

<b>Time/ Presenter</b>	<b>Event</b>	<b>Room</b>	<b>Strand</b>
7:30a.m – 9:30a.m.	<b>REGISTRATION</b>	Hotel Lobby	
7:30a.m – 8:50a.m.	<b>CONTINENTAL BREAKFAST</b>	Salon C	
<b>8:15a.m. – 8:50a.m.</b>			
<b>Sonna Opstad</b>	<p><b>Children Living in Two Worlds: Chinese American Students' Transnational Experiences</b></p> <p>This qualitative study explores the transnational experiences of children who were sent back to China to live with relatives until they reached school age, when they were then reunited with their parents in the U.S. Preliminary findings reveal both challenges and resources.</p>	Salon A	EE
<b>Carmen Diaz</b>	<p><b>Supporting ENL with Technology</b></p> <p>Pinterest? TPT? Random searches? Are you tired of spending your weekends and summers searching through an ENDLESS list of technology resources for ELLs? This workshop will give you examples of tools you can use immediately for FREE with students and parents learning English.</p>	Salon B	TE, SE, EE
<b>Csilla Korbl</b>	<p><b>Evolving Use of L1 in ESL Note taking</b></p> <p>Analyzing students' use of their L1s within their lecture notes may offer a window into an individual student's inter language development. What role does a students' L1 play, when they are taking notes, in their lectures? Does the use of a students' L1 in their notes go through stages of development?</p>	Hecksher	ME
<b>Jiunn-Ying Kung</b>	<p><b>The Identity Development of Generation 1.5 Students</b></p> <p>This study focuses on the identity development of immigrant children. Looking at empirical and theoretical studies relating to their identity development, factors affecting such development will be identified and analyzed. The attendees will walk away with practical educational advice and inspired with ideas on finding ways to support identity development.</p>	Hargrave	TE
<b>Linda Ciano &amp; Raul Sanchez</b>	<p><b>The Actor's Path to Accent Proficiency: A Pronunciation Teaching Strategy</b></p> <p>Discover an innovative, project-based method for teaching pronunciation in which students select a native English-speaking role model (actor or public figure) and analyze, imitate, and perform the model's speech to improve comprehensibility. Participants leave with practical strategies and resources for implementing/adapting the model at different proficiency levels.</p>	Mattituck	HE
<b>Alex Pence &amp; Leo Schmitt</b>	<p><b>No Politics in English Class!: Tackling (or Avoiding) Taboos</b></p> <p>How does a taboo function in an adult classroom? This presentation will examine how the presence and violation of taboos can impact class dynamics. It will also explore potential avenues to address taboos when they arise by taking learners' social, personal, and emotional stakes into consideration.</p>	Eisenhower	AL

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Solange Lopes-Murphy	<p><b>What Classroom Behaviors would Suggest ELs have a Learning Disability?</b></p> <p>The presentation explores classroom behaviors that lead teachers to suspect their ELs have a learning disability instead of a second language acquisition struggle. The presenter will discuss the sources of ELs' learning difficulties and effective teaching &amp; assessment practices for these learners.</p>	Belmont	EE
Jacqueline Nenchin	<p><b>Language and Social Power: Building Teachers' KAL for Student Success</b></p> <p>This paper will discuss developing teachers' knowledge about language (KAL) based on current research on Systemic Functional Linguistics (SFL) and genre pedagogy. Participants will view projects by teacher learners, examine some aspects of SFL on the clause and text levels, and explore typical school texts for application to equitable teaching.</p>	Banfi	TE
Melissa Battista	<p><b>Developing Interactive Activities for Hybrid, Flipped, or Non-Traditional Online Instruction</b></p> <p>Learn effective strategies to create a more interactive and engaging hybrid, flipped, and synchronous online activities utilizing two online platforms - Zoom and VoiceThread. The presenters explain online instruction challenges and provide practical suggestions to overcome them through interactive online activities in order to keep students actively learning and engaged.</p>	Wildwood	HE
Laura Kaplan	<p><b>Teaching English Learners in New York City's First Public Bilingual Elementary School</b></p> <p>In this presentation, we will examine original materials, curricula and the pedagogical model created in the 1960s and 1970s at P.S. 25, The Bilingual School in the South Bronx. Teachers of English Learners today can learn much about best practices from an examination of this pioneering model from the past.</p>	Pindar	BE
James Phillips	<p><b>Teaching Debate and Debate Vocabulary</b></p> <p>Using debate in ENL/ESL classrooms can enhance participation, concentration and intensity in language learning. It can also be fun. Learn how to prepare yourself and your students for debate by thinking about structure, topics, teams and vocabulary that make debate skills useful for ELs in and out of the classroom. SESSION TIME: 8:30AM- 8:50AM</p>	Executive II	HE
Seonhee Cho, Meredith Smith, Wendpurre Fanghaenel, & Avalon Monaco	<p><b>Writing Strategies and their Impact on ENLs' Content-specific Writing</b></p> <p>Use of academic language and subject-specific writing skills have become increasingly important since the Common Core standards. In this session, participating in-service teachers of ENL students in NYC present their experiences and views on teaching writing strategies and its impact on ENL students' writing.</p>	Salon D	TE

