

3:00PM – 3:40PM	POSTER SESSIONS Salon A/B	
Title and Abstract	Presenter(s)	Strand
Guided Note taking and L1 Use This study attempted to see the usefulness of guided notes as a form of learner strategy to see if treatment had any bearing on learner’s retention. Students retained more idioms who were assisted with guided notes during the treatment phase of the study.	Csilla Korbl	ME
Dream, Create, Travel, Learn, Inspire: Fund For Teachers Fellowships Participants will learn about Fund For Teachers Fellowships, a program which sponsors self-designed research/travel grants. Three 2016 FFT Fellows will share how they addressed burning questions in their own practice, gained cultural knowledge, and experienced second language learning through fellowships in Canada, France, and Sweden.	Lisanne Kaplan	EE
Creating Culturally Empathetic and Globally Relevant Lessons K-12 This presentation will allow professionals to create and deliver culturally compassionate and significant lesson plans for all grade levels. Teachers and administrators from a highly diverse district will showcase successful lessons and resources which reach all learners, regardless of culture or language.	Ashley Rosenberg, Danielle Finocch, Megan Boccard, Vanessa Pizzo	EE
Corrective Feedback for Adult English Language Learners Corrective feedback (CF) has been often presumed to have a negative impact on English language learners (ELLs). However, studies have shown that adult ELLs prefer and benefit from CF. But how should educators implement CF? From personal experience and research, the presenter will discuss factors to consider with the implementation of CF for adult ELLs.	Kelly Kennedy	AE
Strategies to Encounter and Comprehend Complex Texts The strategies employed by effective readers can be explicitly taught to improve reading comprehension. The primary purpose for reading is an active process requiring an intentional and thoughtful interaction between the reader and the text. When the readers notice the complexity of the text, gradually lose the purpose of comprehension.	Renuka Karunaratne	AE
Multiple Identities, Multimodal Texts and ESL Writing Progress This presentation summarizes a case study project which investigates how previously constructed identities of an adult ESL learner supported creation of the multimodal writing tasks. It also analyzes whether and how emergence of the new identity of a computer based text designer positively impacted development of the ESL writing competence.	Beata Dolina	ME
Multimodality and Adult ESL Classroom Identity Development This presentation summarizes the investigation of how previously constructed adult ESL learners’ identities supported production of the multimodal writing tasks. It also provides the analysis of whether and how emergence of the new ESL writer and designer identity positively impacted development of an ESL writing competence. The study utilizes digitally written personal narratives and interviewing data to investigate these issues in details. I played a dual role of a teacher and researcher in this ESL	Beata Dolina	ME

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classroom context. The selected case study participant designed the multimodal texts completing computer based ESL writing tasks.				
<p>Museum Projects with Urban High School ENL Students</p> <p>This poster session shares a year-long funded museum project that was implemented to ENL high school students in a socio-economically, culturally, and linguistically disadvantaged urban community. The benefits of museum project were multidisciplinary while connecting cultures and introducing cultural capital, which goes beyond mere academic gains.</p>		Candra McKenzie	AE	
<p>Teaching Content to Entering ELLs</p> <p>This workshop will focus using a variety of tools to teach content to Entering-level ELLs. Participants will be taken step-by-step through a 40-minute lesson. All materials necessary for the completion of the task will be provided. Tools include multiple entry points, differentiation, vocabulary acquisition, and reading/writing scaffolds.</p>		Vaughan Danvers	TE	
<p>Integrative Motivation in High School Latino Immigrant Youth</p> <p>Inspired through the context of Crossing Heights High School*, an international school in the New York City area , this literature review focuses on the integrative motivation (Gardner, 2012) behind English acquisition in a high school context. While examining case studies and the role of social capital present in these studies, this paper aims to question: What social capital (other support) can educators provide to help instill integrative motivation for English acquisition? Focusing on the demographic of Latino male immigrant youth between the ages of sixteen and eighteen in high schools, this paper draws conclusions based on similar trends among these households and offers advice for educators to help with engagement in the multi lingual learner classroom.</p>		Alexandra Lazaridis	SE	
<p>Crossing the Border Memoirs: Stories from Central Islip High School Students</p> <p>This poster presentation will showcase the work of immigrant students in Central Islip High School who undertook memoir writing using a pedagogy and philosophy developed by Herstory, a non-profit organization dedicated to empowering those whose voices should be heard. We will show how use of their first language allowed them to describe their experience immigrating to the U.S. in ways that would have been impossible otherwise.</p>		Dafny Irizarry, Leslie Rodriguez, Yacquelin Rivas, Alba Sanchez, Katherine Bonilla, Nyasha Kapustin		