. The presenter will demonstrate how easy it is to do formative assessments with Flubaroo which grades the test immediately and analyzes the exam questions and the student results.

**Maria Tomeho-Palermينو**, Northeastern University Global Pathways, USA (m.tomeho-palermينو@northeastern.edu)

**Mac 1 Engagement and Suited Practice Through Kahoot in Hostos Community College**

After teaching a lesson on Thesis Statements, the instructor observed some weaknesses among his students. So as a sort of review/doubt-clearing activity, he developed a Kahoot! game suited for his students' needs. Students found it to be engaging, fun and a very positive learning experience where collaborative learning took place.

**Juan Soto**, Hostos Community College, USA (juansoto10040@yahoo.com)

**Mac 2 Trace Effects Video Game in Action**

This presentation will demonstrate the features of the State Department's free 3D Video game Trace Effects. The presentation will also detail how Trace has been used over the last year in the Dominican Republic and Panama to incorporate technology into the curricula and promote STEM for younger learners.

**Rick Rosenberg**, Office of English Language Programs, U.S. Department of State, USA (Rpr38@Yahoo.com)

**Mac 3 Online Speaking Tools**

This demonstration explores online speaking tools, to encourage students to interact and participate in the ESOL classroom. These hands-on learning tools facilitate ESOL students' language learning by stimulating creativity, communication, critical thinking and comprehension. VoiceThread, Seesaw, Storyboardthat, Padlet, and Quizlet.Live will be discussed.

**Susan Toerge**, Prince Georges County Public Schools, USA (susan.toerge@pgcps.org)

**Mac 4 Creating Successful Listening Activities Using Websites That Offer Authentic Listening Materials**

This presentation will orient you on how to create four types of listening activities that help develop listening skills in language learners by using websites that offer authentic listening materials.

**Udambor Bumandalai**, Snow College, USA (b.udambor@gmail.com)

**Mac 5 MReader -- An easy way to track your students' outside extensive reading**

MReader is a free online app Extensive Reading programs. It allows teachers (and students) to verify that they have read and understood their reading via a simple 10-item randomized quiz. Students who pass a quiz receive the cover of the book on their own home page on the site.

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

**BYOD 1 Collaborative Writing with Google Docs for Improved Engagement and Writing Skills**

This presentation demonstrates how collaborative writing through Google Docs was used in higher-ed ESL courses to promote student engagement and improve students' writing skills. The presenters will provide step-by-step guidance and practical tips for incorporating collaborative writing into various levels of ESL writing courses.

**Trisha Dowling**, The University of Michigan, USA  
**Allison Piippo**, Eastern Michigan University, USA

3:00 PM to 3:30 PM

**Exhibition Hall - Booth 917**  
**Ask Us: Free Advice**

3:30 PM to 4:45 PM

**Exhibition Hall - Booth 1111**  
**Hot Topics**



**A Comparison of Three Dual Language Frameworks from United States, Middle East and Europe**

The classrooms of 2050 will include diverse and a unique blend of learners. In order to prepare teachers and school districts to accommodate a wide range of learners, which would include the implementation of Dual Language programs. These presenters have researched and developed a Combined Dual Language Framework that works.

**Roslyn Billy**, Des Moines Public Schools, USA (drrozbilly@gmail.com)  
**Carmen Medina**, Higher Technology College, UAE (carmen.medinasa@gmail.com)  
**Pablo Ortega**, Des Moines Public Schools, USA (pablo.ortega@dmschools.org)

**Digital Multimodal Writing in ESL Classes**

Digital multimodal writing offers rich opportunities for learners to deploy multiple resources to make meaning, construct knowledge, and express self-identity. This presenter will discuss varied ways to implement multimodal writing in ESL classes. The presentation will highlight effective use of multiple technology tools and provide pedagogical recommendation.

**Mimi Li**, Texas A&M University-Commerce, USA (mimi.li@tamuc.edu)

**Successful Online Collaborative Writing Requirements**

Do you think successful collaborative writing is possible? This presentation illustrates several successful collaboration requirements to avoid failure in online collaborative writing projects. It shows how it is important in collaborative writing projects to consider task design, participants' readiness for collaboration, and the way collaboration will be organized and delegated.

**Ahdab Saaty**, University of Jeddah, Saudi Arabia

3:30 PM to 4:20 PM

**Exhibition Hall - Booth 917**  
**Technology Fair: Self Access**

**PC 1 Empowering ESL Students to Self-Correction through SpeechAce**

SpeechAce, a pay-for pronunciation program, can enable students to self-correct their pronunciation errors in the privacy of their own rooms. This presentation demonstrates how to use SpeechAce, what some possible pedagogical and technological issues of using it might be, and how it was received by a group of students.

**Larry Udry**, Divine Word College, USA (ludry@dwci.edu)

**PC 2 Digital Storytelling Project Using Google Apps and Windows Movie Maker**

This session demonstrates the process of creating digital storytelling in an EAP speaking class to present a persuasive argument regarding international immigration using Google Docs and Windows Movie Maker. The implementation of the CALL tools will be demonstrated in this session, which can be adapted to various language teaching contexts.

**Imelda Bangun**, University of South Florida/ INTO University of South Florida, USA (ibangun@usf.edu)

**PC 3 Pronunciation Olympics: Voice Recognition Technology and Articulatory Practice**

"You have been selected for the Pronunciation Olympics!" Students compete with their classmates on the pronunciation of increasingly tricky contrasts of consonants, vowels, and stress. Voice recognition technology (via Google Docs) provides instant, objective feedback that inspires engaging articulatory practice. Let the games begin in your class!