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9:00a.m. – 10:2a.m.	<b>BREAKFAST PLENARY</b> <b>Sustained Advocacy: Teachers as Language Policy Makers</b> <b>Dr. Ester J. de Jong</b> <b>TESOL International President</b>	Salon C	
<b>9:00a.m. – 10:10a.m.</b>			
<b>Todd Read</b>	<b>Engaging Your ENL Students Through Adaptive Software</b> Our Language & Literacy program provides ENL students with the support they need in 15 languages. Our Imagine Math program provides language support to native Spanish speakers and our <i>Espanol</i> program is ideal for dual language programs in any district.	Salon A/B	COM
<b>Pilar Méndez</b>	<b>Researching Subjectivity: Effects of a Bilingual Program on English Learners</b> The results of this study might help students think about the meaning of bilingualism, the meaning of their rights and the value of local pedagogies to learn English or other languages.	Eisenhower	BE
<b>9:00a.m. – 9:35a.m.</b>			
<b>Rachel Sullivan &amp; Amanda Stessen-Blevins</b>	<b>Spread the Word! A Radio Station as a Tool for Public Advocacy</b> The purpose of this presentation is to highlight project-based learning as a creative tool for English Language Learners to grow empathy, awareness, and public advocacy skills. Participants will learn that creating their own classroom blog/radio station can develop a space for a wider conversation that facilitates broader social change.	Hecksher	EE
<b>Jiunn-Ying Kung</b>	<b>The Identity Development of Generation 1.5 Students</b> This study focuses on the identity development of immigrant children. Looking at empirical and theoretical studies relating to their identity development, factors affecting such development will be identified and analyzed. The attendees will walk away with practical educational advice and inspired with ideas on finding ways to support identity development.	Hargrave	TE, SE
<b>Hoa Nguyen &amp; Daniel Eskin</b>	<b>SLA Theories and Pre-service ESL Teachers' Perceptions</b> This research presentation highlights the specific theories in SLA which benefit in-service teachers in different ways e.g. provide an analytical framework, formulate implications for teaching and learning, or identify potential negative impact of certain educational practices. It also discusses SLA theories that might not be crucial to a language teacher.	Mattituck	TE
<b>Caitlin Morgan, Jackie Smith, &amp; Tet Lopez-Rabson</b>	<b>Assessing and Addressing Degree Faculty's Instructional Experience with NNESS</b> The presenters share the results of a university-wide survey assessing and addressing the experiences, perceptions and needs of degree	Belmont	HE

