



TESOL 2015
International Convention
& English Language Expo

25-28 MARCH 2015 • TORONTO, CANADA

Electronic Village and **Technology Showcase**

Special Events Program



CALL-IS

<http://www.call-is.org>

<https://www.facebook.com/TESOLCALLIS>

Find this schedule online at <http://call-is.org/ev/schedule.php>

2015 ELECTRONIC VILLAGE SCHEDULE AT-A-GLANCE (Room 701-B)

	Thursday, 26 March	Friday, 27 March	Saturday, 28 March
8:00	Ask Us: Free Advice for CALL (8:00 to 8:30 AM)	Ask Us: Free Advice for CALL (8:00 to 8:30 AM)	Ask Us: Free Advice for CALL (8:00 to 8:30 AM)
8:30	Technology Fair: Mobile Devices (8:30 to 9:20 AM)	Technology Fair: Classroom Tools (8:30 to 9:20 AM)	Technology Fair: Classroom Tools (8:30 to 9:20 AM)
9:00			
9:30	Ask Us: Free Advice for CALL (9:30 to 10:00 AM)	Ask Us: Free Advice for CALL (9:30 to 10:00 AM)	Ask Us: Free Advice for CALL (9:30 to 10:00 AM)
10:00	Technology Fair: Self-Access (10:00 to 10:50 AM)	Technology Fair: Self-Access (10:00 to 10:50 AM)	Technology Fair: Classics (10:00 to 10:50 AM)
10:30			
11:00	Technology Fair: Classroom Tools (11:00 to 11:50 AM)	Technology Fair: Mobile Devices (11:00 to 11:50 AM)	Technology Fair: Mobile Devices (11:00 to 11:50 AM)
11:30			
12:00	Ask Us: Free Advice for CALL (12:00 to 12:30 PM)	CALL for Newcomers: Application (12:00 to 12:50 PM)	Ask Us: Free Advice for CALL (12:00 to 12:30 PM)
12:30	EV Mini-Workshop* (12:30 to 2:00 PM)		EV Mini-Workshop* (1:00 to 2:20 PM)
1:00			
1:30			
2:00	Ask Us: Free Advice for CALL (2:00 PM to 3:00 PM)	Technology Fair: Classics (2:30 to 3:20 PM)	Ask Us: Free Advice for CALL (2:00 to 2:30 PM)
2:30			
3:00	EV Mini-Workshop* (3:00 to 4:30 PM)	Technology Fair: Classroom Tools (3:30 to 4:20 PM)	EV Mini-Workshop* (2:30 to 4:00 PM)
3:30			
4:00			
4:30	Ask Us: Free Advice for CALL (4:30 to 5:00 PM)	Ask Us: Free Advice for CALL (4:30 to 5:00 PM)	EV Closed after 4:30 PM See you next year!
5:00	EV Closed after 5:00 PM (CALL-IS Open Meeting)	EV Closed after 5:00 PM (TESOL Annual Business Meeting)	

* Please visit the EV prior to the Mini Workshops to pick up a free ticket.

TECHNOLOGY SHOWCASE SCHEDULE AT-A-GLANCE (Room 701-A)

	Thursday, 26 March	Friday, 27 March	Saturday, 28 March
9:00	Hot Topics: Flipping the Classroom (9:00 to 10:15 AM)	Hot Topics: BYOD (Bring Your Own Device) and Your Classroom (9:00 to 10:15 AM)	Hot Topics: Managing the Darker Side of Classroom Technology (9:00 to 10:15 AM)
9:30			
10:00			
10:30	Mobile Apps for Education Showcase (10:30 AM to 12:15 PM)	CALL for Newcomers: Introduction (10:30 to 11:45 AM)	Using the TESOL Community (10:30 to 11:30 AM)
11:00			
11:30			
12:00			
12:30			
1:00	CALL-IS InterSection (w SLW-IS) "Automated Writing Evaluation: When is it right for your students?" (1:00 to 2:45 PM)	Academic Session (CALL-IS) "Games in the Classroom: From Principle to Practice" (1:00 to 2:45 PM)	Hot Topics: Gaming and Gamification in our Classrooms (12:00 to 1:15 PM)
1:30			
2:00			
2:30			
3:00	Developers Showcase (3:00 to 5:00 PM)	CALL-IS Planning Meeting (3:30 to 5:00 PM)	Technology Showcase Closed (See you next year!)
3:30			
4:00			
4:30			
5:00	CALL-IS Open Meeting (5:00 to 6:30 PM)	Technology Showcase Closed TESOL Annual Business Meeting	
5:30			
6:00			
6:30			

Description of Sessions

The **Electronic Village (EV)** and the **Technology Showcase** are hosted by the Computer-Assisted Language Learning (CALL) Interest Section. Conference attendees can explore computer-based and other technology resources for language teaching and learning in face-to-face classrooms and online. Highlights include the latest in CALL technology and teaching, such as presentations and demonstrations by teachers, software and web designers, curriculum specialists, CALL authors, and other CALL practitioners. Topics include multimedia, Internet-based resources, classroom tools and mobile technology devices and applications.

Electronic Village (EV)—Convention Center, Room 701-B

Ask Us: Free Advice for CALL

Ask Us hours are open to all who wish to explore and learn about using technology, computers, software, and websites. Our CALL expert volunteers are available to answer questions and share expertise incorporating CALL into the ES/FL curriculum.

Electronic Village Technology Fairs

Explore ways to use CALL in your classroom from presenters who are stationed around the Electronic Village computer lab space. Ask questions and get hands-on experience. This event offers multiple presentation times focusing on specific themes, including Mobile Devices, Classroom Tools and Self-Access.

EV Technology Fair Classics

EV Technology Fair Classics are repeat performances of outstanding presentations from past Technology Fairs. Explore tried-and-true ways to use CALL in your classroom or extended classroom. Several presentations will be webcast from the Technology Fair Classics.

Electronic Village Mini-Workshops

Get hands-on practice with small groups and an instructor who specializes in using a particular application or Internet-based resource. Space is limited, so stop by the Electronic Village early to sign up (no cost to attend).

Technology Showcase Events—Convention Center, Room 701-A

CALL for Newcomers

Learn CALL basics from experts and enhance your teaching with digital resources. This 125-minute event includes 75 minutes of introduction in the Technology Showcase and 50 minutes of guided practice in the Electronic Village.

Mobile Apps for Education Showcase

This Showcase session provides ESOL teachers with the opportunity to demonstrate pedagogical uses for their favorite mobile applications.

Developers Showcase

Discover the latest ideas in applied technology for ESOL educational settings, including stand-alone software and Internet-based applications designed by teachers and researchers.

CALL Academic Session: *Games in the Classroom*

This session explores gaming in language learning with discussions from a theorist, trainer, teacher, and builder. The panelists will introduce the research on games for language learning, how to implement them into curricula, the practice of using games in the classroom, and conclude with building games for language learners.

InterSection: CALL-IS and SLW-IS: *Automated Writing Evaluation: When is it right for your students?*

This intersection will address the challenges and opportunities facing instructors' integration of automated writing evaluation in the second language classroom. The panelists will discuss their experiences with the use of automated writing evaluation in second language learning and the pedagogical implications of its use.

Hot Topics

These sessions focus on the latest trending topics in CALL, such as flipping the classroom, implementing Bring Your Own Device (BYOD) in the classroom, gaming and gamification in ES/FL, and managing technology in language classrooms.



CALL-IS Web Casts

Many of the sessions in the Technology Showcase, and some sessions in the Electronic Village will be web cast to include participants not at the convention. Web cast sessions are marked with this computer icon. See page 11 for more information.

Thursday, March 26

8:00 AM to 8:30 AM	
Convention Center Room 701-B: Electronic Village Ask Us: Free Advice for CALL	
8:30 AM to 9:20 AM	
Convention Center Room 701-B: Electronic Village Technology Fair: Mobile Devices	
PC 1-2	ICT4ELT – Tools that Matter <p>The main goal of this presentation is to give attendees a glimpse of the ICT4ELT EVO session and the opportunity for professional development that EVO offers. Those present will not only see some of the artifacts produced by participants, but also learn how to create some of those artifacts themselves.</p> <p>Jose Antonio da Silva, Casa Thomas Jefferson, Brazil (joseaokc@yahoo.com)</p>
PC 3-4	Using Voicethread to Enhance Student Engagement <p>Using Voicethread to promote autonomy and student engagement boosts the active learning process. In this workshop, presenters will demonstrate various ways Voicethread enhances work both in and out of the classroom for pronunciation practice, mini-presentations, self and peer review, and group projects.</p> <p>Summer Peixoto, University of Kansas, USA Monica McCuiston, University of Kansas, USA</p>
PC 5-6	Gamification of Academic Vocabulary Instruction <p>Gamification of learning uses game-like features such as earning points and rewards along with real time adaptive feedback. Learn how to provide your students with corpus-based academic vocabulary instruction in a game-like atmosphere with the freely available Vocabulary.com. Students can practice and master the words you - or they - choose.</p> <p>Roger Gee, Holy Family University, USA (rgee@holysfamily.edu)</p>
PC 7-8	Kahoot: A Game-based Formative Assessment Tool <p>This presentation is intended to provide information related to Kahoot. This is a mobile application which has to do with classroom formative assessment in a game-like format. After the demonstration, participants will be able to create quizzes with this online tool and use it in their own classes.</p> <p>Miguel Perez, Venezuela TESOL, Venezuela (miguelperez.uc@gmail.com) Luis Jordan, Venezuela TESOL, Venezuela (ljordan.uc@gmail.com)</p>
PC 9-10	Pronunciation Through Practice: Utilizing Apps and the Web <p>Teaching pronunciation is made easy by utilizing websites and free mobile applications. The presenter will demonstrate the use of three applications and two websites that teachers can incorporate into activities. These resources can also be utilized by students to hone in on target areas and practice pronunciation in authentic situations.</p> <p>Amanda Yousuf-Little, ELS Language Centers, USA</p>
Mac 1-2	Building Bridges Between Online Corpora and Grammar Textbooks <p>Teachers can use online corpora as sources of authentic language to help learners notice language use in different contexts. In this demonstration, participants will learn how to use samples from MICUSP and COCA to develop support materials that reinforce grammar points from textbooks and questions to ask when selecting samples.</p> <p>Ashley Hewlett, Michigan State University English Language Center, USA (hewletta@msu.edu)</p>
Mac 3-4	Customized Animated Lessons using TED-Ed <p>This presentation will guide participants through the quick and easy process of creating their own online video lessons, using the lesson customization feature of TED-Ed animations. Within minutes, participants will leave inspired and confident in their abilities to create their own high-quality video-lessons.</p> <p>Wanda Huber, Arizona State University, USA (Wanda.Huber@asu.edu)</p>
Mac 5-6	ZeeMap: Creating an Oral-visual Project with Free Resources <p>This presentation will demonstrate how my ESL students create oral-visual projects by combining iMovie, YouTube and Zeemap.com. I will walk participants through the project and show them how to integrate the different technologies. I will also address how I used this project in class and present a student sample.</p> <p>Cindy Pulkkinen, University of New Hampshire, USA (cp@unh.edu)</p>
Mac 7-8	Phonemes to Sentence Stress: Using Technology to Practice Pronunciation in a Multilingual Classroom <p>This presentation will share ways to practice pronunciation with technology for all proficiency levels. Tutorials on how to use and connect English Central, AmEnglish, and the app, iMovie, will show teachers how to target specific needs for individual students both inside and out of the multilingual classroom.</p> <p>Deanna Futrell, English Programs for Internationals, USA (dfutrell@gmail.com)</p>

