

3:25PM-4:00PM	<b>POSTER SESSIONS</b> Salon A/B			
<b>Title and Abstract</b>		<b>Presenter(s)</b>	<b>Strand</b>	
<b>Teaching in a WIOA world</b> Programs funded by the Workforce and Innovation Act (WIOA) are looking to up their game to qualify for the next round of funding. This presentation aims to share with teachers and program managers' ways to smoothly transition to a WIOA compliant curriculum without feeling overwhelmed.		Fatma Ghailan	TE	
<b>Reshaping Teachers' Understanding of ELLs' Support</b> There is no doubt that teachers want their ELL students to succeed and perform very well. To ensure ELLs' success several measures are put in place, however, we sometimes notice that students fail in spite of the special support they are given. Consequently, few teachers would think that ELLs' support was not enough and needs to be amplified. Still, ELLs' academic achievement would be lower than mainstream classmates in some cases. In this case, I think that the real problem does not lie in how much students are supported but it is connected to how they are supported. Teacher's will to help the student is not questionable, but we, teachers, can sometimes fall in the mistake of giving a student much support and attention which can lead the student to think that they are different and inferior than their peers. Here, the student would think of themselves as a "burden." This belief hinders students' confidence and self-esteem and results in students' failure and alienation. I think that giving students opportunities to be active and serve their community allows them to feel they are an important and integral part of the community (rather than a "guest" or "new comer") regardless of their native culture and how different they might be. In this paper, several strategies to help ELLs perform better in and out of school are suggested.		Marwen Jmili	TEI	
<b>Improving Academic Language Across the Content Areas</b> This presentation will provide educators with a variety of ways for implementing academic language across the content areas through experiences, apps, strategies and classroom interactions so that teachers will be able to help students learn academic vocabulary and understand basic concepts.		Alexandria Wolochuk	EE	
<b>Effective Methods and Techniques to Support Emergent Bilinguals at Home</b> The purpose of the presentation is to share effective methods and techniques to support emergent bilinguals at home. A team of multilingual parents and ESL educators will outline, discuss, and exemplify multilingual teacher and parent recommendations including technology application to assist with efficient communication between multilingual parents and schools.		Elena Zelfond	ME	
<b>Impact of Corrective Feedback on Student Writing Performance and Self-Determination</b> What happens to students' psychological needs and writing performance when they receive different types of corrective feedback? Ali Safivand (University of Rochester), and Kathleen McCann Klaiber (SUNY GCC), will discuss preliminary results of a study. The goal is to determine which types of feedback create more autonomous and engaged writers.		Ali Safivand, Kathleen McCann Klaiber	HE	
<b>Student self-evaluation Writing Rubric with Corresponding Rubric for Teachers</b> Original, simplified writing rubrics, based on ACTFL and CEFR descriptions, evaluating university ESL student exit skills for university IEP and Composition instructors to use.		James Phillips	HE	

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<p><b>Culturally Responsive Pedagogy</b>  <del>Culturally responsive pedagogy is a student centered approach to teaching. Due to the growing populations of English language learners in our nation's schools, it is now more than ever imperative that we create a welcoming, safe, and diverse classroom environment for students of all backgrounds</del></p>		Chrysanthe Gianiodis	ME
<p><b>The Bilingual Garden Classroom</b>  Gardening is a fun and interactive way to promote literacy and healthy eating for ELLs. This presentation will cover the many benefits of vegetable gardening, as well as how to utilize a school garden across content areas. Information about starting a school garden will also be included.</p>		Mara Estes	BE
<p><b>Annotation and Peer Feedback to Improve Reading Comprehension</b>  Annotation is an important skill that is difficult to teach. Through this teacher-developed protocol for high school ENL students, the questions investigated were: Does annotation facilitate comprehension for all students? Will peer feedback improve quality of annotations? Suggestions on how to teach annotation of challenging texts and resources are provided.</p>		Sarah McLaughlin	SE