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	faculty facing increasingly large numbers of NNES students. The findings informed an action plan to advocate for greater support for faculty and the integration of NNES students into the learning community.		
<b>Miriam Ebsworth, Chencen, Cai, &amp; Lauren McCoy</b>	<b>Adolescent Online Learner-consultants: Acquiring English while Exploring UN Projects</b> The implementation of Action through words, Learning English while Learning about the UN is explored. Participants are Emergent Bilingual adolescent learners and their teacher, acting as user/consultants. The affordances of technology for language learning are considered along with how youngsters may be inspired to work for social justice locally and globally.	Banfi	SE
<b>BREAK</b>			
<b>10:40a.m. – 11:50a.m.</b>			
<b>Audrey Cohan, Andrea Honigsfeld, Maria Dove</b>	<b>Empowerment in Action: Using Teamwork as Social Pedagogy</b> Teachers often wonder about creating a community within their classrooms while fostering the individual well-being of their students. Using teamwork to empower ELs is one aspect of social pedagogy, which may be applied. This workshop will explore principles of teamwork: common purpose, shared mindset, supportive environment, and diverse team membership.	Salon A/B	TE, SE, EE
<b>Annette Schideler &amp; Elizabeth Scaduto</b>	<b>Does Summer School Work?</b> Can intentional teaching work? An analysis of ELL results of ELA test data will determine the focus of the curriculum of summer school lessons. Specific targeted lessons will be developed and presented. Immediate post testing and then testing after 4 months will determine if this targeted approach to curriculum design is really effective.	Hecksher	EE
<b>Judy Wong</b>	<b>Bringing Pedantic Academic Vocabulary Learning to Life!</b> Join me in a hunt to uncover a treasure of academic words in primary sources. In this session, participants will learn to use various corpus to create treasure hunts to engage the student in the independent exploration of academic words.	Hargrave	HE
<b>Tran Thi Mai Dao, C Wiseman, Sarah Elia, Gloria Juederman, Ashley Fifer</b>	<b>Opportunities and Challenges in Teaching English as a Foreign Language</b> This panel will discuss the opportunities for teaching English abroad and the challenges that ESL professionals may encounter in EFL settings. Participants will gain a greater understanding of the international teaching experience and get an overview of materials and strategies appropriate to the EFL setting.	Mattituck	TEI
<b>Olga Bichko</b>	<b>Turning Controversial Topics into Empathetic Dialogues within the Classroom</b> In an increasingly turbulent political climate, some controversial topics have taken on new meaning and relevance and can no	Eisenhower	AE

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	longer be avoided in the classroom. In this session, participants will learn classroom-tested techniques to successfully tackle these topics with empathy and practice applying them to potential scenarios.		
<b>Angelo Zuffante</b>	<b>United Health Care: Health Insurance 101</b> In this session we will share information on Government Health Insurance Programs, e.g., Child Health Plus (CHP) and Essential Plan (EP). We will explain eligibility and how to apply. We will also discuss updates on the status of Health Insurance and the Affordable Care Act and Qualified Health Plans (QHP). Join us to learn how to assist students and their families with their health care needs with their health care needs.	Bel	COM
<b>Margarita Shalina, Majid Uzma, Li Min, &amp; Jeff Vargon</b>	<b>Engaging Low to No Literacy in Real Time</b> This panel will address adults with no to low literacy in their L1. Newly arrived refugees interacting with language learning. Low literacy native speaker high school children and their ESL classmates. Empathy is the means by which we build solidarity and growth in the classroom.	Banfimont	EE, SE
<b>Sylvia Schumann &amp; Alexandra McCourt</b>	<b>Creatively Reinforcing Content Area Vocabulary</b> The presentation will demonstrate numerous creative ways to reinforce content area vocabulary with activities and games.	Wildwood	EE
<b>Cristy French &amp; John Hoffmann</b>	<b>Integrating Language and Content into Predominantly Privileged Classrooms Through Poetry</b> Learn about and participate in an activity that shows a way to co-teach poetry through cooperative groupings in English/Integrated ENL at the high school level. The Weekly Poetry Protocol guides students to gain language and content as well as helps ELLs and non-ELLs gain empowerment and move toward civic engagement.	Pindar	SE
<b>Regina Snyder</b>	<b>Ensure Success: Teaching the Language of Higher Order Thinking Skills</b> The presenter will demonstrate an approach that uses teaching language of higher order thinking skills as the foundation for academic success. Today's students need a wide range of academic skills. They need to analyze data, formulate their own opinions, and express themselves clearly. By using a topic-based approach, higher order thinking can be accessible to all.	Executive II	HE (COM)
<b>Susanne Marcus</b>	<b>Incorporating SIFE's Life Experiences into A Secondary Social Studies Curriculum</b> This workshop shares promising practices of a team-taught interdisciplinary high school class of newly arrived Entering and Emerging level SIFE students. Through reflective teaching and implementation of a Socratic method of teaching, students make personal connections to the material they're presented with. Self-	Salon D	SE