**Christine Wingate**, University of Iowa, USA (christine-wingate@uiowa.edu)  
**Mary Christensen**, University of Iowa, USA (mary-christensen@uiowa.edu)



PC 4	<p><b><i>Workplace: A Social Network for Staff by Facebook</i></b></p> <p>Workplace is a social network for academic and administrative staff. It is generally used to chat with colleagues within the same institution and communicate via chat groups. It offers the same Facebook social features for an academic and administrative environment.</p> <p><b>Miguel Perez</b>, MFL Academy, Venezuela (miguelperez.uc@gmail.com)</p>
PC 5	<p><b><i>Social Media as a Laboratory for Genre, Audience, and Style</i></b></p> <p>Student can gain first-hand experience in genre, audience, and style by transforming academic writing into social media posts. Each platform has its own genre conventions, audience profile and expectations, and style conventions, especially for professionals. Participants will get creative ideas for moving researched writing beyond the classroom.</p> <p><b>Kelly Tracy</b>, currently between jobs, USA (kellytracy1@gmail.com)</p>
Mac 2	<p><b><i>Textbooks Turned 360—Using Virtual Reality in the Classroom</i></b></p> <p>This showcase will explore Virtual Reality as an alternative to traditional textbook-based learning, outlining certain benefits as they relate to authenticity, immersion, student engagement, and learning outcomes. Via a live VR demonstration, participants will experience this technology firsthand and learn how it can be used in the classroom.</p> <p><b>Lulwa Bordcosh</b>, LASC, USA (lbordcosh@gmail.com)</p>
Mac 3	<p><b><i>Activating the Reading Process with Actively Learn</i></b></p> <p>Actively Learn is a free digital reading tool where students can work interactively throughout the reading process. This presentation will demonstrate how we have used Actively Learn in the ELL classroom and guide teachers through its features, creating a reading task, and integrating it in their own classrooms.</p> <p><b>Kelley Crites</b>, Universidad de los Andes, Colombia (k.crites@uniandes.edu.co)  <b>Emma Rye</b>, Universidad de los Andes, Colombia (e.rye@uniandes.edu.co)</p>
Mac 4	<p><b><i>Kaltura CaptureSpace: Videos as Instructional and Professional Tools</i></b></p> <p>Creating videos for students and fellow instructors can be done effortlessly through Kaltura CaptureSpace. Kaltura CaptureSpace allows teachers to easily put together and edit videos for multiple uses, such as instructional videos to supplement class materials or teacher development videos to demonstrate a teaching tip to other instructors.</p> <p><b>Maria Ammar</b>, Salt Lake Community College, USA (mammar1@bruinmail.slcc.edu)</p>
BYOD 1	<p><b><i>Property Rental Guide: Project-Based Learning with a Cultural Focus</i></b></p> <p>The concept of Project-Based Learning (PBL) is applied in a project where students develop a rental guide for foreigners who visit or move to their country. The project helps students reflect on their culture, develops the four skills, as well as the three modes of communication with a real-world purpose.</p> <p><b>Vanessa Revheim Cunha</b>, Universidad de Talca, Chile (vrevheim@utalca.cl)  <b>Christina Zubelli</b>, City University of Seattle, USA (zindgate@gmail.com)</p>
BYOD 2	<p><b><i>Online Training of English-Speaking Consultants through Canvas</i></b></p> <p>This presentation demonstrates how Canvas, a learning management system, is utilized to implement a seven-week asynchronous online training of English-Speaking Consultants prior to their practicum. Attendees will see examples of instructional materials in Canvas including consultation protocols, recorded guided consultations, and topical knowledge related to English communication skills.</p> <p><b>Lily Compton</b>, Iowa State University, USA (lcompton@iastate.edu)  <b>Elena Cotos</b>, Iowa State University, USA (ecotos@iastate.edu)  <b>Monica Richards</b>, Iowa State University, USA (monicagr@iastate.edu)  <b>Idee Edalatishams</b>, Iowa State University, USA (edalati@iastate.edu)  <b>Sandra Peterson</b>, Iowa State University, USA (sandyp@iastate.edu)</p>
BYOD 3	<p><b><i>Online Discussion Boards: Great Tools for Teaching US Culture through Movies to ESL Learners!</i></b></p> <p>The main purpose of this presentation is to discuss some benefits of online discussion board such as, critical analysis, self-reflective process, intercultural literacy, and peer assisted learning; which presenter has implemented in her US Culture through Movies class. The presenter will also share some student samples of discussion board posts.</p> <p><b>Sangeeta Johri</b>, University of Wisconsin, Platteville, USA (sangeeta10johri@gmail.com)</p>

**BYOD 4 Using Quizlet Games to Teach Medical Terminology in EFL Classrooms**

The presentation demonstrates how teachers can employ Quizlet games to improve students' vocabulary learning. It is a challenge for learners to master spellings, pronunciations, and meanings of the medical terms. The presenter will share the proper strategy to overcome such a challenge in a fun and motivating way.

