A Student Ambassador Program Model: Creating intercultural, Interdisciplinary Language Exchange
Melissa Myers, Cornell University (mm177@cornell.edu)
In this session, participants will learn ways to create a model for intercultural, interdisciplinary language exchange by bringing together multilingual graduate students and domestic students. This model provides a structure for creating a space that allows both groups to benefit from the authentic interaction of students with diverse research interests and cultural and linguistic backgrounds.

Moving Beyond Traditional ESL Classroom Instruction through Social Media Integration (First session of a two-session workshop)
Dr. Jasmin Cowin & Fatma Ghailan, Westchester Community College (drcowinj@yahoo.com)(fatma.ghailan@mail.sit.edu)
This hands-on workshop aims to investigate the advantages of social media integration into ESL classrooms and examines ways to plan and easily execute tech activities by incorporating authentic social networking projects. Demonstrations will include scaffolding of effective projects using readily available YouTube and video selfies.

Improving Listening Skills Instruction: TESOL Training Program and IEP Collaboration (First session of a two-session workshop)
Jennifer Lacroix & Marnie Reed, Boston University (lacroixj@bu.edu)(tesol@bu.edu)
This workshop showcases interdisciplinary collaboration in higher education. In coordination with faculty in TESOL graduate training, an IEP practitioner engaged in action research, applying current pedagogical theory to second language phonology. The presenters propose a model of collaborative action research and demonstrate a metacognitive strategy-based approach for teaching listening skills.

The Role of Students' L1 Academic Literacy in an ESL Classroom: Providing Adult Students with Multilingual Instruction
Dr. Ruhma Choudhury & Leigh Garrison-Flectcher, LaGuardia Community College, CUNY (ruhmac@yahoo.com)(lgarrisonfletcher@lagcc.cuny.edu)
Utilizing the L1 literacy transfer framework, this study tested whether providing adult ESL students with multilingual instruction would aid them academically. L1 intervention was implemented for 12 weeks. The findings support the idea that building on student’s home language literacy promotes academic proficiency in both English and students’ home language.

Creating Stages for Meaning-Making and Language Development: A Vygotskian/Performatory Synthesis (First session of a two-session workshop)
Gwen Lowenheim & Dr. Carrie Lobman, East Side Institute and ASA College, Rutgers University Graduate School of Education (glowenheim@gmail.com)(carrie.lobman@gse.rutgers.edu)
This practical/philosophical workshop adds to the tradition of performance-based approaches to TESOL by presenting performance as the human ability to be simultaneously who we are and who we are becoming. This Vygotskian-influenced discovery offers new tools that support risk-taking, meaning-making, and that create an environment (stage) where students perform as English language speakers.

Action Research in TESOL: Sharing Insights and Findings from Practitioner Inquiry
Dr. Clara Bauler, Amanda Muller, JiaXuan Zong, Jillian Scheller, and Baini Wang, Adelphi University (cbauler@adelphi.edu)
This presentation focuses on findings from data collected in ESL classrooms by Master’s in TESOL students. Presenters will provide a brief introduction into the process of engaging in practitioner inquiry, share findings of action research projects, and discuss implications for teaching English learners.
Toward Plurilingual Pedagogies in Nagaland, India, and Beyond
Cassondra Puls, Teachers College, Columbia University (cass.puls@gmail.com)
Nagaland is a culturally diverse and multilingual state of India, where schooling and the role of language within schools take on great significance. This study documents and reports teachers’ use of and attitudes toward Tenyidie, a local indigenous language, in a monolingual English school setting and puts forward suggestions for more linguistically-inclusive educational approaches.

Moving Beyond Traditional ESL Classroom Instruction through Social Media Integration (Second session of a two-session workshop)
Dr. Jasmin Cowin & Fatma Ghailan, Westchester Community College (drcowinj@yahoo.com)(fatma.ghailan@mail.sit.edu)
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Collaboration that Inspires Change: East Meets West 21st Century Style
Jason Davis, Mimi Blaber, and Stacy Teter, Bronx Community College, LaGuardia Community College, Kingsborough Community College, CUNY (davis.jason@usa.net)(mimib@lagcc.cuny.edu)(swteter@gmail.com)
In August 2015, The City University of New York participated in the 5th annual XZTU-CUNY Colloquiums on Teaching English as a Foreign Language in Xinzhou, China. Chinese participants numbered 126 EFL teachers. Three CUNY ESL faculty will talk about the nature, format and results of this professional development opportunity.