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	awareness activities, the development of empathy and specific skills to manage distress and cope with post-disaster adversity will be shared. Handouts of activities and resources provided.		
<b>BREAK</b>			
12:00p.m. – 1:25p.m.	<b>LUNCH PLENARY</b> <b>Understanding your students' world: Building empathy in teacher education through study abroad</b> <b>Dr. Shondel Nero, Associate Professor and Director of the Program in Multilingual Multicultural Studies at NYU</b> <i>(Ticketed Event)</i>	Salon C	
<b>1:30p.m. – 2:45p.m.</b>			
<b>Andrea Honigsfeld &amp; Maria Dove</b>	<b>Co-assessment as, for, and of Learning: The Power of Collaboration</b> Co-assessment, integral to the collaborative instructional cycle, underscores the important roles co-teachers play in planning, documenting, interpreting, and sharing data as well as advocating for ELs. In this workshop, we will unpack Gottlieb's (2016) framework of assessment as, for, and of learning, and share a collaborative assessment protocol for K-12 co-teachers.	Salon A/B	TE, SE, EE
<b>Gloria Juedemann &amp; Charles Juedemann</b>	<b>Assisting Diverse Learners: Strategies from Teaching Conversational English in China</b> This program will provide information about addressing the needs of diverse learners through strategies used in the We Teach in China program. Presenters will share lesson plans used in their teaching experiences in China and provide information on how to participate in the 2018 summer teaching experience in China.	Mattituck	TEI (COM)
<b>Jacqueline Nenchin</b>	<b>Participatory Pedagogy: Literacy for All</b> Using the Participatory Approach developed by renowned educator Paolo Freire, participants will learn techniques for the development of their learners' literacy skills. They will experience hands-on literacy activities that can help their students explore their lives and identities while developing their reading, writing, listening, and speaking skills.	Eisenhower	AE
<b>Lesley Painter-Farrell</b>	<b>Using Online Tools to Develop Critical Thinking Skills</b> In this workshop, the presenters will demonstrate how online tools have been used effectively to develop critical thinking skills thus equipping learners to analyze and make informed decisions about what they read and watch. This has never been more important than during this time of sound bites and faux news.	Belmont	TE, SE, EE
<b>Jennifer Nesfield, Jami Catapano, &amp; Shannon Thompson</b>	<b>Creating a Path for Social Change in an Integrated ENL Classroom</b> Let us explore how to create instructional practices that provide adequate support for language rich learning. We will discover ample learning opportunities for students with limited English proficiency through	Banfi	EE

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	<p>modality focused learning. Students will gain confidence as a result of being included in classroom activities, which will lead to social change among English Language Learners and their peers. With engaging language rich practices, students will learn to make connections, problem solve, and begin to ask questions related to the content. With this shared responsibility for language learning, students begin to acquire content and language simultaneously. As a result, English Language Learners become more social and leads them to feel a sense of community in their new surroundings.</p>		
<p><b>Samuel Rodriguez</b></p>	<p><b>Lesson Planning: Tier I Instruction for Developing Cognitive Academic Language with Special Populations</b>  This session spotlights the undervalued components of language, as students with special needs and ELLs develop academic language; specifically, speaking and listening. Cummins' (1981; 1984) graphic representations of Language Proficiency and Contextual Support and Cognitive Demand are employed to illustrate the importance of accounting for language and cognition when planning instruction for linguistically diverse exceptional students.</p>	<p>Wildwood</p>	<p>Sp Ed</p>
<p><b>Tom Dare</b></p>	<p><b>Ensure Success: Teaching the Language of Higher Order Thinking Skills</b>  The presenter will demonstrate an approach that uses teaching language of higher order thinking skills as the foundation for academic success. Today's students need a wide range of academic skills. They need to analyze data, formulate their own opinions, and express themselves clearly. By using a topic-based approach, higher order thinking can be accessible to all.</p>	<p>Pindar</p>	<p>HE (COM)</p>
<p><b>Elaine Brooks, Heather Finn, Paul McPherron</b></p>	<p><b>CUNY ESL: What Has Changed, What Remains, What Will Be</b>  Panelists focus on how CUNY's mission, specifically related to ESL students, has changed. They consider factors that affected changes and ways programs adapted to respond to student needs and objectives. Discussion concerns what to take into account to plan for the future of this population in public higher education.</p>	<p>Executive II</p>	<p>HE</p>
<p><b>Jamie Moran &amp; Kim Wojehowski</b></p>	<p><b>What Are You Thinking: Close Reading with Student-friendly Annotation</b>  Enhance students' comprehension using metacognitive strategies. Help ELLs develop the language and understanding needed to shift their text responses from basic retellings to discussions fueled by inference and supported by evidence. Lift student awareness of authors' intentions and teach them how to think more deeply about text while learning English.</p>	<p>Salon D</p>	<p>EE</p>
<p><b>1:35p.m. – 2:05p.m.</b></p>			
<p><b>Christopher Collins</b></p>	<p><b>Empathetic Images: Examining Photographs in the ELT Classroom</b></p>	<p>Hargrave</p>	<p>HE</p>