Mac 9-10	<p>Twitter for Making Inferences</p> <p>Twitter requires its users to communicate concisely and efficiently. Students can learn to make inferences by deciphering the narratives behind series of tweets. The presenter will discuss the use of Twitter as a tool for reading development and storytelling in an intermediate reading and writing course at a Japanese university.</p> <p>Luke Slisz, Arizona State University, USA (luke.slisz@gmail.com)</p>
BYOD 1	<p>Promoting Higher Order Thinking Skills (HOTS) with Apps</p> <p>Learn how to prepare and integrate higher order thinking questions into your classes seamlessly on your mobile device using readily available apps--Socrative and StickPick. Bring Your Own Device for hands-on practice and take home a toolkit of "tried and true" teacher resources to prepare for and integrate higher order thinking skills.</p> <p>Carla Huck, Danbury Public Schools, USA (huckca@danbury.k12.ct.us) Beth Amaral, Danbury Public Schools, USA (huckca@danbury.k12.ct.us)</p>
BYOD 2	<p>Trending Apps: Capturing Students' Attention Using 15-Second Videos</p> <p>This demonstration will provide teachers with examples of how to use short video applications to teach phrasal verbs, jokes and contextualized vocabulary. Three mini lessons will demonstrate how to incorporate these apps into classes and give teachers ideas so they can apply the applications to lessons of their own choosing.</p> <p>Trisha Dowling, Language Center International, USA (tdowlin3@emich.edu) Clarissa Codrington, Language Center International, USA (ccodrington@emich.edu)</p>
<p>9:00 AM to 10:15 AM</p>	
<p>Convention Center Room: 701-A: Technology Showcase</p> <p>Hot Topics: Flipping the Classroom</p> <p>Flipped Language Learning: Definitions and Examples</p> <p>This presentation will define flipped learning and describe some of its key characteristics. Examples of flipped learning applications will be shown along with descriptions of important aspects of flipped learning, such as assessment. Project-based learning approaches to flipped learning will also be demonstrated.</p> <p>Christine Sabieh, Notre Dame University, Lebanon (sabieh@hotmail.com) Helaine Marshall, Long Island University - Hudson, USA (Helaine.Marshall@liu.edu) John M. Graney, Santa Fe College, USA (john.graney@sfcollege.edu) Christine Bauer-Ramazani, Saint Michael's College, USA (cbauer-ramazani@smcvt.edu)</p>	
<p>9:30 AM to 10:00 AM</p>	
<p>Convention Center Room 701-B: Electronic Village</p> <p>Ask Us: Free Advice for CALL</p>	
<p>10:00 AM to 10:50 AM</p>	
<p>Convention Center Room 701-B: Electronic Village</p>	
<p>Technology Fair: Self-Access</p>	
PC 1-2	<p>Cloud-Based Document Collaboration and Versioning for Successful Program Projects</p> <p>Google Drive has become a useful tool for sharing and manipulating classroom and programmatic information. By using cloud-based systems for large projects (accreditation or curriculum design), programs can have more collaborative and consistent results. The presenter will discuss the setup and integration of Google Drive versioning into document-heavy processes.</p> <p>Adam Clark, Arizona State University, USA (atclark3@asu.edu)</p>
PC 3-4	<p>Blog On in the Writing Classroom</p> <p>Blog On in the Classroom is for instructors of all ESL levels who teach writing. Blogger allows the teacher to give the students outside writing practice. It is easy to use for both students and instructors. Learn to set up your class blog and the advantages of creating one.</p> <p>Carol Kubota, American English Culture Program (AECF) @ Arizona State University, USA (ckubota@asu.edu)</p>
PC 5-6	<p>Making the Most of Online Video: Using History and Biography to Teach Language Skills</p> <p>Participants gain fresh ideas for engaging students through meaningful content while targeting various skills and levels. Participants see demonstrations of three activities, each based on a three-minute video from History.com or Biography.com, and receive brief explanations of additional video-based activities and tips for creating their own activities using these websites.</p> <p>Heather Gregg Zitlau, Georgetown University, USA (hg227@georgetown.edu)</p>



<p>PC 7-8</p>	<p><i>Using Curriculet.com to Equip ESL Students with Metacognitive Reading Skills</i></p> <p>Curriculet.com, a free and easy-to-use website, boosts literacy through fun, interactive activities while tracking student progress. Teachers can embed online reading texts with questions, quizzes and media. Attendees will see how to use Curriculet.com to help students become effective readers by cultivating comprehension, vocabulary, and critical thinking.</p> <p>Rachel Bricker, American English and Culture Program, USA (rachel.bricker@asu.edu) Jessica Cinco, American English & Culture Program, USA (jcinco@asu.edu) Shoshanna Starzynski, American English & Culture Program, USA (shorose@asu.edu)</p>
<p>PC 9-10</p>	<p><i>Washington's I-DEA: Designing a Flipped Curriculum using Canvas, Open Educational Resources and Other eLearning Tools</i></p> <p>Project I-DEA is a three-year project in collaboration with the Bill and Melinda Gates Foundation. Session participants will learn about the eLearning tools and resources used to develop the openly licensed, flipped/hybrid I-DEA curriculum, and the technology support provided to students. Presenters will also showcase one of the I-DEA modules.</p> <p>Jodi Ruback, Washington State Board for Community and Technical Colleges, USA (jruback@sbctc.edu) Adria Katka, North Seattle College, USA (adria.katka@seattlecolleges.edu)</p>
<p>Mac 1-2</p>	<p><i>BuzzFeed Writing Activities</i></p> <p>Join us to learn how viral Internet content, such as BuzzFeed articles, provides an optimal template for students' academic writing activities. Attendees will look at samples of student-generated BuzzFeed content and will then see how BuzzFeeds can be converted to high-quality article summaries and annotated bibliography entries.</p> <p>Audra Hilterbran, Ohio University, USA (hilterbr@ohio.edu) Javad Anjum, Ohio University, USA (ja366309@ohio.edu)</p>
<p>Mac 3-4</p>	<p><i>Customizing Pronunciation Practice with an E-Toolkit</i></p> <p>The presenter shares a three-step approach to help students pronounce troublesome phonemes intelligibly: (1) a voice-recorded diagnostic to identify difficult phonemes, (2) a student-teacher conference to create a self-study plan, and (3) an e-toolkit comprised of YouTube videos, tongue twisters, and speech recognition software to help students practice autonomously.</p> <p>Robert Bushong, University of Delaware, USA (rbushong@udel.edu)</p>
<p>Mac 5-6</p>	<p><i>Poll Everywhere: Texting while Learning!</i></p> <p>Finding ways to motivate even the reticent students can be challenging; however, integrating "Poll Everywhere" has proven to enhance student participation and accuracy. Presenters will demonstrate multiple ways to utilize "Poll Everywhere" that help students be more open to improving academic writing, grammar, vocabulary, and class discussions.</p> <p>May Youn, American Language Program, California State University, Fullerton, USA (myoun@fullerton.edu) Lily Hyo Eun Roh, American Language Program, California State University, Fullerton, USA (lroh@fullerton.edu)</p>
<p>Mac 7-8</p>	<p><i>Crossing the Electronic Border: Flipping the Listening and Speaking Classroom with D2L and YouTube</i></p> <p>Participants are able to see how Desire2Learn can be used to flip a listening and speaking classroom. The presenter demonstrates how to use the audio-capture capability of D2L as well as the quick access to YouTube that is built into the learning management system.</p> <p>Jacob Skelton, Broward College - North Campus, USA (jskelton@broward.edu)</p>
<p>Mac 9-10</p>	<p><i>Interactive Communal Learning Through VoiceThread</i></p> <p>Presenters will introduce and teach participants the web-based interactive platform VoiceThread. After presenting and describing the applications and potential of this exciting tool, presenters will guide participants in familiarizing themselves with VoiceThread, so that they leave equipped with the confidence to apply this dynamic resource in their lessons.</p> <p>Monique Abbott, ELS Language Centers, USA (mpratt@els.edu) Nicole Haning, ELS Language Centers, USA (nicolacita@gmail.com) Jonelle Williams, ELS Language Centers, USA (jonelle.williams@gmail.com)</p>
<p>BYOD 1</p>	<p><i>Adapting MOOCs for Global Interaction, Independent Learning, and Supplemental Materials</i></p> <p>Massive Open Online Courses (MOOCs) are growing in popularity as resources for global communication, independent learning, and supplemental classroom material. However, accessing the materials on a MOOC can be difficult for language learners. Through facilitated workshops and classroom integration, ELTs can personalize the experience of MOOCs for more cooperative learning.</p> <p>Katie Subra, Winona State University, USA (subr0054@umin.edu) Eve Smith, Georgetown University, USA (evesmyth@gmail.com)</p>

BYOD 2 Assessment Made Easy: Using EDU2.0 for Student-centered Assessments

This presentation showcases a free web-based resource called EDU2.0, an online course management system. The benefits of using this website for fast, authentic assessments will be highlighted to assist teachers in tracking student progress. Sample activities include student-centered activities, quizzes, rubric creation, and more for university intensive English programs.

Alisha Biler, University of South Carolina, USA (alisha_biler@epi.sc.edu)

10:30 AM to 12:15 PM

Convention Center Room: 701-A: Technology Showcase

Mobile Apps for Education Showcase

Use the Canvas Mobile App for Android and IOS For Student Video Discussion

Boards For Keeping Students Engaged Outside of Class



The main purpose of this presentation is to show instructors how they can easily create discussion boards that their students post and reply to using video, with the Canvas mobile app for either IOS or Android. These video discussion boards keep the students engaged and practicing English Outside of Class.

Anthony Anderson, Nevada State College, USA (anthony.anderson@nsc.edu)

The Magic of ThingLink

This presentation will demonstrate the ease with which ANYONE can personalise photos by using ThingLink. A multi-platform tool, ThingLink lets users add 'digital captions' to any image. Great for student presentations, and so simple. With a device, an image and an internet connection, beautiful ThingLinks are just a touch away.

Sheri Henderson, Ras Al Khaimah Men's College - Higher Colleges of Technology, UAE (hendersonsheri@yahoo.ca)

Schoology: Capturing Authentic Interaction with Native English Speakers

Schoology is a free online learning management system with a mobile app that captures audio and video and directly uploads it to the class website. Come and hear how our beginning students have taken "selfie videos" while ordering food and how our advanced students have interviewed native English speakers.

Gail Schwartz, UC Irvine, USA (Gail.Schwartz@unx.uci.edu)

Dana Saito-Stehberger, UC Irvine, USA (esl@danasaito.de)

Mango App: How to Use With Adult Language Learners

This presentation will demonstrate how Mango Mobile Apps can enliven instruction for adult language learners. Mango is an application teachers can use to create a virtual world where students can benefit from visual/audible enhancements. Handouts will be provided with a website of samples where Mango App can be viewed.

Aseel Almubaddel, George Mason University, USA (a.f.almubaddel@gmail.com)

Using Quizlet to Learn Vocabulary and Grammar

Help students learn lots of vocabulary and grammar rules so well that they are able to recall them immediately. The beauty of Quizlet (flash card application) is that students can use it to assist them in creating a usable language in their free time. Plus, it's fun!

Drew Scheneman, University of Delaware, USA (drew@udel.edu)

VocabNomad: a Context-Sensitive Mobile Application - University English for Academic Purposes Case Study

VocabNomad, an adaptive visual dictionary app, allows learners to create and share learning content. VocabNomad, a vocabulary support tool, encourages situated learning by using learner mobile tracking information to support the user's context. The VocabNomad app demonstration includes: effects on ELL communication and emotions, user feedback and other research findings.

Bill Mboutsiadis, University of Toronto & Teachers College Columbia University, Canada (bill.mboutsiadis@utoronto.ca)

Carrie Demmans Epp, TAGlab, Dept. of Computer Science, University of Toronto, Canada (cdemmans@gmail.com)

Meipai: Point of Departure for Learning

Students can instantly convert 10-second videos on their smart devices into astonishing professional-looking music videos. A multitude of language learning instruction can result from these videos including but not excluding vocabulary building, note-taking skills, process analysis, and critical thinking activities.

Teresa Nguyen, California State University, Fullerton, USA (tenguyen@fullerton.edu)

Generating Research Citations with Ease Using Easy Bib

Creating citations has always been a laborious process until now with the mobile app, EasyBib. Now, teachers and students can use their phone's camera to scan the barcode of books, generate a citation list, and email the results to themselves. Thus, more time can be spent on other writing tasks.

Randall Davis, English Language Institute, USA (rdavis@aoce.utah.edu)

Kahoot: Instant Student Input via Cell Phones

Kahoot is a free game-based educational platform that allows individual students to respond to questions on a project computer screen with their cell phones. Their responses are instantly visible on the projected website. Come see how Kahoot can bring motivation to your class!