**Ahmed Alshammari** , University of Hail, Saudi Arabia  
**Abdulsamad Humaidan**, Southern Illinois University Carbondale, USA

4:00 PM to 5:45 PM

**Special Sessions - GWCC A315**  
**CALL-IS and AE-IS InterSection (Video PLN)**



**The Blended Learning Classroom and the ESL Teacher**

During this InterSection, a panel of experts from CALL, AEIS and V-PLN will explore the concept of Blended Learning by first looking at its origin and then explaining best practices in multiple adult education settings. V-PLN will put a capstone on the presentation with short video clips of students giving testimonials of how this new concept has affected their learning.

**Nicholas Hadden**, , (nick\_01072017@outlook.com)  
**Andrea Lypka**, University of South Florida, USA (alypka@mail.usf.edu)  
**Christine Bauer-Ramazani**, Saint Michael's College, USA (cbauer-ramazani@smcvt.edu)  
**Christine Sabieh**, Notre Dame University, Lebanon (sabieh@hotmail.com)  
**Suzi Lee**, Georgia Tech Language Institute, USA (suzi.lee@pe.gatech.edu)

4:30 PM to 5:00 PM

**Exhibition Hall - Booth 917**  
**Ask Us: Free Advice**

6:45 PM to 8:00 PM

**GWCC – Room A315**  
**Electronic Village 2020 Planning Meeting**

## Call for Proposals for EVO 2020 (Jan. 11 - Feb. 16, 2020)

### Deadline for proposals: September 2019




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.

Co-moderation with several other people is strongly recommended. Session leaders (moderators) need not have previous experience in online teaching. There is hands-on training in online discussion management and the use of live virtual chat and audio rooms during our moderators' training session mid-October-mid-November, 2019.

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.

For further information about What is EVO? and the Mission of EVO, please go to the EVO web page at <http://evosessions.pbworks.com>.

# Friday, March 15

8:30 AM to 9:00 AM	
<b>Exhibition Hall - Booth 917</b> <b>Ask Us: Free Advice</b>	
9:00 AM to 10:30 AM	
<b>Exhibition Hall - Booth 917</b> <b>EV Mini Workshop</b>	
<p><b>Better than Flashcards: Vocabulary Pages with Adobe Spark</b></p> <p>Leave the flashcards behind! Making vocabulary pages with Adobe Spark provides students with meaningful contexts and methods for vocabulary acquisition, a useful benefit in both ESP and content-based classes. Participants will learn how to use both the app and computer versions to create pages and practice making their own.</p> <p><b>Amy Roither</b>, Washington University in St. Louis, USA (aeroither@gmail.com)</p>	
<p><b>Digital Book Trailer Projects: Transforming ESL Story-readers into Storytellers</b></p> <p>The purpose of this presentation is to demonstrate how a free, innovative, and easy-to-use storytelling technology can be employed in the ESL classroom to increase students' motivation for reading, engage their creativity, and provide ample opportunities for them to apply a variety of language skills on a storytelling project.</p> <p><b>Shizhong Zhang</b>, University of Central Florida, USA (shizhong.zhang@ucf.edu)  <b>Ying Xiong</b>, University of Central Florida, USA (charlene.xiong@knights.ucf.edu)  <b>Devin Ferreira</b>, English Language Institute, Global UCF, USA (devin.ferreira@ucf.edu)</p>	
9:00 AM to 10:15 AM	
<b>Exhibition Hall - Booth 1111</b> <b>Hot Topics</b>	
<p><b>Incorporation of Instagram in Language Teaching</b></p> <p>The use of social media to develop digital literacy among English learners is increasingly prevalent in TESOL. As learners' interest in exploring Instagram grows, the presenter will share three techniques of using Instagram in ESL/EFL teaching and discuss future possibilities of using Instagram in language teaching.</p> <p><b>Yiyuan Zhang</b>, Pepperdine University, USA (yiyuan.zhang@pepperdine.edu)</p>	
<p><b>Challenges of Developing Language Skills and Use of Low-Cost Technology in English Language Classrooms in Rural India</b></p> <p>Use of technology in language classroom is an absolute necessity to develop all four skills of English language proficiency. The presenter discusses the challenges of teaching and acquiring Functional Language Proficiency (FLP) in rural India and shares creative ways of using low-cost technology embedded in inexpensive mobile devices.</p> <p><b>Nabanita Baruah</b>, Betbari Higher Secondary School, India (nabanita.baruah68@gmail.com)</p>	
<p><b>Augmented Reality an Option to teach EFL in special to Hearing-impaired students.</b></p> <p>Venezuela's education system, is promoting students' inclusion to students with different disabilities in the universities, and English teachers are searching strategies to teach them. This research will show how augmented reality can help to teach EFL, but specially grammar, reading and writing skills to hearing impaired students, in Spanish and English.</p> <p><b>Orquidia Virginia Flores</b>, UNEXCA, Venezuela (davila.2107@gmail.com)</p>	
<p><b>Investigating the beliefs of Pre-Service ELL Teachers about the benefits of Game-Based Learning</b></p> <p>This study provides the findings of the perceptions/beliefs of the pre-service ELL teachers regarding using the Game-based learning in their classroom.</p> <p><b>Mahjabin Chowdhury</b>, Texas A&amp;M University, USA (mahjabin@tamu.edu)  <b>Zohreh Eslami</b>, Texas A&amp;M University, USA (zrasekh@tamu.edu)</p>	
10:30 AM to 11:20 AM	
<b>Exhibition Hall - Booth 917</b> <b>EV Fairs Classics</b>	
<p>PC 1 <b>Five E-Tools for Teaching Academic English the Lexical Way</b></p> <p>Teaching academic English is more than just teaching grammar plus academic words. In this session, the presenters will introduce five useful e-tools and demonstrate how to use them to teach academic English lexically.</p> <p><b>Wendy Wang</b>, Eastern Michigan University, USA (wwang@emich.edu)  <b>Stephen Singbiel</b>, Eastern Michigan University, USA (ssingbie@emich.edu)</p>	