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Gwen Lowenheim & Dr. Carrie Lobman, East Side Institute and ASA College, Rutgers University Graduate School of Education (glowenheim@gmail.com)(carrie.lobman@gse.rutgers.edu)
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If You Build It: Enabling Linguistic and Cultural Success in Higher Education
Dennis Dolack, Kim Edmunds, Tristan Thorne, Baruch College, CUNY (dennis.dolack@baruch.cuny.edu)(kmedmun@gmail.com)(tristan.c.thorne@gmail.com)
This presentation will detail how the Tools for Clear Speech program at Baruch College, CUNY provides researched-based, comprehensive linguistic and cultural support to its ELL students, faculty, and staff members. We will also discuss how this innovative program bridges a gap in support evident in many public and private institutions.
Written Corrective Feedback in Synchronous and Asynchronous CMC
Farah Akbar, Teachers College, Columbia University (fsa2108@tc.columbia.edu)
This presentation is based on a study on adult native and nonnative speaker interactions in naturalistic written asynchronous and synchronous CMC to determine available corrective feedback types and their effect(s) on learner uptake in online extended discourse.

A Lesson Planning Paradigm Shift: Tools to Measure Learning Outcomes *(First session of a two-session workshop)*
Dr. Marnie Reed, Boston University (tesol@bu.edu)
Lesson plans often reveal a primary focus on teachers’ actions—review, introduce, explain, assign. True lesson planning centers around learner outcomes, guides activity choice, links assessment to classroom practice, and frees teachers to focus on learners’ language needs. This session provides tools for a paradigm shift that promotes student-focused objectives.

An Interdisciplinary Pairing: Food and English Language Teaching *(First session of a two-session workshop)*
Tamara Kirson, Fabio Parasecoli, and Jessica Dukes, The New School (kirsont@newschool.edu)(fabio.parasecol@newschool.edu)(dukesj@newschool.edu)
Fabio Parasecoli, director, Food Studies Initiatives, Jessica Dukes, instructor, “Language of the Kitchen,” a partnership course with the International Culinary Center, and Tamara Kirson, instructor, a “Food and NYC” listening-speaking course, The New School, will facilitate an interactive workshop demonstrating the compelling theme of food for teaching English language learners.

An Ethnomethodological Perspective on Asian Students’ Silence in English-Speaking Classrooms
Junko Takahashi & Kahye Song, Teachers College, Columbia University (jt2246@tc.columbia.edu)(ghs2118@tc.columbia.edu)
This study delves into Asian graduate students’ classroom practice with specific attention to their “silence” in English-speaking classrooms from an ethnomethodological perspective. Illuminating their “mismatch” phenomenon with native-English-speaking students, this presentation will ponder if the currently applied pedagogical practices are suitable for such a mix of students and behavioral routines.

Enhancing Alternative Writing and Non-Academic Vocabulary in EAP Classrooms *(First session of a two-session workshop)*
Mustafa Ozturk, Hacettepe University, Teachers College, Columbia University (moustaphaozturk@gmail.com)
Emerging from an unexpected need in an EAP classroom, this workshop is an overview of process-oriented tasks implemented within the scope of an action search conducted to help EAP learners improve their alternative writing skills and non-academic vocabulary over the course of a semester at a public university in Turkey.