Dana Saito-Stehberger, UCI International Programs, USA (dana.saito-stehberger@unx.uci.edu)

Gail Schwartz, UCI International Programs, USA (gail.schwartz@unx.uci.edu)

11:00 AM to 11:50 AM

Convention Center Room 701-B: Electronic Village

Technology Fair: Classroom Tools

PC 1-2 Multimodal Projects for L2 Students Using Issuu, Infogr.am, and Animoto

Interested in multimodal projects for your L2 students? This demonstration will introduce several web-based programs. Issuu is a publishing platform; Infogr.am is an application for generating infographic; and Animoto is a cloud-based video creator. You will learn how to use these programs and be provided with possible classroom projects.

Conan Kmiecik, University of Wisconsin River Falls, USA (conan.kmiecik@uwrf.edu)

PC 3-4 Using Videos to Teach Language Etiquette

This session will share how language videos on Youtube help raise students' awareness of their own language use and motivate learners to use the target language. The presenter will share an example video, in addition to outlining how these videos are made and implemented in the classroom.

Deborah De Hoyos, Brigham Young University, USA (deborah_dehoyos@byu.edu)

PC 5-6 Using ePortfolios to Showcase Student Writing

As we move toward a paperless classroom environment, electronic portfolios are becoming more and more common. The presenter will compare two different portfolio platforms (Blogger and Canvas) and discuss the advantages and disadvantages of each. She will also provide a list of other portfolio applications.

Nina Liakos, University of Maryland College Park, USA (nina.liakos@gmail.com)

PC 7-8 Use Penzu for Online Journals and Portfolios

With Penzu's online "leather-bound" journal, students can write (and share) journal entries to develop fluency or create writing portfolios. Teachers can post assignments, set due dates, provide feedback, and grade essays. The presenter demonstrates Penzu's features, suggests prompts, shares rubrics and grading-scale options, and compares the free and subscription options.

Nancy Overman, Georgetown University, USA (overmann@georgetown.edu)

PC 9-10 Rethinking Assessment: Digital Tools to Engage and Assess Students

During this interactive session, participants get hands on experience using three free and easy to use technologies to formatively assess students. Learn to engage students and gain rapid insight into student understanding to help inform data driven decision making and differentiated instruction.

Lindsey Crifasi, Carlos Rosario International Public Charter School, USA (lcrifasi@carlosrosario.org)

Mac 1-2 Digital Directors: Students Managing Digitally-Supported Aural Skills Activities

The session describes approaches for organizing listening/speaking activities for maximum student control and responsibility for learning. Procedures are described whereby students use digital devices, including smartphones, flip cameras, and computers, to record, analyze, and give feedback to each other on activities such as presentations and small group discussions.

Thomas Cullen, Eastern Michigan University, USA (tcullen@emich.edu)

Mac 3-4 How to Make Online Musical Cloze Exercises


The purpose of this presentation is to focus on the use of Lyrics Training to create online musical cloze exercises inside and outside of the classroom. Attendees will learn how to use the software and set up their own accounts within the site.

Phil Rice, University of Delaware English Language Institute, USA (philrice@udel.edu)

Mac 5-6 Evaluating CALL Resources Quickly and Effectively

This session will provide participants with tools to evaluate CALL quickly and efficiently. Participants will be provided with three measures (1) initial checklist; (2) pedagogical evaluation (3) post-evaluation to use, as well as hands on demonstration and practice using the measures.

Elizabeth Aamodt, University of Iowa, USA (elizabeth-aamodt@uiowa.edu)

<p>Mac 7-8</p>	<p><i>Using TED Talks in English Language Teaching</i> This presentation highlights the benefits of using TED talks to develop the four language skills and vocabulary, introduces websites that have curated the TED talks by topics and difficulty, and shares several specific activities and materials that have been successfully piloted with L2 learners. Zuzana Tomaš, Eastern Michigan University, USA (ztomas@emich.edu) Kristin Tenney, Eastern Michigan University, USA (ktenney@emich.edu)</p>
<p>Mac 9-10</p>	<p><i>From Traditional Written Book Reports to Book Chats and Online Recorded Book Reports</i> Getting tired of written extensive reading book reports? Based on Moodle, this presentation will introduce the idea of combining online-recorded book reports, book chats with the traditional written or oral ones in class to give learners more options and get more motivated with Extensive Reading Book Reports. Hong-Nguyen Nguyen, Kanazawa Institute of Technology, Japan (hongnguyen41@gmail.com)</p>
<p>BYOD 1</p>	<p><i>Capturing Classroom Video with Head-Held Camcorders</i> This presentation introduces the use of head-held camcorders and video editing software to develop materials for increasing students' communicative skills in a post-secondary EFL course in Japan. After describing the process and providing representative examples, the presenter concludes with a discussion of practitioner databases and potential classroom research applications. Duane Kindt, Nagoya University of Foreign Studies, Japan (kindt@nufs.ac.jp)</p>
<p>12:00 PM to 12:30 PM</p>	
<p>Convention Center Room 701-B: Electronic Village Ask Us: Free Advice for CALL</p>	
<p>12:30 PM to 2:00 PM</p>	
<p>Convention Center Room 701-B: Electronic Village EV Mini-Workshop (*Please visit the Electronic Village ahead of time to sign-up for a seat at these workshops) Customizing Existing Media to Fit your Classroom Needs: Interactive Video Teachers often turn to existing online content, such as YouTube videos, to provide authentic learning materials to their students. This workshop allows attendees to tweak existing videos using PopcornMaker and other interactive tools to meet their classroom objectives. Attendees should come to this session with a favorite video in mind. Audra Hilterbran, Ohio University, USA (hilterbr@ohio.edu) Javad Anjum, Ohio University, USA (ja366309@ohio.edu)</p>	
<p>Thinglink: Turn Any Image into an Interactive Graphic ThingLink is a powerful organizer, aggregation tool and curator, which turns any image or video into a multimedia rich interactive learning tool. The presenter will first showcase ThingLink EDU features through inspiring examples, to then guide participants into the creation of their own "interactive images" through easy-to-follow instructions. Rita Zeinstejer, ARCI, Argentina (rita@zeinstejer.com)</p>	
<p>1:00 PM to 2:45 PM</p>	
<p>Convention Center Room: 701-A: Technology Showcase CALL-IS InterSection (w/ SLW-IS) Automated Writing Evaluation: When is it right for your students? This intersection will address the challenges and opportunities facing instructors' integration of automated writing evaluation in the second language classroom. The panelists will discuss their experiences with the use of automated writing evaluation in second language learning and the pedagogical implications of its use. Deborah Crusan, Wright State University, USA (deborah.crusan@wright.edu) Dianna Lippincott, Arizona State University, USA (Dianna.Lippincott@asu.edu) Beatriz Fuentes-Anderson, Arizona State University, USA (mbfuentes@asu.edu) Zhi Li, Iowa State University, USA (zhili@iastate.edu) Li Zhang, Shanghai Jiaotong University, China (zhangli@sjtu.edu.cn)</p>	
	
<p>2:00 PM to 3:00 PM</p>	
<p>Convention Center Room 701-B: Electronic Village Ask Us: Free Advice for CALL</p>	

3:00 PM to 4:30 PM

Convention Center Room 701-B: Electronic Village

EV Mini-Workshop (*Please visit the Electronic Village ahead of time to sign-up for a seat at these workshops)

iPad-agogy: a Bloomin' Better Way to Teach

Participants will be guided through hands-on, interactive activities exploring iPad applications, which can be integrated across the four skills. A wiki will provide the information, applications, lesson plans, project-based learning exemplars, and web links covered in the workshop, as well as the opportunity to share participants' own knowledge of digital tools.

Ellen Dougherty, Higher Colleges of Technology, UAE (edougherty@hct.ac.ae)

Vance Stevens, Higher Colleges of Technology, UAE (vstevens@hct.ac.ae)

Nery Alvarado, Higher Colleges of Technology, UAE (nalvarado@hct.ac.ae)

Daniela Coelho, Higher Colleges of Technology, UAE (dcoelho@hct.ac.ae)

Storytelling in the 21st Century: Creating Digital Stories with iMovie

Looking for a creative way to integrate technology and literacy in your classroom? Come learn how to create digital stories using iMovie! Participants will learn the basics of iMovie and will create their own digital stories. Pedagogical applications will be discussed, based on our cross-cultural project and your educational contexts.

Laura Hamman, University of Wisconsin-Madison, USA (lhamman@wisc.edu)

Rui Li, University of Wisconsin-Madison, USA (rli75@wisc.edu)

3:00 PM to 5:00 PM

Convention Center Room: 701-A: Technology Showcase

Developers Showcase

PeanutButter: A Pronunciation App

This session will introduce attendees to the simple mobile app PeanutButter. This app was developed on the MIT App Inventor platform and currently runs on Android devices. PeanutButter allows learners of English who have difficulty with the sounds /p/ and /b/ practice through different progressions. Attendees will be able to download the free application if they choose to do so.

Audra Hilterbran, Ohio University, USA (hilterbr@ohio.edu)



The Free English for Uni Website – For All Learners and Teachers of English

The main purpose of this presentation is to showcase the free English for Uni website, which contains innovative videos, explanations and exercises based on different features of English grammar and academic skills. Attendees will gain an understanding of the website and suggestions about how to use it in class.

Shem Macdonald, Victoria University, Australia (Shem.Macdonald@vu.edu.au)

Comprehensible Input in a Virtual World for ESL

In a virtual world, learners might interact with non-player characters (NPC's) by text/speech recognition or by selecting from a menu and having software speak for them. I show that the designer's choice should depend primarily on whether the goal is testing or teaching. After introducing background theory, based on a Human Linguistics reinterpretation of what comprehensible input is and how it affects learning in neurobiological terms, I will then show an example of menu-driven interaction with NPC's in a survival English lesson that I implemented in an OpenSim virtual world that was created specifically for ESL learning.

Douglas Coleman, University of Toledo, USA (Douglas.Coleman@utoledo.edu)

Online Academic Training: a Pre-departure Course for International Students

How can we promote our international students' integration into campus and community, and therefore enhance their potential for success? This showcase presents an innovative fully online pre-departure academic orientation course developed by the English Language Center at Michigan State University to support international students' academic success in the U.S. The course, which is designed to occupy students for a month, uses high quality videos to introduce salient concepts in four content areas: Writing, Reading, Listening and Speaking, and Academic Culture.

Luca Giupponi, The English Language Center at Michigan State University, USA (giupponi@msu.edu)

Akiko Ota, The English Language Center at Michigan State University, USA (otaakiko@msu.edu)

Carol Wilson-Duffy, The English Language Center at Michigan State University, USA

The Open-Source FLAX Language System

We will demonstrate key features of the open-source FLAX language software, which can be downloaded for free to develop corpus-based language collections on personal computers or hosted on institutional servers. Collections can also be developed by teachers directly onto the FLAX website, or by installing the FLAX Moodle plug-in for use with the Moodle Virtual Learning Environment for interactive language support with e-resources. We will also be giving away printed copies of the Book of FLAX (also available as an eBook), which tells you everything you need to know about building your own interactive FLAX collections featuring game-based activities.

Alannah Fitzgerald, Concordia University / Waikato University / UK Open University, New Zealand (alannahfitzgerald@gmail.com)

TechCaFE (Technology for Customizable and Fun Education): Innovative computer and mobile-based tools to improve English Literacy Skills

The purpose of the presentation is to demonstrate TechCaFE, an innovative suite of computer and mobile-based educational games that were developed and customized to cater to the variety of game interests and literacy needs of different ESL populations in the U.S. and Qatar. We are currently working with the following populations: special needs students, adult refugees and migrant workers, and post-secondary ESL students. The games are web-based, so they can be played on laptops and smartphone devices.

Silvia Pessoa, Carnegie Mellon University in Qatar, Qatar (spessoa@cmu.edu)

Create Your Own Mobile Apps with LiveCode!

LiveCode is a flexible software tool that permits ESOL educators to create their own language learning activities. LiveCode can be used free of charge for non-commercial purposes. The activities for learners may be exported to PC, Macintosh, IOS, and Android, so they may be deployed on desktop computers, smartphones, or tablets. The presenter will demonstrate some activities to show the capabilities of LiveCode. She has created several templates in LiveCode to show the possibilities. The templates are available as a free download. She will also outline the process of converting a LiveCode file to a mobile application.

Claire Siskin, Edvista, USA (csiskin@edvista.com)

Assess Your English Online for Free!