PC 2	<p><b><i>Fun ways to use Kahoot! in your class</i></b></p> <p>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. These games can be used for review or even as a form of formative assessment. Kahoot allows for visual input as well as text, so it works for learners of any level. Participants of this session will learn how to use Kahoot and create interactive games. Suggestions will also be provided for how to incorporate the game in your classroom. Bring your device and be ready to play.</p> <p><b>Christina Kitson</b>, University of Central Missouri, USA (kitson@ucmo.edu)</p>
PC 3	<p><b><i>Learning2gether to model collaborative learning for teachers to use with students</i></b></p> <p>Learning2Gether is a wiki / podcast where teachers have organized almost 400 free online professional development webinars since 2010. F2f delegates in the EV can interact with online participants in a live Learning2gether episode to learn how Learning2Gether came about, sustains itself, and how it models peer-to-peer informal lifelong learning.</p> <p><b>Vance Stevens</b>, Learning2gether, Malaysia (vancestev@gmail.com)</p>
PC4	<p><b><i>Tools, Tricks, and New Directions with Authoring Multimedia for Language Learning</i></b></p> <p>Over the past 20 years, monumental advances in technology have revolutionized ways in which teachers create multimedia for classroom and even a YouTube channel. This session explains and demonstrates a variety of electronic devices, mobile apps, microphones, lighting, camera stabilizers, and other accessories that make authoring media a cinch.</p> <p><b>Randall Davis</b>, University of Utah, English Language Institute, USA (randall.davis@utah.edu)</p>
PC5	<p><b><i>Modeling of information and communication technologies to integrate STEM and ESL/English literacy: G Suite for education</i></b></p> <p>Linking a socio-cognitive process intervention approach to both STEM and non-STEM disciplines is not how students usually learn. This presentation bridges this gap and demonstrates socio-cognitive technology, such as Google Suite for K-20 Education, implying strategic growth at classroom and policy levels for an increased number of people.</p> <p><b>Ye-Kyoung Kim</b>, University of Guam, USA</p>
Mac 1	<p><b><i>American English Live: Online Teacher Professional Development Events</i></b></p> <p>Discover the U.S. Department of State's free e-learning events for EFL educators! With TESOL experts, we explore innovative, practical, student-centered techniques grounded in current theory and research. Digital attendees exchange ideas with colleagues around the world and earn digital badges. If you've participated, please stop by and share your experiences!</p> <p><b>Heather Benucci</b>, EL Programs-U.S. Department of State (Consultant), USA (hbenucci_tesol@yahoo.com)  <b>Katherine Bain</b>, U.S. Department of State, USA (BainKE@state.gov)  <b>Lauren Whitaker</b>, Georgetown University, USA (lew72@georgetown.edu)</p>
Mac 2	<p><b><i>Using Audacity for Student-Generated Lessons</i></b></p> <p>The presenters will demonstrate how teacher and student-generated Audacity files can enhance integrated skills activities and at the same time encourage collaboration both in the classroom and online. Participants will see how this app can contribute to enriching language development and student engagement in a blended learning environment.</p> <p><b>Maria Tomeho-Palermينو</b>, Northeastern University, USA (m.tomeho-palermينو@northeastern.edu)</p>
Mac 3	<p><b><i>Extempore: The Speaking Practice App</i></b></p> <p>Speaking and pronunciation teachers wanting to further their students' speaking time have a solution in Extempore, an all-in-one LMS and file storage system for audio and video responses. Extend your feedback beyond the classroom by sending assignments and feedback anywhere and anytime directly to your students' phone apps or computers.</p> <p><b>Samuel Adams</b>, Temple University, USA (sam.adams@temple.edu)</p>
Mac 4	<p><b><i>CircaLab Spelling</i></b></p> <p>CircaLab's Spelling is a free application that works on all browsers and devices, requires no setup, and adapts to the user's skill level. The software is designed specifically for ESOL students and generates a report after each session. It combines listening and reading practice in a compact, game-like setting. It is useful for individuals or teachers and appeals to anyone from academically-oriented teenagers to adult refugee learners.</p> <p><b>Andrew Bowman</b>, Intensive English Language Center, Wichita State University, USA (ielc.lab@wichita.edu)</p>
BYOD 1	<p><b><i>The Scrolling Cloze Activity for Reading Speed Practice</i></b></p> <p>The Scrolling Cloze activity displays teacher-selected texts on the students' computer or mobile device, displaying colored blanks with a set of matching colored buttons containing a selection of words to select from. The students need to choose the correct word before each colored blank scrolls off the screen.</p> <p><b>Thomas Robb</b>, Kyoto Sangyo University, Japan (tomrobb@gmail.com)</p>

10:30 AM to 12:00 PM

**Exhibition Hall - Booth 1111**  
**Mobile Apps for Education**

**Knudge.me - Teach Vocabulary Through Gamification**

Knudge.me is a mobile learning application that can help language learners build their vocabulary including idioms, synonyms and homonyms. This demonstration will show how this interactive platform can teach vocabulary through gamification and infographics. Participants will be shown how to use the mobile app to strengthen their students' vocabulary.