Language Teaching in the 21st Century Through an Interdisciplinary Approach *(First session of a two-session workshop)*
Fan-Wei Kung and John Bandman, Queen’s University Belfast, Lancaster University (fkung01@qub.ac.uk)
This workshop introduces language teachers and researchers with a new conceptual model that connects language teaching with an ethnic awareness through an interdisciplinary approach. Strategies on how to teach language learners of diverse populations will be presented that value cultural and ethnic capitals as an essential resource in second language classrooms and beyond.
**Effects of Task Complexity on Second Language Writing Performance: A Review of Literature**
Yuan-Yuan Meng, *Columbia University* (ym11@columbia.edu)
This paper presents a review of seven studies motivated by the debate between Skehan and Foster’s Limited Attentional Capacity (LAC) Model (2001) and Robinson’s Cognition Hypothesis (CH) (2001). The aim of this review is to ascertain the extent to which the LAC model and the CH were supported by the extant research evidence in relation to second language writing.

**A Lesson Planning Paradigm Shift: Tools to Measure Learning Outcomes** *(Second session of a two-session workshop)*
Dr. Marnie Reed, *Boston University* (tesol@bu.edu)
Lesson plans often reveal a primary focus on teachers’ actions—review, introduce, explain, assign. True lesson planning centers around learner outcomes, guides activity choice, links assessment to classroom practice, and frees teachers to focus on learners’ language needs. This session provides tools for a paradigm shift that promotes student-focused objectives.

**An Interdisciplinary Pairing: Food and English Language Teaching** *(Second session of a two-session workshop)*
Tamara Kirson, Fabio Parasecoli, and Jessica Dukes, *The New School*
kirson@newschool.edu(fabio.parasecoli@newschool.edu)(dukesj@newschool.edu)
Fabio Parasecoli, director, Food Studies Initiatives, Jessica Dukes, instructor, “Language of the Kitchen,” a partnership course with the International Culinary Center, and Tamara Kirson, instructor, a “Food and NYC” listening-speaking course, The New School, will facilitate an interactive workshop demonstrating the compelling theme of food for teaching English language learners.

**Facilitating Accurate and Fluent L2 Output: A Conversation Analytic Account of an L2 Teacher’s Gesture Use**
Haimei Sun, *Teachers College, Columbia University* (hs2700@tc.columbia.edu)
Gestures are part and parcel of every day classroom interaction and may perform multiple pedagogical functions. This study examines how an L2 teacher uses gestures to provide clues to correct grammatical and phonological forms and to facilitate and push for learners’ fluent articulation of those forms.

**Enhancing Alternative Writing and Non-Academic Vocabulary in EAP Classrooms** *(Second session of a two-session workshop)*
Mustafa Ozturk, *Hacettepe University; Teachers College, Columbia University* (moustaphaozturk@gmail.com)
Emerging from an unexpected need in an EAP classroom, this workshop is an overview of process-oriented tasks implemented within the scope of an action search conducted to help EAP learners improve their alternative writing skills and non-academic vocabulary over the course of a semester at a public university in Turkey.

**Language Teaching in the 21st Century Through an Interdisciplinary Approach** *(Second session of a two-session workshop)*
Fan-Wei Kung and John Bandman, *Queen’s University Belfast* (fkung01@qub.ac.uk)
This workshop introduces language teachers and researchers with a new conceptual model that connects language teaching with an ethnic awareness through an interdisciplinary approach. Strategies on how to teach language learners of diverse populations will be presented that value cultural and ethnic capitals as an essential resource in second language classrooms and beyond.
Comics, Multiliteracies, and Multimodal Social Semiotics in L2 Cultural Negotiation  
Dr. Alec Lapidus, *University of Southern Maine* (tesoll@yahoo.com)  
How do second language learners learn how to function in an L2 culture and acquire the L2 semiotic rules? How do they use comics to acquire these semiotic rules? This presentation illuminates the intersection of L2 instruction and experimentation with multimodality in L2 pedagogy, including theory, research, and practical ramifications.

A Chinese Teacher's Guide to a US Bilingual Classroom  
Yu Meng, *Columbia University* (ym11@columbia.edu)  
This paper presents a review of seven studies motivated by the debate between Skehan and Foster’s Limited Attentional Capacity (LAC) Model (2001) and Robinson’s Cognition Hypothesis (CH) (2001). The aim of this review is to ascertain the extent to which the LAC model and the CH were supported by the extant research evidence in relation to second language writing.