The Canadian Language Benchmarks Online Self-Assessment is an online task-based language assessment which gives learners the opportunity to attempt Reading and Listening tests and receive immediate results in a benchmark range. This is a free online resource available internationally simply by logging onto the website and registering as a user. Participants will learn how the online self-assessment can benefit both students and teachers. Attendees will also have the chance to experience the assessment live.

Jennifer Tanudjaja, Centre for Education & Training, Canada (jtanudjaja@tcet.com)

Eli Review - an Effective Peer Review Tool for Writing Class

Eli review is an online peer review tool designed for English writing class. It brings more flexibility in group arrangement, time and location. It also provides more accurate and systematic review data such as rating scale and comments. Students' review performance can also be evaluated via engagement data. This helps students to become better writers as well as better reviewers. Eli is especially helpful to second language learners by facilitating class communications and developing their critical thinking ability. It has also proved to be an effective tool for long distance teaching.

Xinqiang Li, Michigan State University, USA (bestestu@gmail.com)

4:30 PM to 5:00 PM

Convention Center Room 701-B: Electronic Village

Ask Us: Free Advice for CALL

5:00 PM to 6:30 PM

Convention Center Room 701-A: Technology Showcase

CALL-IS Open Meeting

Come learn more about the CALL-IS and how you can volunteer to serve TESOL members. Steering Committee members will also be elected during this meeting.



WEB CASTS

The sessions below will be web cast live during the convention. Visit <http://callis2015.pbworks.com> for links. The web casts will also be recorded and made available on the CALL-IS website (<http://www.call-is.org>).

Thursday, March 26

Hot Topic: Flipping the Classroom

9:00 – 10:00 AM (EST)
2:00 – 3:15 PM (GMT)

Mobile Apps for Education Showcase

10:30 AM – 12:15 PM (EST)
3:30 PM – 5:15 PM (GMT)

CALL-IS InterSection (w/ SLW-IS)

1:00 – 2:45 PM (EST)
6:00 – 7:45 PM (GMT)

Developers Showcase

3:00 – 4:50 PM (EST)
8:00 – 9:50 PM (GMT)

CALL-IS Open Meeting

5:00 – 6:30 PM (EST)
10:00 – 11:30 PM (GMT)

Friday, March 27

Hot Topic: BYOD and Your Classroom

9:00 – 10:15 AM (EST)
2:00 – 3:15 PM (GMT)

CALL-IS Academic Session

1:00 – 2:45 PM (EST)
6:00 – 7:45 PM (GMT)

Technology Fair: Classics

2:30 – 3:20 PM (EST)
7:30 – 8:20 PM (GMT)

Saturday, March 28

Hot Topic: Managing the Darker Side

of Classroom Technology
9:00 – 10:15 AM (EST)
2:00 – 3:15 PM (GMT)

Hot Topic: Gaming and Gamification in Our Classrooms

12:00 – 1:15 PM (EST)
5:00 – 6:15 PM (GMT)

Technology Fair: Classics

10:00 – 10:50 AM (EST)
3:00 – 3:50 PM (GMT)

The CALL-IS would like to thank Learning2gether and the University of New Brunswick for sponsoring the webcast platforms Thank you!!

Friday, March 27

8:00 AM to 8:30 AM	
Convention Center Room 701-B: Electronic Village	
Ask Us: Free Advice for CALL	
8:30 AM to 9:20 AM	
Convention Center Room 701-B: Electronic Village	
Technology Fair: Classroom Tools	
PC 1-2	<p><i>The Usage of Wordle.net</i></p> <p>During this session I will demonstrate how to use wordle.net in Reading and Writing ESL classes for all levels of English proficiency. I will show why it is effective at addressing elements of rhetoric in students' essays and how it can help improve reading comprehension, vocabulary, and spelling skills.</p> <p>Olga Filatova, Miami University, USA (filatoo@miamioh.edu)</p>
PC 3-4	<p><i>Memrise.com: Fun, Free, Interactive Vocabulary Learning</i></p> <p>Improve student vocabulary retention with this free website with friendly competition. Memrise.com offers mini customizable lessons to help improve understanding, retention, pronunciation, and spelling of vocabulary words. By using visual representation, aural repetition, and the written form along with frequent repetition, this app provides essential tools to learn vocabulary long-term.</p> <p>Kelly Hill Zirker, Georgetown University, USA (kaz7@georgetown.edu) Rachel Bricker, American English and Culture Program, Arizona State University, USA (rachel.bricker@asu.edu)</p>
PC 5-6	<p><i>Improving and Simplifying Feedback on Student Writing Using Screencasts</i></p> <p>Attendees will see how screencasting, a method of recording one's voice along with the image on one's computer screen, can be used to give feedback on student writing. The presenters will show example screencasts and discuss advantages of screencasting, such as ability to convey tone and accommodate more learning styles.</p> <p>Elizabeth Baertlein, University of Iowa, USA (elizabeth-baertlein@uiowa.edu) David Nott, University of Iowa, USA (david-nott@uiowa.edu)</p>
PC 7-8	<p><i>Using CALL Websites to Enhance and Streamline L2 Vocabulary Learning</i></p> <p>This presentation will include a series of demonstrations on how to use free and paid CALL websites to enhance and streamline the vocabulary lessons in a 200-level reading course. The results are highly favorable and can be transferred into a variety of curricula.</p> <p>John Whalen, Colorado State University, USA (John.Whalen@Colostate.edu) Alhassane Ali Drouhamane, Colorado State University, USA (AliDrouhamaneAlhassane@yahoo.com) Anthony Becker, Colorado State University, USA (Tony.Becker@colostate.edu) Tatiana Nekrasova-Beker, Colorado State University, USA (T.Nekrasova_Beker@colostate.edu) Nate Will, Colorado State University, USA (NateColo@hotmail.com)</p>
PC 9-10	<p><i>Using Blogs and Screencasts to Teach Writing</i></p> <p>Judicious use of technology including blogs and screencasts can facilitate online writing instruction. Blogs and screencasts in action will be demonstrated. Attendees will gain practical advice for setting up both class and personal blogs for learners and tips for giving feedback on student writing using simple, free video screencasts.</p> <p>Bonnie Jean Nicholas, NorQuest College, Canada (bonnie.nicholas@norquest.ca)</p>
Mac 1-2	<p><i>EDpuzzle: Teaching Speaking/Listening Skills in a Flipped Teaching Environment</i></p> <p>EDpuzzle is a free website that enables you to upload a video or use a video on the web, to edit, to add audio notes or quiz questions, and to monitor individual student work. This session will discuss how EDpuzzle is used to teach speaking, listening and note-taking skills.</p> <p>Dana Saito-Stehberger, UC Irvine, USA (esl@danasaito.de) Gail Schwartz, UC Irvine, USA (Gail.Schwartz@unx.uci.edu) Rachel Fernandez, UC Irvine, USA (Rachel.Fernandez@unx.uci.edu)</p>
Mac 3-4	<p><i>Bridging the Device Gap with Nearpod</i></p> <p>Does it feel like your students can't put down their smart phone? Nearpod can help you channel the energy of student devices into an interactive classroom experience that provides opportunities for formative assessment as it increases engagement. Join a Nearpod live session to gain firsthand experience with this technology tool.</p> <p>Nicole Servais, University of Delaware, USA (nservais@udel.edu)</p>

Mac 5-6	<p><i>Using Presentation Software to Promote Cooperation, Engagement and Speaking Skills</i></p> <p>This presentation will describe a project in which groups of students were engaged in an authentic, communicative task that improved their skills in both language and technology use. Attendees will see how freely available presentation software packages can be employed to promote collaborative skill building in an oral communication course.</p> <p>Thomas E. Bieri, Nanzan University, Japan (bieri4jalt@gmail.com)</p>
Mac 7-8	<p><i>Using Technology to Lower the Affective Filter in the Classroom</i></p> <p>This session will share several online tools and apps that can be used to lower the affective filter of students in the classroom. The presenter will model examples of resources to aid in students' happiness levels and ultimately lead them to greater success.</p> <p>Carrie Drake, Brigham Young University, USA (carrie_drake@byu.edu)</p>
Mac 9-10	<p><i>Collaborate and Create: Wiki Tasks for EAP Learners</i></p> <p>Wiki tasks enable EAP students to collaborate in a communal e-space as they write for an audience beyond the instructor, receive and give feedback, make revisions, and build digital literacy skills. This presentation demonstrates two advanced academic writing wiki tasks; task design, instructor support, and student preparation are discussed.</p> <p>Heather Benucci, Schwa Solutions TESOL Consulting, USA (hbenucci_tesol@yahoo.com)</p>
BYOD 1	<p><i>Strategies for the Effective Design and Facilitation of Online Courses</i></p> <p>The fundamentals of designing and facilitating an online course will be presented. These fundamentals include clarity in deadlines and instructions, prompt feedback, active learning experiences, and communication of expectations. Within each principle, examples of good course design will be shown with activities designed by the presenter.</p> <p>Heather Gaddis, Colegio Fontanar, Mexico (heathergaddis@gmail.com)</p>
BYOD 2	<p><i>Pedagogical Applications of GoogleDocs in Writing and Grammar Classes</i></p> <p>GoogleDocs is a free, web-based resource that can be used when working with multiple intelligences and learning styles. This internet-based resource can be used in various academic settings and content areas. This presentation will provide participants with techniques and strategies to guide English learners in writing and grammar instruction.</p> <p>Dilafuz Vosieva, University of Central Missouri, USA (vosieva@ucmo.edu) Bethany Pena, Warrensburg R-IV School District, USA (pena@ucmo.edu)</p>
9:00 AM to 10:15 AM	
<p>Convention Center Room: 701-A: Technology Showcase</p> <p>Hot Topics: BYOD (Bring Your Own Device) and Your Classroom</p> <p>Implementing BYOD in the Language Classroom: Tips and Tricks for Young and Old</p> <p>BYOD (Bring your Own Device) refers to ways to incorporate a multitude of devices into your face-to-face language classrooms. A variety of apps for increasing student engagement and interactivity will be demonstrated, followed by descriptions of specific examples of implementing BYOD in K-12, adult education and IEP contexts.</p> <p>Susan Gaer, Santa Ana College School of Continuing Education, USA (susangaer@gmail.com) Christel Broady, Georgetown College, USA (christel_broady@georgetowncollege.edu) Abe Reshad, Ohio University, USA (reshada@ohio.edu) Justin Shewell, Arizona State University, USA (jshewell@asu.edu)</p>	
9:30 AM to 10:00 AM	
<p>Convention Center Room 701-B: Electronic Village</p> <p>Ask Us: Free Advice for CALL</p>	
10:00 AM to 10:50 AM	
<p>Convention Center Room 701-B: Electronic Village</p> <p>Technology Fair: Self-Access</p> <p>PC 1-2 Nabble: A Springboard for Collaborative Projects</p> <p>The presenter will illustrate how to use Nabble forum tools in a collaborative project incorporating online discussion, writing, and presentations. By the end of the session, participants will understand how to create and embed a discussion, blog, and photo gallery to foster student-generated projects and learning in the blended classroom.</p> <p>Maria Tomeho-Palermينو, Center for English Language & Orientation Programs, Boston University, USA (mrplrmn154@gmail.com) Amelia Onorato, Boston Univeristy, Center for English Language and Oriention Programs, USA (ameliaon@bu.edu)</p> <p>PC 3-4 Collaborating, Blogging, and Assigning Homework with Padlet</p> <p>Teachers often find it difficult to get students to participate in discussion forums or classroom blogs. Even worse, students often forget to read homework assignments posted on a class website. Padlet is a web tool that promotes interaction with an attractive style that students of any age will appreciate.</p> <p>Christine Guro, Hawaii English Language Program, USA (cguro@hawaii.edu)</p>	