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	The presenter will explain how examining and working with photographs categorized as photojournalism, documentary, or street photography in the ELT classroom can offer compelling learning opportunities for ELLs to (1) improve proficiency; (2) develop critical thinking; (3) increase empathy.		
<b>Sonna Opstad, Ming-Hsuan Wu, &amp; Seongshin Kim</b>	<b>Children Living in Two Worlds: Chinese American Students' Transnational Experiences</b> This qualitative study explores the transnational experiences of children sent back to China to live with relatives until they reached school age when they were then reunited with their parents in the U.S. Preliminary findings reveal both challenges and resources.	Hecksher	EE, BE
2:00p.m. –3:00p.m	<b>PAST PRESIDENT'S SYMPOSIUM</b>	Salon C	
<b>2:15p.m. – 2:50p.m.</b>			
<b>Brittany Ober</b>	<b>Activate Student Responsibility: Let Students Lead...and Learn</b> Flipped classrooms and their elements provide dynamic English language learning experiences. The presenters share a brief review of recent literature on flipped classrooms and student responsibility and then focus on activities (conversation techniques, impromptu presentations, student-led seminars, and free-write to discussion) in which students lead and learn.	Hargrave	HE
<b>Karen Gregory</b>	<b>Supporting Integrated Co-taught ENL Instruction with Google Classroom</b> Strategies for supporting co-taught integrated content classes through the use of Google Classroom will be presented. Framed by social constructivist learning theory, this presentation will demonstrate how to create a learner centered, interactive learning environment in which ELLs can be autonomous learners of rigorous science and social studies curriculum.	Hecksher	SE
3:00p.m. –3:30p.m.	<b>EXHIBITORS COFFEE/ POSTER SESSIONS</b>	Salon A/B	
<b>3:40p.m. – 4:50p.m.</b>			
<b>Maria Dove &amp; Andrea Honigsfeld</b>	<b>Supporting Teachers Through Unforeseeable Change: The Power Of Peer Coaching</b> This interactive workshop will explore the power of peer coaching to support all teachers of English learners. The presenters will examine how peer coaches help teachers overcome their own challenges. Participants will practice coaching techniques through the use of authentic instructional video clips and implement tools and techniques for coaching.	Salon C	SE, EE
<b>Faith Tripp, Nicholas DiBenedetto &amp; Madeline Valencia</b>	<b>Visible Thinking Routines as a Vehicle for ELL Expression</b> This hands-on workshop will present a few popular Visible Thinking Routines that can be immediately implemented in any classroom from Kindergarten through twelfth grade and beyond! These routines allow ELLs to express their learning as they engage	Salon B	SE



