ORTESOL 2026 FALL CONFERENCE

Community, Care and Connection



A 1-day in-person conference

SATURDAY, OCTOBER 17, 2026

PCC SYLVANIA

Logistics

Driving & Parking

Parking is free on Saturdays, and conference attendees can park in spots designated "Staff" in Lot 7.

Google Maps Link to Parking Lot 7: https://maps.app.goo.gl/evBUYdZ354MZqHQU7

Registration: CC (College Center) Building (across from the library). Follow the ORTESOL signs.

Presentations: ST (Science Technology), SCB (South Classroom Building) and TCB (Technology Classroom Building).



Lunch

Pre-ordered lunch boxes will be available for pick up in CC (College Center) Building at 12:30pm. If you did not pre-order a lunch, you can bring your own lunch or eat at a nearby restaurant. ORTESOL will **not** have lunch available for purchase.

Announcements



Winter Clothing Drive for ESOL Students!

The PCC Sylvania ESOL Department is organizing a clothing drive for their students and is collecting winter clothes in good condition. If you have clean, gently used coats, clothing or shoes that you no longer need, please consider donating them to help an ESOL student stay warm this winter.

A collection bin will be available at the registration area during the conference.

Thank you for your generosity and support!

Recycle your lunch cans and help PCC students!

Please place your lunch cans in the PCC Panther Pantry recycling bin near the registration table. Every recycled can supports the Food Pantry!



Images designed by ORTESOL member and presenter Mishelle Kehoe-Seamons

Saturday October 17 - PCC Sylvania

Morning Schedule	
CC Building 9:00-9:30	**Registration and Check-In** ***Light breakfast catered by local business owner and ESOL student, Hala Alhayali (Teen&Zaytoon, teen.zaytoonn@gmail.com)***
Room ST 100 9:30-10:00	**Opening Ceremony**
Room ST 100 10:00-10:50	**Morning Plenary :** Allegra Lance **Building Confidence And Independence Through Literacy**
11:00-11:50	**Concurrent Sessions 1 - (Long Presentations)**
12:00-12:30	**Concurrent Sessions 2 - (Short Presentations)**
12:30 – 1:30	**Lunch (on campus available through registration)** ***Lunch catered by local business owner and ESOL student, Hala Alhayali (Teen&Zaytoon)***
Afternoon Schedule	
ST 100 1:30-2:20	**Afternoon Plenary:** Andrew Garland-Forshee **Sustaining the Flame: Understanding ESOL Educator Burnout, Secondary Trauma, and the Window of Tolerance**
2:30-3:00	**Concurrent Sessions 3 - (Short Presentations)**
3:10-4:00	**Concurrent Sessions 4 - (Long Presentations)**
ST 100 4:00-4:30	**ORTESOL Open Meeting** **Closing and Prize Drawing**

Morning Plenary

Building Confidence And Independence Through Literacy

Allegra Lance

Abstract

As Science of Reading methods take hold of K-12 schooling, what might the benefits for teaching reading skills to language learners, children and adults alike? This presentation will focus on the scope of complete literacy instruction, implementation within any non-literacy-focused curriculum, and the emotional effect literacy instruction can have on adult ESL students.

Allegra Lance is an ESL Teacher for Goodwill Industries Columbia Willamette. She received her MA TESOL from PSU in 2021. She also has 80 hours of training in the Orton-Gillingham approach for reading intervention.



Concurrent Sessions 11-11:50am

Room ST 100	**Plenary Discussion** What ideas from the morning plenary can we take with us into our ESOL classrooms? This interactive discussion will give participants an opportunity to reflect on the plenary's main themes, share reactions and perspectives, and connect the speaker's ideas to their own teaching contexts. Together, we will consider which ideas resonate with our experiences as ESOL educators, what challenges they raise, and how they might influence our teaching practices. Participants will leave with new perspectives, practical ideas, and a deeper understanding of how the plenary's message can inform our work with ESOL students. Discussion led by Allegra Lance and Deborah Healey, ORTESOL Post-President
Room SCB 201	**Everybody's A Comedian: Humor in Conversation** How can humor create a connection? What makes us laugh? Is it a play on words, imitating popular public figures or sports stars, poking fun at questionable behavior, classic movie lines, snappy retorts, sarcasm or just a look or side glance? Teachers of conversation and culture will explore seven types of American humor and learn techniques to help their students understand why American conversations are punctuated by laughter and 'get the joke'. *Adult Education (AE), Teacher Training* Pam Smith Beaverton Literacy Council
Room SCB 202	**Layering Accountable Talk Routines & Cultivating Educator Agency** This highly collaborative, interactive session will be grounded in the continuum of 2nd Language acquisition. We will explore/engage with basic "talk moves" and ELD strategies to understand how integrating these routines into our teaching and learning spaces can scaffold and support equitable opportunities for academic discourse and accountable talk for every student, specifically our MLLs. We are excited to model how using accountable talk empowers students to engage in meaning-making, higher level thinking and rigorous self-expression of learning and cultivates educator efficacy and agency! *Secondary Education (K-12), Elementary Education (K-12), All levels, Teacher Training* Sally Baer, NBCT Seattle Pacific University