<p>PC 5-6</p>	<p><i>A Gamification Platform: 3D Game Lab</i> Interested in using methods of gamification, such as quests, progress bars, leaderboards, levels and badges in teaching? This demonstration shows gamified content creation and student tracking with an online platform, 3DGL. Learn how to create online quests to promote language learning and meet student learning outcomes. Lora Yasen, Tokyo International University of America, USA (lyasen@willamette.edu)</p>
<p>PC 7-8</p>	<p><i>Flipping a Blended Graduate Classroom in Colombia</i> This session will discuss how Web 2.0 tools were leveraged in a Colombian blended graduate English language teaching course to increase the teacher's online presence, and how the class was flipped to optimize face-to-face time. Attendees will learn about the course structure and the tools to flip the classroom. Carolina Rodriguez Buitrago, Universidad de La Sabana, Colombia (july.rodriguez_ctr@unisabana.edu.co)</p>
<p>PC 9-10</p>	<p><i>Technology and Innovative Student Presentations</i> Are you sick of the same old presentation strategies from students? Do you and your students want more choices when presenting? Pechakucha, Chautauqua, and Fakebook are three novel methods for using familiar technologies including PowerPoint, digital video, and Fakebook on Classtools.net to enhance student presentation style and effectiveness. Margaret V. Layton, Intensive English Language Center, University of Nevada, Reno, USA (margaretl@unr.edu) Amy Metcalf, Intensive English Language Center, University of Nevada, Reno, USA (amym@unr.edu) Trina Goslin, Intensive English Language Center, University of Nevada, Reno, USA (tfg@unr.edu)</p>
<p>Mac 1-2</p>	<p><i>Using Screen Capture Technology to Flip the Writing Classroom</i> The concept of flipping a class is simple: have learners watch recorded input at home and complete more activities in class. The presenters will show how they used digital technology to flip EAP writing classes. Attendees will learn about video screen capture technology and ideas for its practical application. Wayne Walker, International TEFL Academy, USA (waywalk@gmail.com) Cheyne Kirkpatrick, University of Denver, USA (cheyne.kirkpatrick@du.edu)</p>
<p>Mac 3-4</p>	<p><i>Teaching Teachers how to Game with Trace Effects</i> Trace Effects is a free computer game from the US Department of State for EFL learners and their teachers. The game comes with graphic novels, supplemental games, language practice exercises, video walkthrough, and extensive teacher's manuals. This session will share insights from the Trace Effects online teacher training course. Deborah Healey, University of Oregon, USA (dhealey@uoregon.edu) Elizabeth Hanson-Smith, University of Oregon, USA (ehansonsmi@gmail.com) Rick Rosenberg, U.S. Department of State, USA (rosenbergRP@state.gov)</p>
<p>Mac 5-6</p>	<p><i>Creating a Custom Learning Management System is Now Simple and Easy</i> This session will show you how I rapidly and inexpensively prototyped a custom learning management system to demonstrate to colleagues a proposal I had for making supplemental learning materials and tools available for our students online and updating our online testing system. No special technical skills are required. David Prince, Raytheon, Saudi Arabia (chandler.prince@gmail.com)</p>
<p>Mac 7-8</p>	<p><i>3 Essential Productivity Tools for TESOL Educators</i> In this session attendees will learn about using internet resources such as Google Education and Engrade for creation and maintenance of standardized autonomous teacher learning management systems. The presenter will demonstrate how teachers can integrate online resources for record keeping, assessment, and feedback for course assignments. Handouts will be provided. James Perren, Eastern Michigan University, USA (jperren@emich.edu)</p>
<p>Mac 9-10</p>	<p><i>Integrating a Web-based Listening and Speaking Program Into an Advanced Level IEP's Curriculum</i> This presentation will showcase an IEP's custom created English Central online content, discuss the process of integrating the web content into the IEP's curriculum and share data concerning the website's effectiveness from the student's point of view. Scott Welsh, Arizona State University, USA Dianna Lippincott, Arizona State University, USA Lori Doemland, Arizona State University, USA</p>
<p>BYOD 1</p>	<p><i>My Use Of Examview For Online Tests</i> Examview software can be used to create tests and quizzes which can be graded either by using a scanner or automatically on a network. This can reduce teacher grading time and can provide instant feedback to students. Examview also provides useful reports for teachers about students' strengths and weaknesses. Rebecca Lawrence, Massachusetts International Academy, USA (rebecca.l@maiaedu.org)</p>

BYOD 2	<i>Five Smart Ideas for Using Smart Phones in the Classroom</i> Have you experienced frustration in getting your students to get off their smart phones? Don't fight it any longer. Get smart on five different techniques and services that can help student become intelligent language learners. Randall Davis , University of Utah, USA (rdavis@aoce.utah.edu)
10:30 AM to 11:45 AM	
Convention Center Room: 701-A: Technology Showcase CALL for Newcomers: Introduction Learn CALL basics from experts and enhance your teaching with computer resources. This first part of the 125-minute event includes 75 minutes of introduction.	
11:00 AM to 11:50 AM	
Convention Center Room 701-B: Electronic Village Technology Fair: Mobile Devices	
PC 1-2	<i>Prezi for Listening and Speaking</i> Innovative uses of Prezi in listening and speaking courses draw student attention to speaking more effectively. The presenter will show how students engage with Prezi to confidently present on a variety of topics, including introducing family, friends and hobbies, outlining a goal, storytelling, and virtual road trips. Melanie Jipping , Willamette University, USA (melaniejipping@gmail.com)
PC 3-4	<i>Blended Learning with Google Drive—the Teacher and Student Perspective</i> Increased numbers of students have access to mobile, Web-enabled devices. The Blended learning with Google Drive—the Teacher and Student Perspective presentation will demonstrate how this tool can be used as an effective learning tool to extend collaborative writing, formative assessment, and timely feedback beyond the walls of the classroom. Susan Churchill , St. Michael's College, USA (schurchill@mail.smcvt.edu)
PC 5-6	<i>Interactive Vocabulary Learning with Nearpod</i> Technology has been shown to improve the learning and retention of vocabulary (Tozcu & Coady, 2004). Nearpod is an interactive app that creates a rich context for students to learn vocabulary. In this session, we demonstrate how to use the Nearpod app to engage students in interactive, state-of-the-art vocabulary learning. Sara Okello , The University of Michigan - Flint, USA (sokello@umflint.edu) Jolene Jaquays , The University of Michigan - Flint, USA (jjaquays@umflint.edu) Che Moya , Saginaw Valley State University, USA (cmoy@svsu.edu)
PC 7-8	<i>Incorporating Technology to Present Non-Fiction Text</i> Research shows students exhibit more engagement with content when using technology in the classroom. Participants will explore various free websites offering current non-fiction text by Lexile Level. In addition, technology tools, such as QR readers, will be presented to motivate students to interact with the text on their own devices. Lori Menning , School District of New London, WI, USA (holalori2010@gmail.com)
PC 9-10	<i>Empowering Emerging Writers with Wikis</i> Emerging writers need to see authentic student writing. Much can be learned from analyzing imperfect essays, and our classes are filled with students writing these; we just need to share and analyze them. A wiki is an online, collaborative tool that allows you to do just that. Richard Lauria , Suffolk County Community College, USA (lauriar@sunysuffolk.edu)
Mac 1-2	<i>Teaching Speaking by Using 'WavePad'</i> The session demonstrates the use of 'WavePad' in teaching a speaking class with the help of its functions 'recording', 'Convert Text to Speech', 'Amplify Louder or Softer', and 'Remove Noise or Hiss' that can be utilized in analyzing and improving pronunciation and speaking fluency. Srinivasa Rao Idapalapati , University of Tabuk, Saudi Arabia (idasrini@gmail.com) Manssour Ras'n Mohammad Habbash , University of Tabuk, Saudi Arabia (muns_guy@hotmail.com)
Mac 3-4	<i>Accessing Authentic Materials in the ESL Classroom with QR Codes</i> This workshop will provide an overview of the types of apps to use in order to scan QR codes, the best websites for creating different kinds of QR codes, and a wide range of successful and engaging activities and ideas that use QR codes. Tristan Thorne , American Language Program, Columbia University, USA (tristan.c.thorne@gmail.com)
Mac 5-6	<i>Google Hangouts On Air, a Great Pedagogical Tool</i> Google Hangouts On Air (HOA) provides free live video chat with up to 9 other locations as well as unlimited streaming to Google Plus and automatic recording in YouTube. See how to use HOA for teaching and professional development—public or private, and learn how to set one up. Robert Wachman , Notre Dame of Dadiangas University, Philippines (rcwachman@gmail.com)

Mac 7-8	<p>Wikis as Student E-Portfolios</p> <p>Learn how to use wikis as student e-portfolios to do the following: record independent work, enhance student collaboration, organise class material, build a positive class rapport.</p> <p>Robyn Albers, Zayed University, UAE (robyn.albers@zu.ac.ae)</p>
Mac 9-10	<p>Using Kahoot to Promote Active Participation from Everyone in Class</p> <p>Are you looking for an innovative and fun way to get full student participation? Kahoot is a free web-based classroom response system. Instructors can create interactive and exciting games to introduce, review or assess student learning. Students use mobile devices to participate. Creation of a Kahoot will be demonstrated.</p> <p>Debbie Rozner, The University of Akron, USA (debbie.rozner@gmail.com)</p>
BYOD 1	<p>Assessing Listening and Speaking Online</p> <p>Learn how to easily create activities for speaking and listening practice using VoiceThread and EDPuzzle. Discover how learners can interact with each other online in activities that can serve as formative or summative assessment. Ample examples will be provided on how to use these free resources at any level.</p> <p>Laura Soracco, Green River Community College, USA (laurasoracco@gmail.com)</p>
BYOD 2	<p>ICPNA MALL (Mobile Assisted Language Learning 24/7)</p> <p>The ICPNA MALL (Mobile Assisted Language Learning) is organized as a shopping mall and has a series of "stores" where learners can find mini lessons on grammar (Grammar Depot), listening comprehension (Listening Shack), and other areas. All lessons are interactive and provide learners with additional practice and feedback 24/7.</p> <p>Fausto Puppo, Instituto Cultural Peruano Norteamericano, Peru (fpuppo@icpna.edu.pe)</p>
BYOD 3	<p>Gamify your Grammar Class with Kahoot and Educannon</p> <p>This presentation will introduce teacher's to both Kahoot and EduCannon. These two on-line learning platforms provide a practical alternative for presentation and review of grammar while motivating and engaging learners like never before. The presenter will demonstrate both Kahoot and EduCannon, discuss student experiences and offer tips for class gamification.</p> <p>Mary Karatal, Zayed University, UAE</p>
12:00 PM to 12:50 PM	
<p>Convention Center Room 701-B: Electronic Village</p> <p>CALL for Newcomers: Application</p> <p>This continuation of the 125-minute event for newcomers includes 50 minutes of guided practice.</p>	
1:00 PM to 2:20 PM	
<p>Convention Center Room 701-B: Electronic Village</p> <p>EV Mini-Workshop (*Please visit the Electronic Village ahead of time to sign-up for a seat at these workshops)</p> <p>Curriculet.com: Creating an Online Interactive Reading Assignment</p> <p>Curriculet.com, a free and easy-to-use website, boosts literacy through fun, interactive activities while tracking student progress. This web 2.0 tool helps students become effective readers by cultivating comprehension, vocabulary, and critical thinking. Attendees will be assisted through the process of embedding an online reading text with questions, quizzes and media.</p> <p>Jessica Cinco, American English and Culture Program at Arizona State University, USA (jcincos@asu.edu) Rachel Bricker, American English and Culture Program at Arizona State University, USA (rachel.bricker@asu.edu) Shoshanna Starzynski, American English and Culture Program at Arizona State University, USA (shorose@mainex1.asu.edu)</p>	
<p>E-Mentorship Website</p> <p>If you are a pre-service or novice teacher mentor looking for technology enhanced options for lesson observation, pre and post conferencing, encouraging and further monitoring peer collaboration and feedback, as well as conducting assessment, then this workshop is for you. Come to study and practice E- Mentorship Web.</p> <p>Armine Aghabekyan, Yerevan State University, Armenia (aaghabekian@yahoo.com)</p>	
1:00 PM to 2:45 PM	
<p>Convention Center Room: 701-A: Technology Showcase</p> <p>Academic Session (CALL-IS)</p> <p>Games in the Classroom: From Principle to Practice</p> <p>This session explores gaming in language learning with discussions from a theorist, trainer, teacher, and builder. The panelists will introduce the research on games for language learning, how to implement them into curricula, the practice of using games in the classroom, and conclude with building games for language learners.</p> <p>Jeff Kuhn, Ohio University, USA (kuhnj1@ohio.edu) Dawn Bikowski, Ohio University, USA (bikowski@ohio.edu) Chris Hill, The Ohio State University, USA (hill.880@osu.edu) Josh Wilson, Kansai Gaidai University, Japan (ichifish@gmail.com)</p>	



2:30 PM to 3:20 PM

Convention Center Room 701-B: Electronic Village

Technology Fair: Classics

PC 1-2 *Using Multimodal Modes on Social Networking for Autonomous Learning*

Multimodal modes can enhance the learner's motivation and higher-order thinking to build automaticity for language development. This presentation shows how multimodal learning can be successful when it is used in online-based learning and social networking. The presenter will also demonstrate online activities and resources to promote an autonomous learning environment.