**Rana Khan**, Algonquin College, Kuwait (coolrana98@hotmail.com)

**Using the CLIO App to Build Language and a Sense of Place**

The award-winning CLIO app is a free historical marker resource in many towns and cities in the U.S., providing opportunities for students to physically explore and learn about their environments. This session demonstrates one use of CLIO to create student group projects ending in oral presentations and poster sessions.

**Mollie McOwen**, Marshall University, USA (mcowen@marshall.edu)

**Using the Airbnb App for Authentic Language in Authentic Tasks**

The Airbnb app (a marketplace for travelers and hosts) can be used to collect authentic language for persuasion and positive/negative feedback. The presenter will demonstrate use of this free Apple and Android app to locate, harvest, and share language chunks within a TLBT lesson for intermediate+ IEP/EFL/ELF classrooms.

**Amy Russo**, San Jose State University, USA (amy.russo@sjsu.edu)

**Learn with Fun: Using Johnny Grammar's Word Challenge App to Motivate Learners in the Classroom**

This demonstration will show how Johnny Grammar's Word Challenge App, a British Council app, can be used to motivate language learners to learn English grammar with fun in the classroom. The presenter will describe the different ways of handling this free, easy-to-use app in the class.

**Syeda Farzana Bukhari**, University of the Punjab, Pakistan (farzana.ier@pu.edu.pk)

**Using Flipgrid to Assess Students' Reading, Listening and Speaking Skills**

This demonstration will show how the Flipgrid app, a video discussion platform, can be used for reading, speaking and listening practice with ESL learners outside of the classroom. The presenters will show how to use this free, easy-to-use app and how to provide formative video feedback.

**Nadezda Pimenova**, Purdue, USA (npimenov@purdue.edu)

**Nancy Farner**, Purdue, USA (nfarner@purdue.edu)

**Using the WeChat App for English Learning**

This demonstration will show how the WeChat app, a popular smartphone-based social media application, can be used for English learning. The presenter will cover how to use this free, easy-to-use app to take various exercises and how this app can be used for English classes.

**Siyi Fan**, Boston University, USA (siyifan@bu.edu)

**Using ClassDojo for K-12 classrooms**

ClassDojo is a mobile app that connects K-12 teachers with students and parents to build amazing classroom communities. It provides a platform for teachers to broadcast classroom activities, school announcements, assignments and students' behavioral reports. In addition, it facilitates instantaneous communication with parents either in groups or individually.

**Randa Abdelmagid**, VT, USA (rfouad@vt.edu)

**Master English Pronunciation via Mobile Apps**

This demo illustrates the use of two related Android-based apps: English Pronunciation and English Conversation. Practice on vowel and consonant sounds as well as intonation is done by listening and self-recording. Through voice recognition and a 5-star system, the app gives feedback on accuracy.

**Hanaa Khamis**, Self-employed Teacher Trainer, Egypt (hanaakhs@aucegypt.edu)

**Creating a Telegram Bot to Test Students**

This presentation will demonstrate how teachers without having special IT knowledge can create Telegram bots to assess student learning. The attendees will learn how Telegram bots can help manage placement, unit and progress tests, assess reading, listening and writing skills, as well as grammar and lexis systems.

**Serhii Petrenko**, Taras Shevchenko National University of Kyiv, Ukraine (serge.v.petrenko@gmail.com)

### ***Quizzizz, the Ultimate Formative Assessment Tool***

Quizzizz is a free assessment tool for teachers that can help them assess their students using gamification. There are hundreds of available quizzes that can be used or customized to suit your students' needs. Participants will be shown how to sign up as teachers and create quizzes for their students.

**Rana Khan**, Algonquin College, Kuwait (coolrana98@hotmail.com)

11:30 AM to 12:20 PM

### **Exhibition Hall - Booth 917**

#### ***Technology Fair: Self Access***

#### **PC 2 *Having Fun with Suprasegmentals and Flipgrid***

The presentation demonstrates how to carry out a pronunciation project based on suprasegmentals by using Flipgrid, a free video-discussion platform. Participants will have the chance to walk through the stages of the project and discuss other applications of this useful platform.

**William Sastoque**, Centro Cultural Colombo Americano Cali, Colombia (wsastoque@colomboamericano.edu.co)

#### **PC 3 *Learning about Words: Beyond Definitions***

In this session you will learn about WordAndPhrase. Freely available online, WordAndPhrase provides word frequencies in different registers and as different parts of speech; collocations; and word families, including letter sequences, affixes, and compound words. It is easy to retrieve concordance lines for use as examples and for creating activities.

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

#### **PC 4 *Using Mindmap: Web-Based Mind Maps to Guide Essay Planning***

This demonstration will show how the free application Mindmap can be used to create interactive graphic organizers to help students plan academic essays. We will also explore sharing and commenting features that allow teachers to provide detailed interactive feedback throughout the planning process, leading to more productive conferencing.

**Trista Rappert-McGetrick**, Juniata College, USA (rappert@juniata.edu)

#### **PC 5 *What a Kahoot!: Student-Generated Games***

Kahoot is an engaging online platform that can be utilized to practice many different language forms. Generally, instructors create Kahoot games, but when students develop the games themselves, they benefit in additional ways. This session provides insights on these benefits and also explains two different methods for incorporating student-generated Kahoots.

