

Breakfast / Registration 8:00 - 9:00	
Concurrent Session I 9:00 - 9:35	<p>Drawing sentences: Animating the visual geometry of compound and complex multiclausal constructions Reese M. Heitner, Teachers College, Columbia University, New York, NY</p> <p>Effects of visual aids on L2 reading comprehension and oral fluency Patricia Morin, Central Connecticut State University, Wethersfield, CT</p> <p>Tackling business English Rebecca Eckhaus, Baruch College, New York, NY</p> <p>Corpus-informed grammar with writing: A common sense approach Tom Dare, Cambridge University Press</p> <p>Facebook use and pragmatic/grammatical awareness among Japanese learners of English Brendan Albertson, Central Connecticut State University, New Britain, CT</p> <p>On the effects of different types of corrective feedback in second language writing XueMei Zhang, Shanghai International Studies University, Shanghai, China</p> <p>Motives for intercultural friendships with host nationals: A case study of Korean ESL students Su-Ja Kang, Pai Chai University, Daejeon, South Korea</p> <p>Reshaping writing center tutoring practices for English language learners: Writing center ideology and tutoring ELLs reality (Through Session II) Lan Wang, Indiana University of Pennsylvania, Indiana, PA</p>
Concurrent Session II 9:45 - 10:20	<p>English acquisition in the context of culture Leslie K. Haynes, University of Southern California, Los Angeles, CA</p> <p>Journey of adaptation: Classroom verbal participation of ESL international students in U.S. graduate schools Yi-Ju Lai, Rutgers University, New Brunswick, NJ</p> <p>Teacher beliefs and practices in ESL Michelle Joubert, American University, Washington, D.C.</p> <p>Sports or previews?: A comparative study of listening comprehension strategies Richelle Pinette, Central Connecticut State University, New Britain, CT</p> <p>Revisiting the teaching of SL writing in 2012 Lubie Gruicic-Alariste, NYC College of Technology, CUNY, New York, NY</p> <p>L1 influence on the use of English passives and alternatives in narrations Qian Wang, Ohio University, Athens, OH</p> <p>Exploring the Chinese room: Sensory input in second language learning Yifei Xin, The University of Toledo --- Toledo, OH</p> <p>Reshaping writing center tutoring practices for English language learners: Writing center ideology and tutoring ELLs reality (Continued) Lan Wang, Indiana University of Pennsylvania, Indiana, PA</p>
Coffee Break / Exhibitor visits 10:20-10:45	
Concurrent Session III 10:45-11:20	<p>The multiple functions of so in an advanced English learner's speech Lindsay Wells, Teachers College, Columbia University, New York, NY</p> <p>Meeting EFL learners halfway by using authentic materials related to their culture Catherine Thomas, Universidad de Playa Ancha, Valparaíso, Chile and Universidad del Mar, Viña del Mar, Chile</p> <p>Adult ESL learners' attitudes toward English as a global language and their motivation to learn Kelly Welch, Central Connecticut State University, New Britain, CT</p> <p>Knowledge of collocations in advanced learners of English Ingrid Heidrick, The Graduate Center, CUNY, New York, NY</p> <p>The impact of bilingual schooling on learners' cultural identity in Taiwan Ming-Ying Li, Pennsylvania State University, State College, PA</p> <p>An integrated schema-based approach to teaching EFL writing in a Chinese university Yuehai (Mike) Xiao, New York University, New York, NY</p> <p>Identifying and addressing challenges experienced by Turkish students in American higher education Rachel Gertzog, New York City Technical College, New York, NY</p> <p>Collaborative teaching models to meet the common core standards (Through Session IV) Maria Dove & Andrea Honigsfeld, Malloy College, Rockville Centre, NY</p>