SoHee Kim, Korea University, South Korea (grinplus@gmail.com)

PC 3-4 *A Framework for Online Vocabulary Building*

Vocabulary building is a vital element of language learning. This presentation will demonstrate how teachers can use websites, such as Quizlet, to focus on both high frequency and low frequency vocabulary building in small scale courses and across entire school programs.

James Broadbridge, J. F. Oberlin University, Japan (jrb@obirin.ac.jp)

PC 5-6 *Film Project Application as Proof of Learning: Information Processing, Senses, and Windows Live Movie Maker*

The purpose was to have participants show understanding of learning theories by integrating how information in environment gets coded and used. They were allowed to use all senses in creating their film but were not allowed, on tape, to verbally communicate, explain or interpret what the images portrayed for the viewers.

Christine Sabieh, Notre Dame University, Lebanon (sabieh@hotmail.com)

PC 7-8 *Highlighting Student Work Through Digital Video: Student-produced Infomercials*

In this presentation, you will learn about an innovative video project in which intermediate ESL students produced 10-15 minute infomercials they filmed on smart phones and edited online.

Angela Dornbusch, American English Institute, University of Oregon, USA (adornbus@uoregon.edu)

PC 9-10 *Reviewing TESOL EVO Drama: The First Ten Years*

This EVO Classics presentation will offer an overview of ten years of EVO Drama workshops from applied drama techniques, readers' theater, scripted and improvisational drama to process drama.

Gary Carkin, Southern New Hampshire University, USA (g.carkin@snhu.edu)

Mac 1-2 *E-Teacher Scholarship Program*

This U.S. State Department-sponsored program provides e-learning opportunities for English educators outside of the USA in online courses offered through the University of Oregon.

Leslie Opp-Beckman, University of Oregon, USA (leslieob@uoregon.edu)

David Fay, U.S. Department of State, USA (faydg@state.gov)



Mac 3-4 *ESL Presentation Skills*

ESL student oral texts provide great materials for pronunciation instruction; this presentation shows how.

Thom Cullen, Eastern Michigan University, USA (tcullen@emich.edu)

Mac 5-6 *Learn How to Begin Teaching Online*

Our students come from varied backgrounds but are often united by their desire to learn online. The presenter uses examples from his first online class to explain how any teacher can begin teaching online. Participants will leave the session with resources and strategies for moving online.

John P. Madden, St. Cloud State University, USA (jpmadden@stcloudstate.edu)

Mac 7-8 *For Better or Worse: Grammar Technology and the Language Learner*

This presentation shows the technology that students are using to learn and write, so that practitioners can adjust accordingly.

Thomas Leverett, Texas Tech University, USA (leverett@siu.edu)

Mac 9-10 *EVO 2015 Flipped Learning Session*

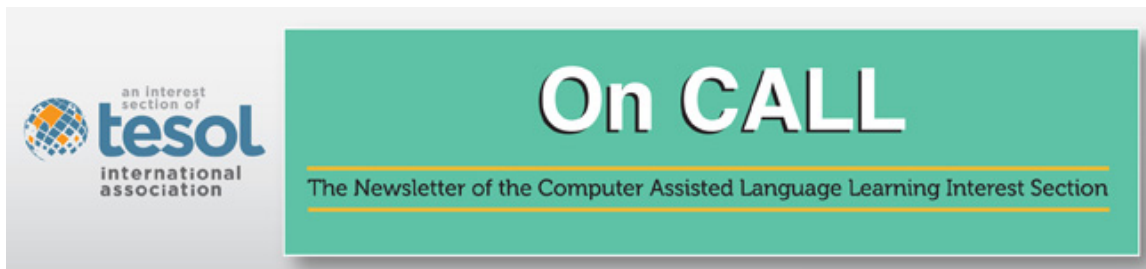
Hear about the first ever EVO Session devoted to exploring the potential of flipped learning for language teaching and see what participants produced during their 5-weeks of online professional development.

Helaine Marshall, Long Island University, USA (Helaine.marshall@liu.edu)

John Graney, Santa Fe College, USA (john.graney@sfcollge.edu)

BYOD 1	<p>Facebook: If You Can't Beat 'Em...</p> <p>Want to meet students online? Instead of asking students to register and visit yet another website, create a private group on Facebook, which students already use. Use it as an interactive course management system to practice writing, build community, and share links, videos, and documents.</p> <p>Jenifer Edens, University of Houston, USA (jenifer.edens@gmail.com) Anna Lauzon Hood, University of Houston, USA (AnnaLauzon@gmail.com)</p>
BYOD 2	<p>Diggo-ing Assessment Tools</p> <p>After defining social bookmarking, the presenter will show participants how to set up a social bookmarking site; explain the concept of "tags"; demonstrate how to manage assessment authoring tools for rubrics, cloze, puzzles, and checklists; and share the collection of posted links.</p> <p>Karen Jogan, Albright College, USA</p>
BYOD 3	<p>Graded Reader Quizzes with MReader</p> <p>This site allows students to prove to their teacher and themselves that they have read their book and also collect the covers on their own home page.</p> <p>Tom Robb, Kyoto Sangyo University, Japan (tom@tomrobb.com)</p>
BYOD 4	<p>Using Audacity to Provide Pronunciation Feedback</p> <p>This presentation will demonstrate how to use Audacity recording software to provide pronunciation feedback to non-native speakers.</p> <p>Ellen Rosenfield, UC Berkeley, USA (ellenros@berkeley.edu)</p>
BYOD 5	<p>Using Video to Flip English Speaking, Listening and Pronunciation</p> <p>"Flip teaching" blends Internet technology with classroom learning. The instructor provides web-streamed "lecture" videos that students view prior to class, where they focus on interaction, problem solving, and practical application. View sample videos for "flipping" and supporting classroom instruction in ESL courses. Learn about video recording, screen recording and resources.</p> <p>Marsha Chan, Mission College & Sunburst Media, USA (marsha@sunburstmedia.com)</p>
<p>3:30 PM to 4:20 PM</p>	
<p>Convention Center Room 701-B: Electronic Village</p>	
<p>Technology Fair: Classroom Tools</p>	
PC 1-2	<p>Using YouTube to Teach Pronunciation, Listening and Speaking</p> <p>YouTube has a wide-range of videos to help ESL students improve their pronunciation, listening and speaking skills. This session will show teachers a few videos and activities that can be used to teach these skills. Teachers will discover fun ways to incorporate this technology into their everyday lesson plans.</p> <p>Stephanie Ngom, Boston University - Center for English Language and Orientation Programs, USA (sngom@bu.edu)</p>
PC 3-4	<p>Shaping the Way We Teach English - The MOOC Version</p> <p>This session will examine lessons learned from offering the free Shaping the Way We Teach English massive open online course (MOOC), a partnership between the U.S. Department of State and the University of Oregon. The two 5-week courses have each been offered twice, with over 15,000 participants in each session.</p> <p>David Fay, Office of English Language Programs, U.S. Department of State, USA (faydg@state.gov) Leslie Opp-Beckman, AEI, University of Oregon, USA (leslieob@uoregon.edu) Deborah Healey, AEI, University of Oregon, USA (dhealey@uoregon.edu) Elizabeth Hanson-Smith, AEI, University of Oregon, USA (ehansonsmi@gmail.com)</p>
PC 5-6	<p>Using Blogger to Build an Interactive Faculty Resource Website</p> <p>This presentation demonstrates how to utilize blogger as an interactive faculty resource website. Through this session, attendees will learn how to utilize multiple functions of blogger and envision how these functions contribute to faculty development, interaction and collaboration concerning pedagogy issues with English Language Learners.</p> <p>Katherine Wu, California College of the Arts, USA (kwu@cca.edu)</p>
PC 7-8	<p>Computer-Based Assessment of Spoken English</p> <p>This presentation will introduce an open source computer-based assessment tool for spoken English which is currently being developed by the presenter. The assessment tool is available as a plug-in for the Moodle course management system, and makes use of Google's Web Speech API to record, transcribe and evaluate spoken English.</p> <p>Paul Daniels, Kochi University of Technology, Japan</p>

PC 9-10	<p>LinkedIn Profiles</p> <p>LinkedIn.com is an invaluable resource for anyone looking internationally for work – whether that’s you, looking to teach away from home, or your advanced-level or professional students seeking positions in North America or around the world. Cultural differences in LI profiles and useful professional vocabulary are shown and discussed.</p> <p>Joan Bartel, Humber College, Canada (joan.bartel@humber.ca)</p>
Mac 1-2	<p>Backing off: Implementing Student-Directed Multimodal Projects</p> <p>The purpose of this session is to highlight student-directed multimodal projects created by ELLs in a speaking and listening course in a university IEP. The audience will view sample projects, learn the steps for implementation and consider the benefits. There will be handouts outlining the project and opportunities for discussion.</p> <p>Cynthia Macknish, Eastern Michigan University, USA (cmacknis@emich.edu)</p>
Mac 3-4	<p>PoodLL on Moodle</p> <p>Teachers and students can communicate using audio and video on Moodle. PoodLL is a set of plugins for Moodle. Its features facilitate active language learning. Teachers can encourage students to speak through PoodLL's microphone and use the webcam on the discussion forums, wikis, assignments, blogs, and on other activities.</p> <p>Nellie Deutsch, Atlantic University, USA (nellie.muller.deutsch@gmail.com)</p>
Mac 5-6	<p>SurveyMonkey for Student Self-Assessment</p> <p>Demonstrating how SurveyMonkey was used to implicitly teach students to reflect on study habits and assess self-progress. Participants will gain a new perspective on how to use electronic surveys. Links to survey questions provided.</p> <p>Wanda Huber, Arizona State University, USA (Wanda.Huber@asu.edu)</p>
Mac 7-8	<p>Inspiring Students with Online Extensive Reading Materials</p> <p>This presentation will illustrate how multiple-path graded readers provide the perfect platform for introducing students to ER. Attendees will be introduced to free online activities and shown how they can be used in the classroom to motivate students to read more, connect with a story, and have fun while reading.</p> <p>James Broadbridge, J. F. Oberlin University, Japan (jrb@obirin.ac.jp)</p>
Mac 9-10	<p>VoiceThread for Listening and Speaking</p> <p>Participants in this session will learn how to use the collaborative platform VoiceThread (http://voicethread.com/) for listening and speaking activities. The hands-on demonstration will demonstrate different collaborative projects including digital storytelling and narration utilizing this (limited) free platform and various forms of media including video, pictures and audio.</p> <p>Elizabeth Aamodt, University of Iowa, USA (elizabeth-aamodt@uiowa.edu)</p>
BYOD 1	<p>Exploring QR Codes for Language Learning</p> <p>QR codes are on everything from car parts to coupons. See how QR codes can be used for cutting-edge English language instruction. Instantly access everything from videos to voiceboards. Join this technology fair and bring your smartphone. Learn how QR codes work and how to make them work for you.</p> <p>Sean McClelland, American English Institute - University of Oregon, USA (mcclella@uoregon.edu)</p>
BYOD 2	<p>Move Beyond Paper-Based Assessments: Using Digital Narratives to Measure Student Learning</p> <p>Tired of paper-based assessments? Come learn about an innovative application of digital narratives as assessment tool for promoting critical reflection. Participants will view examples of student-produced digital narratives from an undergraduate course and will receive the project description, rubric, and ideas for application to students of all ages.</p> <p>Laura Hamman, University of Wisconsin-Madison, USA (lhamman@wisc.edu)</p>
4:30 PM to 5:00 PM	
Convention Center Room 701-B: Electronic Village	
Ask Us: Free Advice for CALL	



The CALL-IS electronic newsletter, On CALL, welcomes your scholarly articles, reviews, announcements, and conference reports. Contact Larry Udry at ludry@dwci.edu for more information.