Oh Yeah, Yeah, Yeah: Emphatic Claim and Possible Learning Indicator  
Michelle Stabler-Havener, *Teachers College, Columbia University* (mls2262@tc.columbia.edu)  
This study demonstrates that during small group, classroom discussions, a change-of-state token (Heritage, 1984) plus multiple-yeah forms a change-of-state phrase. This emphatic claim of understanding by the producer is treated as adequate by both interlocutors, indicating the misunderstanding has been resolved and possibly that learning has taken place.

Because-Prefaced Stepwise Topic Shift in an Online Talk-in- Interaction  
Onsutee Wattanapruck Sudwan, *Teachers College, Columbia University* (ows2103@tc.columbia.edu)  
This study investigates how a stepwise topic shift is initiated by because during an online talk-in-interaction. The data were collected from a one-hour Skype video chat in English between two Thai speakers. The analysis reveals that the practice is accomplished by the use of because + new topic or focus.

The Role of Metacognitive Reflection in the Motivation of ELLs  
Maria Kim, *NYC Department of Education* (maria27@gmail.com)  
Motivation is a key factor in learning, particularly in the case of ELLs. In this study, I used video recordings of class sessions to provide students with the opportunity to self-reflect on their class performance in several different categories. Students watched the videos and evaluated themselves. Afterwards, I measured the students' progress in the classroom with regard to these same categories.

Teaching How to Listen: Metacognition and the Deliberate Practice of the Skill of L2 Listening  
(Second session of a two-session workshop)  
Carolyn Elk, *Educational Testing Service* (cke2103@columbia.edu)  
Without opening their heads to see where the listening errors occur, how can we determine why our students mishear or misunderstand input? We can't, but by encouraging self-awareness of their errors, they can tell us. I will model how I teach students to use TED Talks to do that.
Written and Oral Feedback for English Composition Classes in Korea
Dr. Young Cheol Chung, Changwon National University (ycchung4@naver.com)
Based on data collected through an interview and a questionnaire, this study examines how Korean college students perceived the combined use of written and oral feedback methods in English composition classes. The researcher will talk about how to design English composition classes to help students develop reflective thinking for logical writing.

Building a Human Rights Curriculum to Support Digital Service-Learning
Dr. Cheryl Comeau-Kirschner & Jean Amaral, Borough of Manhattan Community College (ccomeaukirschner@bmcc.cuny.edu)(jamaral@bmcc.cuny.edu)
Our presentation details a web-based project created by ELLs at a two-year college where students combined research and prior knowledge to document international stories of human rights violations. This interdepartmental project integrates high-impact practices such as service-learning, diversity and global learning, and undergraduate research as it increases students’ civic engagement.

Involvement with Independence: Shifting the Topic with Echo-Pivots in a Graduate Study Session
Merryn Clay, Teachers College, Columbia University (mcc2225@tc.columbia.edu)
Using a conversation-analytic approach, I show how three graduate students manage the competing interactional demands of “doing being graduate students” in the semi-institutional setting of a study session. Specifically, I describe the participants’ deployment of a topic shift device—what I call an echo-pivot—that functions to reiterate the current topic while subtly shifting to an independent assertion within a single turn at talk. I argue that with this practice participants are able to attend simultaneously to competing demands in moment-to-moment collaborative talk.

Adapting Texts to Align to CC Argumentative Writing Tasks – Secondary
Jennifer Daddino & Kimberly Grogan, Harrison Central School District, Fordham University (daddinoj@harrisoncsd.org)(grogank@harrisoncsd.org)
Our poster represents the collaborative work of a successful secondary teaching team composed of an ENL and ELA teacher. We will display how we adapt texts to align to Common Core argumentative writing tasks for secondary ENL students.

Technology to Enhance the Perception of Feedback on Speaking
Soo Hyoung Joo, Teachers College, Columbia University (shj2118@tc.columbia.edu)
Considering that feedback should first be perceived in order to have an impact on learners’ interlanguage system, this presentation will examine 1) the factors that influence the perception and incorporation of feedback on second language oral performances and 2) the ways to enhance the efficacy of feedback using technology.