**Kathleen Montgomery**, Purdue University Northwest, USA (krmontgo@pnw.edu)

#### **Mac 1 *Getting Google G-Suite Add-Ons to Serve Your Student Learning Outcomes***

We will briefly review some basic uses of Google G-Suite apps (Docs, Sheets, Forms, and Slides) and go deeper into third-party add-ons to enhance their use for facilitating projects, grading, evaluation, and feedback, with a focus on integrating them with specific student learning outcomes.

**Cynthia Zocca DeRoma**, Yale University, USA (cynthax@gmail.com)

#### **Mac 2 *Enhancing Learners' Reading Comprehension Through Electronic Mind Mappers...***

The presentation demonstrates how learners can use mind-mapping software to enhance their reading comprehension, deepen their interaction, and evoke non-linear thinking. Participants will acquire ideas on how to utilize digital graphic organizers to depict a visual understanding of the main ideas and sub-ideas in a written discourse.

**Sabah Sabbah**, Community College of Qatar, Qatar (sabah.salman@ccq.edu.qa)

#### **Mac 3 *The use of free electronic Open Educational Resources for ESL writing***

Textbooks are expensive, so students are often reluctant to buy them, sharing the book or skipping assigned homework altogether. In this presentation I will share how I used, modified, and shared free electronic Open Educational Resources/books (OERs) for ESL Writing. We will discuss the benefits and limitations of this practice.


**Olga Filatova**, Miami University, USA (filatoo@miamioh.edu)

#### **Mac 4 *Building a Personal Website***

Using my personal website as an example, wynnword.com, I will present and take questions on challenges and obstacles to creating your own website and touch on topics such as domain name purchase, a comparison of low, mid, and high-quality website design programs, page hierarchy, and design tips.

**Mark Wynn**, INTO OSU, USA (mark.wynn@oregonstate.edu)



Mac 5	<p><b>Transitioning to teaching online: A Teaching Program Project with Pre-service Teachers</b></p> <p>The mini-workshop demonstrates a project in which pre-service teachers learned to create online asynchronous activities. Students practiced presentational strategies for online teaching, recorded slideshows and webcam with Screencast, added questions onto their videos using EdPuzzle, and interacted with their peers' videos to provide feedback and reflect on their experience.</p> <p><b>Vanessa Revheim Cunha</b>, Universidad de Talca, Chile (vrevheim@utalca.cl)  <b>Fabio Passos</b>, Universidade Federal Fluminense, Brazil (passosfabio@id.uff.br)</p>
BYOD 1	<p><b>Scenario-based collaborative learning &amp; feedback via Linoit</b></p> <p>The presentation demonstrates how students engage in real-life tasks and peer feedback via Linoit, a free online collaboration tool. The key features of task scenarios will be addressed via Linoit activities that promote meaningful interactions, critical thinking skills, and diverse learning outcomes for attendees to apply in their teaching context.</p> <p><b>Kara Mac Donald</b>, Defense Language Institute, USA (kmacd@rocketmail.com)  <b>Unsoon Won</b>, Defense Language Institute, USA (unsoon.won@dliflc.edu)</p>
BYOD 2	<p><b>Using Ally: Your Guide to Accessibility in Learning Management Systems</b></p> <p>Ensuring your course is accessible to all students is important for all instructors, especially when using a learning management system (LMS) such as Canvas or Blackboard. Ally is an LMS tool that can assist instructors by doing things like check accessibility, make recommendations and provide alternate formats for documents.</p> <p><b>Maria Ammar</b>, Salt Lake Community College, USA (mammam1@bruinmail.slcc.edu)</p>
BYOD 3	<p><b>Building Teaching and Technological Skills in Blended Learning</b></p> <p>This presentation demonstrates tools and assignments implemented in a blended ESL pedagogy course. Participants will see how a Learning Management System (LMS) and Google Apps can help deliver engaging content and develop pre-service teachers' technological proficiency through use of discussion boards, videos, collaborative projects, and development of a teaching website.</p> <p><b>Amy Walton</b>, Iowa State University, USA (acwalton@iastate.edu)</p>
<b>12:15 PM to 1:30 PM</b>	
<b>Exhibition Hall - Booth 1111</b> <b>On the Cutting Edge: Graduate Student Panels</b> 	
<p><b>Rhetorical value of Multimodality in L2 writing in the Age of Digital Literacy</b></p> <p>The traditional approach that places overemphasis on alphabetic writing fosters narrow discursive modality and fails to promote rhetorical awareness and adequately prepare students for the complex dynamics of communication in an increasingly digital environment. My graduate study project looks into integrating multimodality in L2 writing class to promote rhetorical knowledge.</p> <p><b>Undraa Maamuujav</b>, University of California, Irvine, USA (umaamuuj@uci.edu)</p>	
<p><b>Teaching Metacognitive Online Reading Strategies to Adult Immigrant Students</b></p> <p>This session presents my findings on the effectiveness of teaching metacognitive online reading strategies to improve comprehension of adult immigrant students. The tools I integrated into class were metacognitive online reading tools, computer-based texts and glosses, e-book system, and multi-media literacy software that educators can adapt to their teaching contexts.</p> <p><b>Imelda Bangun</b>, University of South Florida/ INTO University of South Florida, USA (ibangun@usf.edu)</p>	
<p><b>Adult English Language Learners' Attitudes, Learning Purposes and Beliefs of Effectiveness towards English Learning through WeChat Add-ons</b></p> <p>This qualitative method study investigated Chinese WeChat users' perceptions of WeChat add-ons in English learning progress through data collected from survey responses and individual interviews. An overview of the survey results will be discussed as well as a summary of excerpts from the interviews.</p> <p><b>Si Yi Fan</b>, Boston University, USA (siyifan@bu.edu)</p>	
<b>12:30 PM to 2:00 PM</b>	
<b>Exhibition Hall - Booth 917</b> <b>EV Mini Workshop</b>	
<p><b>Triangulating L2 Listening Teaching with Technology</b></p> <p>Advances in technology provide authentic and high variability input for listening teaching. Based on the three pillars of listening teaching (i.e., segmental, suprasegmental, and connected speech features), this session introduces technological resources and demonstrates how participants can integrate these easy-to-use tools in their classrooms.</p> <p><b>Marnie Reed</b>, Boston University, USA (tesol@bu.edu)  <b>Di Liu</b>, Boston University, USA (diliu@bu.edu)</p>	