Saturday, March 28

8:00 AM to 8:30 AM

Convention Center Room 701-B: Electronic Village

Ask Us: Free Advice for CALL

8:30 AM to 9:20 AM

Convention Center Room 701-B: Electronic Village

Technology Fair: Classroom Tools

PC 1-2 *Online-Resource-Integrated EFL Courses for Intermediate to Advanced English Learners*

The presenters will share some typical online resources used in the EFL classroom for two different groups of students in their university. The carefully selected monolingual (English) and bilingual (English-Chinese) materials for different courses, such as American Popular Culture and Academic Communication, will be presented to the audience.

Zhiyu Li, Jinan University, China (tlizy@jnu.edu.cn)
Gena Rhoades, Jinan University, China (genausc@gmail.com)

PC 3-4 *Get Yer Cloze On: Superfast, Individualized, Shareable Clozes with Google Docs*

You can create your own cloze tests and tailor them individually to a student's needs just using the "search and replace" tool in Google Docs. Students often have special problems (example: Japanese have huge problems with articles). This technique allows supereasy tailoring of clozes to precisely those problems.

David Winet, Cal State East Bay American Language Program, USA (david.winet@gmail.com)

PC 5-6 *Coggle: A Mind Mapping Web App to Teach Idioms*

Attend this session on Coggle, a mind mapping web application, to gain some practical ideas on how to integrate technology into the ESL classroom in order to teach idioms. Learn how students can create their own mind maps to enable them to remember and make connections between the idioms.

Elizabeth Mosaidis, Arizona State University, USA (elizabeth.mosaidis@asu.edu)
Allison Robinson, Arizona State University, USA (allison.robinson@asu.edu)

PC 7-8 *Multimodal Alternatives to Students' Extensive Reading Presentations*

This 25 minute presentation will go over and give examples of various web-based programs that can help students deliver their extensive reading projects in a multimodal and engaging way. The presentation will also explain what techniques students should use to make the layout of their projects more attention-grabbing.

Nadezhda Mathews, ELS Language Center, USA (nmathews_1656@email.ric.edu)

PC 9-10 *Student Presentations Using eduCanon – an Engaging Idea*

eduCanon is a great resource for instructors to engage students with video, getting them to be more active and autonomous language learners. In students' hands, weekly listening journals become student presentations requiring higher order language skills. Attendees will learn about eduCanon and ways they and their students can use it.

William Little, Georgetown University, USA (wsl4@georgetown.edu)

Mac 1-2 *Multimodal Assignments for University ESL Writing Classes*

In this session, the presenters explain two creative, multimodal assignments for university writing classes at intermediate-advanced levels. Supplemental materials and activities are provided, and the presenters highlight several tools, programs, and websites. Participants are encouraged to incorporate multimodal assignments in their own teaching.

Kimberly Spallinger, Bowling Green State University, USA (spallkk@bgsu.edu)
Amy Cook, Bowling Green State University, USA (amycook@bgsu.edu)

Mac 3-4 *Using Facebook as an Educational Platform for Online Book Clubs*

Can a notorious classroom distraction be transformed into a vehicle for learning? This presentation shares research on using Facebook as a medium for reading classes. The data analyzes using Facebook as a platform for submitting assignments and generating class discussion. Its effectiveness is shown through compelling visuals and statistics.

Nicole Saunders, ELS Language Centers, USA (nicolesau@gmail.com)

Mac 5-6 *Making Moodle Magic: Moodle Tools for Teachers*



In this session the presenter will demonstrate both common and underutilized tools available to teachers in Moodle. The session will focus on easy navigation, nicer aesthetics, and higher productivity with the course. How-to guides and examples will be provided: learn some of the tricky (but cool!) tools in Moodle.

John Jordan, Alfaisal University, Saudi Arabia (jjordan@alfaisal.edu)

Mac 7-8 *Innovations with Smartboards*

Smartboards can be an essential classroom tool that helps teachers provide instruction to visual, aural and kinesthetic learners alike. Students will benefit from learning to use this technology as well interactively with their classmates and their teachers. Smartboards are engaging, interactive, and highly motivational for student learning.


Maria Ammar, Alfaisal University, Saudi Arabia (mmpta614@yahoo.com)

Mac 9-10	<i>No Rest for the Wiki: Individual and Group Language Learning in a Blended Classroom</i>	This is a demonstration of wikis as a project center, an information center, and an individual journal center, all of which you can use in your blended classroom. Wikis feature flexibility of application, ease of use, and limitless potential for collaborative language learning projects.	Jack Watson , University of New Brunswick, Canada (jack.watson@unb.ca)
BYOD 1	<i>Teaching Vocabulary Through a Blended-Learning Approach</i>	The purpose of the presentation is to describe how internet-based tools (Quia and Gaming Tools) were utilized to address the vocabulary needs of non-native speakers. Attendees will be exposed on how to implement a drill and practice approach to teach vocabulary using in-class activities augmented by online material.	Randa Abdelmagid , Language and Cultural Institute, Virginia Tech, USA (rfouad@vt.edu)
BYOD 2	<i>Using Pecha Kucha Format in Project Work</i>	The presentation provides some ideas of using Power Point Software in doing projects. It offers an explanation of Pecha Kucha format, describes its benefits, provides guidelines for creating a presentation and tells about adopting Pecha Kucha presentation method by university EFL students in presenting their project on an environmental issue.	Viktoriya Kondratenko , Kazakhstan Engineering and Pedagogical University of Nations Friendship, Kazakhstan (kondratenko-vika@mail.ru)
9:00 AM to 10:15 AM			
Convention Center Room: 701-A: Technology Showcase Hot Topics: <i>Managing the Darker Side of Classroom Technology</i> <i>Avoiding Pitfalls of Integrating Technology in the Classroom</i>			
Join a roundtable discussion among a group who use technology in their classrooms extensively. Although avid users of technology, the panelists will talk about challenges that technology can pose – security, classroom management and accessibility – and discuss how they cope with these issues. Audience members will contribute questions.			
Justin Shewell , Arizona State University, USA (jshewell@asu.edu) Deborah Healey , University of Oregon, USA (dhealey@uoregon.edu) Claire Siskin , Consultant, USA (csiskin@edvista.com) Andy Bowman , Wichita State University, USA (ielc.lab@wichita.edu) Aaron Schwartz , Ohio University, USA (schwara1@ohio.edu)			
9:30 AM to 10:00 AM			
Convention Center Room 701-B: Electronic Village			
Ask Us: <i>Free Advice for CALL</i>			
10:00 AM to 10:50 AM			
Convention Center Room 701-B: Electronic Village			
Technology Fair: <i>Classics</i>			
PC 1-2	<i>Electronic Village Online 2015</i>	A display of the free, collaborative, online discussions and hands-on virtual workshops offered annually in January and February by the Electronic Village Online, a project of the CALL-IS.	
Elizabeth Hanson-Smith , University of Oregon, USA (ehansonsmi@gmail.com) Nina Liakos , University of Maryland, USA (nina.liakos@gmail.com)			
PC 3-4	<i>Evaluating Student Writing Assignments with BlackBoard's Rubric Tool</i>	Digital rubrics help streamline and standardize evaluation of student writing.	
Tim VanSlyke , Chemeketa Community College, USA (tim.vanslyke@chemeketa.edu)			
PC 5-6	<i>Using "TED Talks" in the Classroom</i>	Teachers often look for resources to help ELLs further their learning and diversify ways that they are exposed to language. This can often be achieved through the use of "TED Talks". The presentation will discuss how to successfully utilize the website in a classroom setting as a means for students to practice their speaking, listening and writing skills through discussions and activities related to the chosen topics.	
Fatma Ghailan , Education First, USA (fatma.ghailan@ef.com)			
PC 7-8	<i>ThingLink: Turn any Image into an Interactive Graphic</i>	Since visual literacy is such a crucial component in teaching and learning at all levels, ThingLink is the perfect tool to integrate into any classroom.	
Rita Zeinstejer , ARCI, Argentina (rita@zeinstejer.com)			

PC 9-10	<p><i>Building Grammar Bridges with Music</i></p> <p>Music is a universal language that can be instrumental in second language teaching and learning. In this presentation, we demonstrate how to engage students in studying grammar along using e-resources while learning clausal structures in popular songs.</p> <p>Wendy Wang, Eastern Michigan University, USA (wwang@emich.edu) Allison Piippo, Eastern Michigan University, USA (apiippo@emich.edu) Sara Okello, The University of Michigan-Flint, USA (sokello@umflint.edu)</p>
Mac 1-2	<p><i>From Apps to Twitter: Tips for Incorporating New Technologies into TESOL and ESL Programs</i></p> <p>This presentation will help teachers and teacher educators to identify the most appropriate technologies for different learning tasks and modes for in-class, online, and extracurricular learning in TESOL and ESL.</p> <p>Karen Woodman, Queensland University of Technology, Australia (karen.woodman@qut.edu.au)</p>
Mac 3-4	<p><i>'E' Means 'Exchange' with Technology</i></p> <p>This session reports on using technology tools in TESOL to learn Intercultural Communicative Competence (ICC) with intercultural exchanges. Description is provided for effective technology as an ICC teaching tool. The presenters highlight benefits and challenges with tele-collaboration, Web 2.0, MALL, and assessment for standardized 'best practices' pedagogy.</p> <p>James Perren, Eastern Michigan University, USA (jperren@emich.edu) Dinah Ouano Perren, Eastern Michigan University, USA (dinah.esl@gmail.com)</p>
Mac 5-6	<p><i>Professional Podcasting for Listening Speaking Success</i></p> <p>Podcasting has become a mainstream method of receiving information. By using podcasts in the classroom learners can experience creating and consuming authentic, academic content. The presenter will discuss the setup and integration of student podcasts into an advanced academic reading and listening course in an IEP at a Midwestern university.</p> <p>Adam Clark, Arizona State University, USA (atclark3@gmail.com)</p>
Mac 7-8	<p><i>Using Google Docs in Collaborative Writing to Develop Critical Thinking</i></p> <p>The presenter will demonstrate a sequence of collaborative instructional writing tasks using Google docs. These lead to an essay writing assignment, which is designed to scaffold critical thinking subskills such as evaluating, explaining, and analyzing.</p> <p>Babi Kruchin, Columbia University, USA (bs2214@columbia.edu)</p>
Mac 9-10 (10:00 AM to 10:25 AM)	<p><i>EFL to Young Learners</i></p> <p>The IATEFL YLTSIG EVO 2015 session will examine teaching English to Young Learners and Teens from around the world using using storytelling and drama, games, and action songs.</p> <p>Nellie Deutsch, Atlantic University, Canada (nellie.muller.deutsch@gmail.com) Lou McLaughlin, ELT Ireland, Ireland (lniclochlainn@gmail.com)</p>
Mac 9-10 (10:25 AM to 10:50 AM)	<p><i>International Writing Exchange EVO 2015</i></p> <p>English language teachers from around the world are invited to bring their students to a writing community called the International Writing Exchange (IWE). IWE brings teachers and students from around the globe to a cultural writing exchange. IWE provides students with a purpose and motivation to write as they connect with other students. Teachers will learn about the project and how to create a writing unit for the students.</p> <p>Nellie Deutsch, Atlantic University, USA (nellie.muller.deutsch@gmail.com)</p>
BYOD 1	<p><i>Using Free Online Websites to Improve Reading Fluency</i></p> <p>Improving students' reading fluency is an important element of any reading course. The presenters will demonstrate how to use free websites to help students increase reading speed and fluency with any reading passages the teacher or the students choose.</p> <p>Lori Doemland, Arizona State University, USA (Loretta.Doemland@asu.edu) Gayle Johnson-Becker, Arizona State University - retired, USA</p>
BYOD 2	<p><i>An Invitation to CALL: Foundations of Computer Assisted Language Learning</i></p> <p>This free website introduces the 8-unit e-textbook for an introductory "mini course" in computer-assisted language learning, taught annually by the presenter. It provides an overview useful for both teachers learning on their own and teacher educators looking to supplement formal courses, including links to the TESOL Technology Standards: http://web.stanford.edu/~efs/callcourse2.</p> <p>Phil Hubbard, Stanford University, USA</p>
BYOD 3	<p><i>Ipods to the Rescue!</i></p> <p>Learn how to use MP3 players as tour guides for a listening comprehension task outside.</p> <p>Imy Berry, The American Language Program, Columbia University, USA (imogeneberry@yahoo.com)</p>