Room SCB 205	**Performance to Progress: ELP Standards-Based Tasks Toward English Proficiency Outcomes** This interactive workshop demonstrates how performance tasks can be used to both monitor progress and design lessons that build content mastery through the lens of English Language Proficiency Standards. Participants will practice delivering a simple task, then discuss interpreting the evidence of language use, and how that relates to designing lessons that integrate content and language targets. *Secondary Education (K-12), Elementary Education (K-12)* Michelle McCoy ELPA21 @UCLA/CRESST
Room TCB 211	***A long-session with two talks about OERs:*** **"Welcome to Springfield": New Beginning Reading, Writing, and Grammar OER** Maggie Mitteis, Jen Sacklin, and Tracy Henninger have adapted and expanded the OER "Welcome to Maple Falls" by Susan Caisse and Michelle Culley. We've written a brand-new chapter, expanded the original characters' stories (and added four new families) in 12 new readings, added all-new photos, created new vocabulary-focused activities, and re-mixed the grammar. Come to this session to see our new book, called "Welcome to Springfield: Introduction to Reading, Writing, and Grammar for Adult ESL". *Adult Education (AE)* Jen Sacklin Lane Community College **Reading for Academic Success OER** How can we help advanced ESOL students become more independent, strategic, and confident academic readers? This question guided the development of our new Open Educational Resource (OER) for an advanced ESOL reading course. The OER was inspired by and based on Read Up, an OER developed by Tim Krause, and builds on its approach to accessible, engaging reading instruction while adapting the materials and activities to meet the specific vocabulary needs of advanced ESOL students. *Adult Education (AE), Higher Education (HE)* Luciana Diniz, Jennifer Snyder, Sarah Bailie and Sarah Barrett Portland Community College
Room TCB 217	**Hyflex Teaching in Lower Level English Classes: Challenges and Opportunities** How can we promote community and connection by offering lower level English classes in hyflex mode? What are the challenges and benefits of offering classes on Zoom and in-person modes simultaneously? The presenters will share their findings from their action research in their Level 1-3 classes at PCC as part of a PLC. This presentation is for any ESOL teachers wanting to learn more about offering flexible ways for their students to access their classes. *All levels, Teacher Training, Adult Education* Ellora Maitra, Heather Kalowsky and Ana Vitale Portland Community College

Concurrent Sessions 12-12:30pm

Room ST 100	**Making the Most of Volunteer Tutors and Classroom Assistants** Having a volunteer in your classroom should make your job easier, but too often it adds one more thing to manage. What does it take to turn a volunteer tutor or classroom assistant into a real asset? As Executive Director of the Portland Literacy Council, which trains volunteers to support adult ESOL and literacy classrooms, and as a volunteer classroom assistant myself, I have seen this partnership from both sides. Participants will leave with practical tools: a simple way to set expectations on the first day, easy ways to share lesson plans and delegate meaningful tasks, and approaches to feedback that keep volunteers engaged and coming back. For ESOL teachers and program staff who work with volunteers. *Adult Education (AE), All levels, Teacher Training* Courtenay Carr Heuer Portland Literacy Council
Room SCB 201	**Afghan Students in U.S. College Classrooms: Experiences, Barriers, and Pathways to Success** Afghan students often enrich American college classrooms with diverse cultural perspectives, multilingual abilities, and strong resilience shaped by experiences of conflict or migration. They may also face unique challenges, including language barriers, differences in educational systems, cultural adjustment, and navigating unfamiliar academic expectations. Understanding these factors helps educators foster inclusive learning environments that support Afghan students' success while broadening cross-cultural awareness among all students. *Adult Education (AE), Higher Education (HE)* James Wilson Cosumnes River College
Room SCB 202	**Teaching English Abroad: What to Consider Before Accepting an Opportunity** What should teachers consider before accepting a teaching-abroad opportunity? This session prepares prospective overseas teachers to look beyond the excitement of teaching abroad and consider the cultural, professional, programmatic, and personal factors that shape a successful experience. Drawing from two unique teaching-abroad experiences, this presentation will compare program structures, benefits, and challenges. Participants will leave with greater confidence to evaluate opportunities and choose an experience that best aligns with their goals. *All levels, Teaching Abroad* Mishelle Kehoe-Seamons Oregon State University, In the ESOL Classroom