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	in problem solving, collaborative thinking, and exploring alternative perspectives.		
Carrie Purcell	<p><b>Introducing English Central's Front List Lineup</b>            Are you looking for amazing new ESL resources for EAP, General English, Business English, E-learning, K-12 or Teacher Resources? Have you been introduced to English Central's lineup? Representing over fourteen publisher imprints including MacMillan ELT, and Garnet Education, English Central is a powerhouse with solid mainstream and niche materials. This presentation introduces English Central to the NY TESOL community and highlights different approaches to teaching English and key new front list titles as accompaniments.</p>	Hecksher	HE (COM)
Jamie Moran & Kim Wojehowski	<p><b>Literacy Through Play</b>            Play is disappearing in elementary classrooms. While struggling to meet the demands of the Common Core, many kitchen sets, puppets and sand tables collect dust. Through careful planning, modeling, and demonstration, co-teachers can provide young learners with opportunities that facilitate language acquisition and literacy skills through non-threatening, developmentally appropriate play.</p>	Eisenhower	EE
Judith Culang	<p><del><b>Teaching Interrupted: How Are Your Discipline Strategies Working for you?</b>            Classroom management is a daily challenge you may feel unprepared to face. Join me to learn proven strategies you can use tomorrow to eliminate multiple warnings and repeated requests that often result in power struggles. Keep your cool, reduce stress, and enjoy coming to school every day with more time to teach!</del></p>	Belmont	TE, EE, SE
Jacqueline Nenchin	<p><b>Vocabulary Development as Essential for Equity: Games and Social Activities</b>            Active vocabulary development is essential to the achievement of equity for English language learners. In this workshop, participants will explore how and why we can use games and social activities to teach vocabulary. They will experience them and learn ways to incorporate them in instruction.</p>	Banfi	EE
Solange Lopes-Murphy	<p><b>Deficit Thinking and Referral of ELs into Special Education</b>            The presenter will explore the meaning of deficit thinking and discuss how it is manifested in the classroom. The presenter will then explore the various profiles of ELs and discuss what teachers should consider before referring an EL to special education services. Questions and answers will conclude the session.</p>	Wildwood	SE
Jackie Smith & Caitlin Morgan	<p><b>Dynamic Orientation Activities to Engage &amp; Prepare New Students</b>            Successful orientations aim to make new ESL students feel welcome, build community, introduce academic expectations, familiarize students with the campus, and raise awareness of</p>	Pindar	HE

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	American cultural norms. Presenters share effective activities that meet these goals by getting students moving, talking, learning, using social media and engaging with their new environment.		
<b>Eve Yu</b>	<b>Your Pathway to Academic Readiness!</b> Pathways is an academic English program that helps students develop the language skills, critical thinking, and learning strategies they need to succeed academically. Now in a new edition, Pathways incorporates authentic and relevant content from National Geographic, into carefully developed lessons that teach listening, speaking, reading, writing, grammar and vocabulary.	Executive II	COM
<b>Clara Bauler, Emily Kang, Annabella Afanador-Vega, Anita Stevens</b>	<b>Co-Teaching Practices to Integrate ELLs in the Mainstream Elementary Classroom</b> How can the ENL and general education teachers advocate and collaborate to ensure that ELLs are integrated socially, emotionally, and academically in the mainstream classroom? In this workshop, two expert co-teachers share hands-on activities for modeling academic language, grouping students fairly and creatively, and building a nurturing community of peers.	Salon D	EE
<b>3:40p.m. – 4:00p.m.</b>			
<b>Gina Milano</b>	<b>Teaching about the 10 dollar Founding Father</b> In this mini-lesson for all age groups, I will introduce teachers to ways in which they can use the wonderful lyrics and music of the opening number of the Broadway show Hamilton in an ESL class. Handouts will be provided as well as a short biography of the founding father. Participants will engage in a listening activity and discussion.	Salon A	SE
<b>Daniel Eskin</b>	<b>Polite E-mail Requests: Raising Awareness Through Grammar in Social Context</b> For ELLs preparing for the professional world, learning to politely request is a necessary skill requiring the consideration of the situational factors and how these factors inform the language used. This session presents a two-step activity for raising awareness of these considerations in the context of e-mail exchanges.	Hargrave	TEI
<b>4:10p.m. – 4:30p.m.</b>			
<b>Naseer Alomari</b>	<b>Technology-Mediated Task-Based Teaching of Writing</b> Technology-Mediated Task-Based Learning and Teaching (TM-TBLT) is trending in teaching undergraduate and graduate English Language Learners research and writing. In this presentation, a sequence of technology-mediated tasks is presented to show how technology can be integrated effectively into the teaching of research and writing for the purpose of maximizing the effectiveness of instruction. The sequence has been successfully implemented.	Hargrave	TEI
<b>Gennady Medvedev</b>	<b>Ask Alexa: APPLICable and APPLikeable. Language Practice with Amazon Echo</b> This presentation discusses an innovative approach to English Language teaching and learning with the use of Amazon Echo device.	Salon A	TEI

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	Used as an original teaching aide, it allows practice of vocabulary in a variety of contexts, e.g. elimination of frequently mispronounced and misspelled words of Arab learners of English.		