BYOD 4	<p><i>Kids Inspiration and Students' Writing</i></p> <p>This is about using a software called Kids Inspiration to enhance students' writing.</p> <p>Karima Mehanny, Oxford University Press, United Kingdom (k_mehanny@yahoo.com)</p>
BYOD 5	<p><i>A New Spin on Prezi: Online Portfolios</i></p> <p>Come see examples and get step-by-step instructions on how your students can use Prezi to create and host unique web-portfolios for speaking and listening and other courses.</p> <p>Candice Quinones, Earlham College, USA (quinoca@earlham.edu)</p>
10:30 AM to 11:30 AM	
<p>Convention Center Room: 701-A: Technology Showcase</p> <p><i>The TESOL Community Website: An Overview</i></p> <p>Come see how to use the TESOL Community website for both members and Interest Section leaders. This session will cover how to enroll in the TESOL Community and join IS groups, as well as showcase some ways to use the Community to promote issues related to your IS.</p> <p>Suzan Stamper, Yew Chung Community College, Hong Kong (suzan.stamper@yccc.edu.hk)</p>	
11:00 AM to 11:50 AM	
<p>Convention Center Room 701-B: Electronic Village</p> <p><i>Technology Fair: Mobile Devices</i></p>	
PC 1-2	<p><i>ESOL in Higher Education</i></p> <p>The presentation will provide an overview of the ESOL in Higher Ed website. It is a rich resource for teacher preparation programs offering ESOL courses. Attendees will be able access this site at any time and use it to increase their awareness and knowledge in teaching ELs.</p> <p>Jane Govoni, ESOL in Higher Ed, USA (drjmg7564@aol.com)</p>
PC 3-4	<p><i>Scaffolding Moocs to Help Students Improve Their Level of English.</i></p> <p>Attendants will be shown how to scaffold Moocs to their students. Firstly, the way MOOCs are structured. Secondly, the way students can understand and get the best out of the content of the courses. Once students get used to them, the more they register the better they grow academically.</p> <p>Maria Rossana Ramirez-Avila, COPEI, Ecuador (mrramirez_a@hotmail.com)</p>
PC 5-6	<p><i>Using Kahoot! for Controlled Practice, Concept Checking, Peer Teaching and Needs Analysis</i></p> <p>Tired of asking students to put their smart phones away? Kahoot! is a motivating tool that allows you to create interactive quiz games that students participate in using their mobile devices. Simple and user-friendly, its applications include controlled practice, concept checking, peer instruction and needs analysis.</p> <p>Alena Acker, EC New York, USA (alenaacker@ecenglish.com)</p>
PC 7-8	<p><i>Using E-portfolios for Personal Pronunciation Profiles</i></p> <p>The use of E-portfolios with advanced-level ESL learners who seek to improve their pronunciation motivates learners to develop specific self-monitoring and self-correction strategies, while furthering their understanding of the English sound system. The pedagogical and practical aspects of this assignment will be explained and demonstrated through student exemplars.</p> <p>Jennifer St.John, University of Ottawa, Canada (jstjohn@uottawa.ca)</p>
PC 9-10	<p><i>Using Online Leveled Materials to Boost Recreational Reading</i></p> <p>This technology presentation will show teachers how to use online leveled materials to increase the amount of reading students do outside of class. Students who dislike reading or who are frustrated by reading will find that they can build their skills faster by self-selecting materials they find easy to read.</p> <p>Rebecca Palmer, Northern State University, USA (rebecca.palmer@northern.edu)</p>
Mac 1-2	<p><i>Combining Broadcast Radio and the Internet for Asynchronous ESL Education</i></p> <p>This presentation is a demonstration of the development and use of an ESL music website. The website provides radio ESL lessons, transcripts of the audio lessons to read while listening to the lesson, music video with subtitled lyrics, and concert videos of the songs.</p> <p>George Bellas, American English and Culture Program/Arizona State University, USA (george.bellas@asu.edu)</p>
Mac 3-4	<p><i>Giving Feedback with the Notability App</i></p> <p>Using the Notability mobile application is an efficient and effective way to provide feedback on electronically submitted assignments in the online and onsite ESL classroom. Notability enhances the clarity of feedback for students with different learning styles. Learn the advantages of using Notability and how to use it for giving feedback.</p> <p>Amy Shipley, Academy of Art University, USA (ashipley@academyart.edu)</p>

<p>Mac 5-6</p>	<p><i>Building Bridges of Understanding with Free Cloud-based Digital Storytelling</i> Unlock your student's creativity and higher-order thinking skills to create digital stories with free cloud-based software that students can access on a computer, tablet or phone. Presenter will describe the process for creating digital stories through this software and screen student samples. Jamey Sadownick, EC English, USA (JameySadownick@ecenglish.com)</p>
<p>Mac 7-8</p>	<p><i>Dogonews.com: An Interactive Extensive Reading Tool for ESL Learners</i> ESL instructors will learn how to utilize Dogonews.com as an engaging means to bring extensive reading outside of the classroom as well as inspire learners to be independent readers of current events in the English language. Teresa Nguyen, California State University, Fullerton, USA (tenguyen@fullerton.edu)</p>
<p>Mac 9-10</p>	<p><i>The Flipped Classroom: Exploring Other Ways to Approach Blended Learning under Difficult Circumstances</i> The School of Education of Universidad Central de Venezuela has successfully offered a distance program for 45 years. Unfortunately, it is currently affected by 76% inflation, the reduction of national flights and a deteriorated tech infrastructure. This presentation shows the flipped classroom as an option for learning under difficult circumstances. Evelyn Izquierdo, Universidad Central de Venezuela / VenTESOL, Venezuela (evelyn.izquierdo@gmail.com)</p>
<p>BYOD 1</p>	<p><i>Writing with Wikipedia</i> Wikipedia has long been maligned by academics, but it can be used to teach ESL students the basics of research, writing, citation, online discussion and the relevance of online social communities. The use of wikipedia in a classroom will be demonstrated. Syllabi and materials will be shared. Jonah Moos, Saint Michael's College, USA (jmoos@smcvt.edu)</p>
<p>BYOD 2</p>	<p><i>Meaningful Interaction with SRS and Smartphones</i> This presentation explores how an SRS (student response system) interface enables students in any class size to interact with the teacher and classmates in a meaningful way, all from the comfort of students' smartphones. We will share pedagogical strategies for how to utilize powerful technology most students already use daily. Brent Wright, Kanazawa Institute of Technology, Japan Stephanie Reynolds, Kanazawa Institute of Technology, Japan</p>
<p>12:00 PM to 12:30 PM</p>	
<p>Convention Center Room 701-B: Electronic Village Ask Us: Free Advice for CALL</p>	
<p>12:00 PM to 1:15 PM</p>	
<p>Convention Center Room: 701-A: Technology Showcase Hot Topics: Gaming and Gamification in our Classrooms Gaming in the Classroom and Beyond: Extending Language Learning through Games</p>  <p>This presentation will focus on the pedagogical applications of game design and theory in language learning. Specific examples of gaming applied to language classrooms in a variety of contexts, including writing, will be discussed, along with ways to extend language practice beyond the classroom through games. Katie Mitchell, ORTESOL, USA (kmitchell@rosettastone.com) Rodrigo Carvalho, Georgia Institute of Technology, USA (rodrigo.carvalho@pe.gatech.edu) Jeff Kuhn, Ohio University, USA (jkuhn72@gmail.com) Elizabeth Hanson-Smith, Department of State, USA (ehansonsmi@gmail.com) Rick Rosenberg, Department of State, USA (relobrazil@gmail.com)</p>	
<p>12:30 PM to 2:00 PM</p>	
<p>Convention Center Room 701-B: Electronic Village EV Mini-Workshop (*Please visit the Electronic Village ahead of time to sign-up for a seat at these workshops) Language Instruction from Any Device Using Chrome Applications Chrome is the most used browser in the world. Powerful Chrome applications designed for education remain underutilized in higher education. This workshop shows how Chrome apps can work in the language classroom to develop meaningful activities and to give integrated skills feedback to your students. Sean McClelland, American English Institute - University of Oregon, USA (mcclella@uoregon.edu)</p>	
<p>Using Online Corpus Tools to Develop Learner-centered Activities. This session shares how to use online corpus tools (BYU corpora, Compleat Lexical Tutor, and others) to foster student-centered language learning. Participants learn about using web-based corpora for materials development and design their own corpus-based grammar and vocabulary activities. Jonathan Smart, University of Pittsburgh, USA (jsmart@pitt.edu)</p>	

2:00 PM to 2:30 PM

Convention Center Room 701-B: Electronic Village

Ask Us: Free Advice for CALL

3:00 PM to 4:30 PM

Convention Center Room 701-B: Electronic Village

EV Mini-Workshop (*Please visit the Electronic Village ahead of time to sign-up for a seat at these workshops)

Smartphones in the Classroom: Utilizing Student Response Systems to Engage and Interact

Participants will learn how to create an SRS (student response system) interface for students to interact with the teacher and classmates in a meaningful way, all from the comfort of their own smartphone. We will share pedagogical and technical strategies for how to utilize this powerful (and free) technology.

Brent Wright, Kanazawa Institute of Technology, Japan

Stephanie Reynolds, Kanazawa Institute of Technology, Japan

Pronunciation Feedback on CANVAS

Technology offers new and exciting methods for offering students pronunciation feedback. Knowing how to make pedagogical use of technology features for language learning and how to provide effective time-saving pronunciation feedback is another matter. This workshop demonstrates a step-by-step decision-making tree and provides a hands-on practice guide for giving pronunciation

Alison McGregor, University of Texas at Austin, USA (mcalison@utexas.edu)

4:30 PM to 5:00 PM

Convention Center Room 701-B: Electronic Village

Ask Us: Free Advice for CALL

THANK YOU!!!

The CALL-IS would like to express special appreciation and gratitude for our Electronic Village volunteers for giving their time as greeters, consultants, and webcasters in the Electronic Village. Our volunteers continue to be an integral part of the success of the Electronic Village, making participants and visitors feel welcome and ensuring a valuable conference experience.

Carlos Daniel Cazco Maldonado
Christine Guro
Barbara Daley
Barbara Wookey
Heather Gaddis
Lori Menning
Yousreya
Aida Rodomanchenko
Melanie Won
Silvia Laborde
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Ujjawal Kumar Shah
Laura Hamman
Jim Desler
Desi Tom

Jim Bame
Liz Bigler
Eva F. Andrianarivo
Samba Kebe
Salim
Lutfi Hussein
Laura Hamman
Fatma Ghailan
Karina Lopez
Heather Benucci
...and many others!



Electronic Village Planning Team

Events Coordinators:	<i>Roger Drury, Chris Sauer</i>
Management Team:	<i>Andy Bowman, Stephanie Korslund, Justin Shewell</i>
Ask Us: Free Advice for CALL:	<i>Tom Robb, Deborah Healey</i>
CALL for Newcomers:	<i>John Madden, Deborah Healey</i>
Developers Showcase:	<i>Andy Bowman, Douglas Coleman, Charles Kelly</i>
Technology Fairs:	<i>Claudio Fleury, Stephanie Korslund, Roger Drury, Christine Sabieh, Christine Bauer-Ramazani, Roger Gee, Debra Lee, Susan Gaer, Deborah Healey</i>
EV Fair Classics:	<i>Dianna Lippincott, Ellen Dougherty, Karen Jogan</i>
Mini-Workshops:	<i>Snea Thinsan, Sandy Wagner, Katie Mitchell</i>
Mobile Apps for Education:	<i>Tom Robb, Christina Mager, Marsha Chan, Abe Reshad, Sandy Wagner</i>
EV Guides/Volunteers:	<i>Sandy Wagner, Luke Coffelt</i>
Webcast Team:	<i>Jack Watson, Christine Bauer-Ramazani, Abe Reshad, Jeff Kuhn, Larry Udry, Ellen Dougherty, Christel Broady, Chris Sauer, Maria Tomeho-Palermينو, Vance Stevens, Jonah Moos, Rick Rosenberg, Nina Liakos</i>
Program Book and Proposals Site:	<i>Justin Shewell</i>

CALL-IS Leadership Team

Chair:	<i>Aaron Schwartz</i>
Chair-Elect:	<i>Stephanie Korslund</i>
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Steering Committee:	<i>Claudio Fleury, Dianna Lippincott, Snea Thinsan, Katie Mitchell, Christine Sabieh, Luke Coffelt, Jack Watson, Abe Reshad, Maria Tomeh-Palermينو</i>
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