Community of Inquiry as a More Viable Approach for Online EFL Classes for Saudi Students
Raana Jilani and Amnah Albuloushi, Indiana University of Pennsylvania, Duquesne University (rjilani@iup.edu)(a.m.albuloushi@gmail.com)
This paper describes the current teaching and learning practices in online EFL classrooms in a Saudi Arabian university and highlights the teachers’ complete lack of trust on their students which in turn leads to a low level of student achievement. It is proposed that by using the Community of Inquiry approach in online EFL classrooms the teachers can not only learn to trust their students but can also help them develop their language proficiency in a meaningful way.
WeChat: Leveraging Cell Phone Technology in the English Language Classroom (First session of a two-session workshop)
Caroline Webb and Jessica Downey, Miami University (webbc2@miamioh.edu)(jessica.downey@miamioh.edu)
As a result of rapid technological advancements, there are overwhelming opportunities to enhance teaching, learning, and work activities. Despite evidential drawbacks of cellphone usage in the classroom, concurrently, there are numerous advantages. This workshop will demonstrate pedagogical and professional benefits of WeiXin, an app with 600 million users worldwide.

The Culture of Inquiry: Language Teachers Mine Art Education Methodologies (First session of a two-session workshop)
Caitlin Morgan, Dr. Stacy Miller, and Jackie Smith, The New School, Parsons School of Design, The New School (morganc@newschool.edu)(millers@newschool.edu)(Smithj@newschool.edu)
Moving the image from a tangential role as prompt in the language classroom to the object of study engages students in more sophisticated language and thinking. Participants will learn firsthand about guided aesthetic inquiry activities and how they enhance academic skills. Sample activities and online resources will be shared.

A Heritage Cultural Strategy Empowering Language Acquisition in New Languages (First session of a two-session workshop)
Mary Carpenter, NYU & CCNY (mfc5@nyu.edu)
Students bring cultures to class, but do we really use culture to promote language acquisition of new languages? There are many potential cultural facets to explore. This session will focus on the use of heritage art for activating the imagery vital for describing, analyzing, and creating a new language.

Developing Hybrid Learning Activities for L2 Learners Across the Disciplines (First session of a two-session workshop)
Fan-Wei Kung and John Bandman, Queen’s University Belfast, Lancaster University (fkung01@qub.ac.uk)
This workshop introduces language teachers and researchers with a new conceptual model that connects language teaching with an ethnic awareness through an interdisciplinary approach. Strategies on how to teach language learners of diverse populations will be presented that value cultural and ethnic capitals as an essential resource in second language classrooms and beyond.

Real Life Content, Real Life--Disaster Preparedness in the ESL Classroom (First session of a two-session workshop)
Mimi Blaber, Linda Chin, Rob Murray, and Bill Woodward, LaGuardia Community College, CUNY (mimb@lagcc.cuny.edu)(lchin@lagcc.cuny.edu)(mrurray@lagcc.cuny.edu)(bwoodward@lagcc.cuny)
In 2014, The CUNY English Language Program at LaGuardia Community College joined the Northeast Resiliency Consortium, a grant-funded initiative that prepares citizens and residents for natural and manmade disasters. Panelists will share aspects of the project. The audience will be invited to discuss outcomes, including implications for future curriculum development.

Teaching How to Listen: Metacognition and the Deliberate Practice of the Skill of L2 Listening (First session of a two-session workshop)
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Without opening their heads to see where the listening errors occur, how can we determine why our students mishear or misunderstand input? We can't, but by encouraging self-awareness of their errors, they can tell us. I will model how I teach students to use TED Talks to do that.
The Use of Silences in Human-Computer Spoken Interactions
Hector Gonzalez Alvarez, Teachers College, Columbia University (hg2381@tc.columbia.edu)
In this presentation, I will show how in human-computer interactions there is a general tendency to insert silences prior to each turn and, in some cases, within turns. As a result, the use of gaps and pauses are treated as normative in these types of interactions.

WeChat: Leveraging Cell Phone Technology in the English Language Classroom (Second session of a two-session workshop)
Caroline Webb and Jessica Downey, Miami University (webbc2@miamioh.edu)(jessica.downey@miamioh.edu)
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