**Embedding STEM in the ESL Classroom through 3D Design and Printing in Tinkercad**

This workshop demonstrates how to use a free online design software to empower students to create 3D objects. Participants will be guided step-by-step through the 3D design process, acquire practical ideas for how to use 3D design and printing in the classroom, and make their own 3D TESOL 2019 design.

**Jeanne Beck**, Moniteau County R-I School District, USA

1:00 PM to 1:45 PM

**Special Sessions - GWCC A315****Hot Topics****Activating public speaking skill development in an online meeting format**

Participating in a CALL-supported Toastmasters demo meeting, Electronic Village presenters and conferees in Atlanta incorporate TESOL educators and ELT learners around the globe in an online Toastmasters club meeting, introducing a new technology application: the online Toastmasters International Pathways learning platform to enhance public speaking and leadership skill development.

**John Schmidt**, Texas International Education Consortium, USA (jrs78705@yahoo.com)

**Neil Anderson**, Brigham Young University-Hawaii, USA (neil.anderson@byuh.edu)

**Christine Coombe**, Dubai Men's College, UAE (ccombe@hct.ac.ae)

**Mary Lou McCloskey**, Agnes Scott College, USA (mlmccloskey@gmail.com)

**Lana Hiasat**, Dubai Men's College, UAE (lhiasat@hct.ac.ae)

**Meh Sod Paw**, Agnes Scott College, USA (mpaw@agnesscott.edu)

1:45 PM to 3:00 PM

**Exhibition Hall - Booth 1111****The Electronic Village Online (EVO): Best of 2019**

This "Best of 2019" session is led by Electronic Village Online (EVO) Coordinators and EVO session moderators who will highlight outstanding sessions from this year's EVO. Every year, 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.

2:10 PM to 2:30 PM

**Exhibition Hall - Booth 917****Ask Us: Free Advice**

2:30 PM to 3:20 PM

**Exhibition Hall - Booth 917****Technology Fair: Mobile Access****PC 1 Digital Storytelling Through VoiceThread: Promoting Multimodal Literacy Skills and Oral Proficiency Development**

The presentation demonstrates how a multimodal asynchronous computer-mediated tool called VoiceThread (VT) can be used to promote L2 students' multimodal literacy skills and oral proficiency development through digital-storytelling. Attendees will learn ideas and strategies for utilizing VT to develop interactive digital-storytelling in ESL contexts and see student samples of digital-storytelling.

**Sunyoung Song**, Athens State University, USA (sunyoung.song@athens.edu)

**PC 2 Gamifying Pronunciation Learning through Flippity**

The purpose of this presentation is to show Flippity as an educational tool that helps improve the language learner's pronunciation. The presenters will demonstrate attendees how English students employ Flippity to play while they learn the pronunciation of English in a flipped learning environment.

**Mary Allegra**, VenTESOL, Venezuela

**Miguel Perez**, VenTESOL, Venezuela

**Luis Jordan**, VenTESOL, Venezuela

**PC 3 Grammar Instruction Using PlayPosit**

Teachers are always seeking to deliver lessons that address teaching grammar effectively (Hyler & Hicks, 2017). In the EFL context, flipping grammar instruction by creating pre-recorded lectures using PlayPosit will allow teachers use in-class time wisely. Hence, this allows students to produce a second language in meaningful way.