<p>Concurrent Session IV 11:30-12:05</p>	<p>Pronunciation vs. prosody in listeners' perceptions of accent <i>Deborah Durant, Central Connecticut State University, New Britain, CT</i></p> <p>Connecting pronunciation training to linguistics topics in TESOL and applied linguistics <i>Marnie Reed, Boston University, Boston, MA</i></p> <p>Teaching grammar to adult learners using a task-based learning framework <i>Jiuhuan Huang, Regent University, Virginia Beach, VA</i></p> <p>Why I want to learn English? A motivational study on SLA <i>YiFeng Hong, University of Pennsylvania, Philadelphia, PA</i></p> <p>The linguistic hybridity of U.S. Latino students and their acquisition of standard American English <i>Justin Bennett, New York University, New York, NY</i></p> <p>Teaching English in China: Using the communicative approach <i>Cynthia S. Wiseman, BMCC CUNY, New York City, NY</i></p> <p>Strategic teaching for fostering critical reflection: The possibilities and limitations in Korean college <i>Young Cheol Chung, Changwon National University, South Korea</i></p> <p>Collaborative teaching Models to meet the common core standards (Continued) <i>Maria Dove & Andrea Honigsfeld, Malloy College, Rockville Centre, NY</i></p>
<p style="text-align: center;">Lunch 12:05-1:15</p>	
<p>Concurrent Session V 1:15 -1:50</p>	<p>The English language learners achievement GAP in mathematics and reading: Pre- and post NCLB <i>Steve Caldas, Manhattanville College, Purchase, NY</i></p> <p>Basic sentence patterns: The lonesome component in the writing process <i>Mary Carpenter, New York University, New York City, NY</i></p> <p>Empowering ESL students to take responsibility for their own learning progress <i>Luisa Cortes and Maria Lovissi</i></p> <p>Vocabulary learning: Do short rests during instruction aid acquisition? An empirical study <i>Jonathan Hennessy, Central Connecticut State University, New Britain, CT</i></p> <p>Exploring a new scoring dimension, 'critical response to text and writing task,' for an integrated-skills writing task <i>Hyun-Joo Kim, LaGuardia Community College, New York, NY</i></p> <p>Applying Reading Research and Theory to Promote Reading Comprehension <i>Anna Do, New York City College of Technology CUNY, New York, NY</i></p> <p>ESL audio script classroom project (Through Session VI) <i>Carla Miller, Drexel University English Language Center, Philadelphia, PA</i></p> <p>Teachers can have their cake, and eat it, too! (Through Session VI) <i>Gabriel Diaz Maggioli, The New School, New York, NY</i></p>
<p>Concurrent Session VI 2:00-2:35</p>	<p>Just negotiations: Is it just negotiating or are there just principles to pragmatic norms? <i>Mark S. David, Teachers College, Columbia University (Tokyo Campus)</i></p> <p>Daily silent quotations <i>Howard Sage, Hunter College (CUNY) and Borough of Manhattan Community College (CUNY), New York, NY</i></p> <p>Self-confidence and how it affects ELLs ability to self-assess <i>Alexandria Wolochuk, Molloy College, Rockville Centre, NY</i></p> <p>Process and assessment - Integrated reading and writing in the EFL context <i>Hyonsuk Cho, State University of New York at Buffalo, Buffalo, NY</i></p> <p>Investigating the effects of using concordance data on vocabulary acquisition in an Egyptian English for academic purposes setting <i>Jenna Steiner, American University in Cairo, Cairo, Egypt</i></p> <p>Heritage language development, global citizenship and the denial of hybridity <i>Martin Guardado, University of Alberta, Edmonton, AB</i></p> <p>ESL audio script classroom project (Continued) <i>Carla Miller, Drexel University English Language Center, Philadelphia, PA</i></p> <p>Teachers can have their cake, and eat it, too! (Continued) <i>Gabriel Diaz Maggioli, The New School, New York, NY</i></p>
<p style="text-align: center;">Poster Session / Exhibitor visits / Coffee Break 2:35-3:35</p>	

<p>Concurrent Session VII 3:35-4:10</p>	<p><i>An acoustic analysis of consonant clusters by Japanese speakers</i> Mieko Sperbeck, Adelphi University, Garden City, NY</p> <p><i>How to make group work more effective</i> Teresa Lintner, Hudson County Community College, Jersey City, NJ</p> <p><i>Teaching LGBT issues to second language learners in a multi-cultural college setting</i> Martha Clark Cummings and James Phillips, Kingsborough Community College, The City University of New York, New York, NY</p> <p><i>ELLs beliefs about language learning by proficiency level: A cross-sectional study of adult education students</i> Erin Moser, Central Connecticut State University, New Britain, CT</p> <p><i>Plagiarism: perspectives from international and American students</i> Hongli Fan, State University of New York, College, Cortland, NY</p> <p><i>Affective factors in English second language (ESL) learning and teaching: Differences between individual learners</i> Hlaviso Albert Motlhaka, Indiana University of Pennsylvania, Indiana, PA</p> <p><i>Total revision-oriented feedback for mixed-L1 writing classrooms</i> Kyle Grove, Cornell University, Ithaca, NY</p> <p><i>Creating meta-linguistic awareness as students learn language</i> Patty St. Jean Barry, Central Islip Public Schools, Central Islip, NY</p>
<p>Plenary Address 4:20-5:20</p>	<p><i>Plenary Address</i> <i>Challenges and Opportunities of Teaching English in and Connecting to a Global Context</i> Dr. Cate Crosby Assistant Professor of TESOL Department of Languages and Cultures West Chester University of Pennsylvania</p>
<p style="text-align: center;">Wine & Cheese Reception 5:30 - 6:30</p>	