**Juliana Díaz**, Universidad de La Sabana, Colombia

PC 4	<p><b><i>Digital Practice and Feedback for Student Presentations</i></b></p> <p>Through screencasts, teachers are able to observe student progress and provide oral feedback to students preparing for presentations. The most valuable aspect of this feedback is that it is oral. Screencasts allow students to use listening and speaking skills to prepare for a presentation rather than relying on written feedback.</p> <p><b>Sara Sulko</b>, University of Missouri, USA (sulkos@missouri.edu)</p>
PC 5	<p><b><i>Using Word Clouds for Language Learning</i></b></p> <p>As a language learning resource, word cloud websites offer integrated writing, grammar, &amp; vocabulary activities to engage language learners across a variety of skill levels. In this mini-workshop, presenters illustrate how Wordle.net (a free internet-based tool) can be used to create language learning activities like sentence building for beginning learners,</p> <p><b>Alexandria Cesar</b>, Portland State University, USA (cesar@pdx.edu)</p>
Mac 2	<p><b><i>Vocabulary Games and Quiz Apps for ESP</i></b></p> <p>Presenters will demonstrate three fun and funny vocabulary games via three mobile apps (Socrative, Quizlet, and Kahoot) and ask participants to take sample quizzes. Then they will ask them to comment on similarities and differences as well as suitability for different levels, skills, and content areas of ESP.</p> <p><b>Carol Pineiro</b>, Boston University, USA (chp@bu.edu)  <b>Julie Kozaczka</b>, Boston University, USA (jdkoz@bu.edu)</p>
Mac 3	<p><b><i>Engaging ELLs with an Amazing QR Code Race</i></b></p> <p>This presentation will demonstrate how to use QR codes to create an "Amazing Race" activity designed to promote TESOL's principles for exemplary teaching of English learners and to engage students in a fast-paced series of tasks that practice listening, speaking, and reading skills through the use of hand-held technology.</p> <p><b>Mark Tanner</b>, Brigham Young University, USA (Mark_Tanner@byu.edu)</p>
Mac 4	<p><b><i>Interactive Online Reading Tools for ELLs</i></b></p> <p>The presenter reviews online resources for EAP classes focused on preparing students for the tasks of academic reading. The presentation includes a review of websites, including Newsela, Readtheory, and Readworks as well as possible projects for teachers to implement.</p> <p><b>Ekaterina Arshavskaya</b>, USU, USA</p>
BYOD 1	<p><b><i>Padlet: Creating Virtual Digital Bulletin Boards</i></b></p> <p>Padlet allows teachers to create pages that resemble real mini-bulletin boards. This webtool (and its corresponding app) has the peculiarity of allowing users to collaborate and share resources, such as text, pictures, audio or videos, making it an ideal tool to use in the language classroom.</p> <p><b>Ramon Roberto Campillo Real</b>, Universidad de Sonora, Mexico (rcampillo@gmail.com)</p>
BYOD 2	<p><b><i>Use of Smart Phones in the EFL Classroom</i></b></p> <p>English teachers should either ban smart phones or learn to incorporate them in EFL classroom. We have discovered that ignoring their use doesn't help learning. If we incorporate the inside features of smart phones over the classroom teaching, could help to rectify their affection towards smart technology.</p> <p><b>Gokul Ghimire Sharma</b>, Nepal English Language Teachers' Organization (NELTA), Nepal (gocool186@gmail.com)  <b>Radhakrishna Humagain</b>, Nepal English Language Teachers' Association NELTA, Nepal (rkhmagain@gmail.com)</p>
BYOD 3	<p><b><i>Enhancing EFL Learners' Speaking and Listening Through Video-Oriented Projects</i></b></p> <p>Oral communication skills present huge challenges to learners in EFL contexts. However, teachers can support their learners by assigning them engaging projects to leverage their interest and motivation. This demonstration highlights 4 video-oriented projects that can boost EFL learners' speaking and listening proficiency.</p> <p><b>Van Thi Hong Le</b>, University of Central Florida, USA (hongvan.ucf@gmail.com)  <b>Vanessa Revheim Cunha</b>, Universidad de Talca, Chile (vrevheim@utalca.cl)  <b>Deddy Amrand</b>, University of Central Florida, USA (deddy.Amrand@ucf.edu)</p>



### 2019 Electronic Village Proposal Reviewers

The CALL-IS could not organize the Electronic Village or Technology Showcase without the wonderful people who review proposals to help us select the most appropriate presentations. We would like to express our gratitude to the following people for their service:

Audra Anjum  
Claudio Fleury  
Edo Forsythe  
Heather Benucci  
Jennifer Meyer  
Justin Shewell  
Philip Hadlock  
Rober Gee  
Sandy Wagner  
Susan Gaer

Christine Bauer-Ramazani  
Deborah Kennedy  
Ellen Dougherty  
Jack Watson  
Jonah Moos  
Larry Udry  
Rick Rosenberg  
Roger Drury  
Stephanie Korslund  
Tom Robb

Christine Sabieh  
Dianna Lippincott  
Erin Oreilly  
James May  
Jose Antonio da Silva  
Marta Halaczkiwicz  
Rita Zeinstejer  
Samuel Adams  
Summer Piexoto  
Vance Stevens

**Thank you for visiting the Electronic Village and  
Technology Showcase.**

**See you next year in Denver, Colorado  
at TESOL International 2020!**

## Electronic Village 2019 Planning Team

Events Coordinator:	<i>Claudio Fleury</i>
Management Team:	<i>Andy Bowman, Stephanie Korslund, Justin Shewell, Samuel Adams</i>
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CALL for Newcomers:	<i>Ellen Dougherty, José Antônio da Silva</i>
Developers' Showcase:	<i>Andy Bowman, Claire Bradin Siskin</i>
Technology Fairs:	<i>José Antônio da Silva, Marta Halaczkiwicz</i>
EV Fair Classics:	<i>Maria Tomeho-Palermينو, Samuel Adams</i>
Mini-Workshops:	<i>Sandy Wagner, Heather Benucci, James May, Abraham Reshad</i>
Mobile Apps for Education:	<i>Audra Anjum, Ellen Dougherty</i>
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Program Book:	<i>Justin Shewell, Samuel Adams</i>
Proposals Site:	<i>Justin Shewell, Samuel Adams</i>

## CALL-IS Leadership Team

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# Electronic Village and Technology Showcase Location