Room SCB 204	**Language Study for Better Language Teaching** Do you ever wonder what it's like in another teacher's classroom? Aside from occasionally observing our peers, it can be difficult to be exposed to different methods while you're teaching, especially if you've been out of school for 25+ years. Ongoing language learning can help expose you to different language methodologies and technologies, empathize with a student's perspective, and consider how to change things up in your own ESOL language classroom. This presentation will focus on in-person and online teaching methods that were successful in courses I took and how I incorporated them into my own in-person and remote classes. *Adult Education (AE), Higher Education (HE), Secondary Education (K-12), All levels, Teacher Training* Amanda Franzoni Clackamas Community College
Room SCB 205	**What's Your ELPA21 IQ? Play, Learn, and Test Your Knowledge** How well do you know ELPA21—and what might you discover that you didn't know? In this short, interactive session, participants will explore some of the features of ELPA through a game designed for educators. Questions and conversation will touch on topics such as language domains, item types, the student testing experience, and features of the ELPA21 Screener and Summative assessments. Along the way, participants can test what they know, confirm their understanding, and perhaps pick up a few new facts about the assessment. This session is intended for anyone who teaches students who take the ELP assessment, administers the assessments, supports testing, or is simply curious about how ELPA21 works. Come ready to play, learn, and share what you know with colleagues. No previous ELPA21 expertise—or studying —required! *All Levels, Second Education (K-12)* Michelle McCoy ELPA21 @UCLA/CRESST

Afternoon Plenary

Sustaining the Flame: Understanding ESOL Educator Burnout, Secondary Trauma, and the Window of Tolerance

Andrew Garland-Forshee

Abstract

This presentation shifts the perspective on ESOL faculty burnout from an individual "pathogenic" failure to a "salutogenic" model that frames exhaustion as a predictable biological response to systemic and emotional overload. It highlights that ESOL educators face unique stressors, such as high-stakes vicarious trauma and complex institutional demands, which frequently overwhelm the nervous system. The presentation provides practical tools—such as the "Window of Tolerance" framework and somatic micro-interventions—while advocating for structural changes that prioritize collective care over individual self-care.

Dr. Andrew Garland-Forshee ("Dr. Andrew" or "Dr. G-F" to his students) is an award winning educator, and holds over 30 years of experience in the fields of education, family services, social and human services. These experiences range from at-risk youth programs, early education environments, parenting education and early childhood laboratory settings, to college teaching, human services settings, intervention programs, research, and program regulation. He currently serves as Department Chair of the Family & Human Services and Addiction Counseling programs.

Dr. Garland-Forshee is a first generation college graduate and an active scholar-practitioner-educator. His current teaching and research interests include mental health stigma reduction and suicide prevention in queer communities, salutogenic interventions to antisemitic trauma-response, and the application of mindfulness in undergraduate human service education. Dr. Garland-Forshee has published professional articles and reviews in scholarly journals including the Journal of Human Services, International Journal of Childbirth Education, and the Journal of Gay and Lesbian Social Services.



Concurrent Sessions 2:30-3:00

Room ST 100	**Plenary Discussion** What ideas from the morning plenary can we take with us into our ESOL classrooms? Participants will have the opportunity to reflect on the plenary's main themes, share reactions and perspectives, and connect the speaker's ideas to their own teaching contexts. This discussion will not have a facilitator. It will be a space for participants to reflect and share ideas amongst themselves.
Room SCB 201	**Building Academic Confidence: Empowering Multilingual Learners to Take Academic Risks** Why is academic confidence essential for language acquisition and achievement? Academic confidence is one of the strongest predictors of student engagement, perseverance, and language growth. Mainly geared towards elementary though secondary educators, this session explores practical, research-informed strategies that help multilingual learners develop the confidence to speak, write, read, and think critically in English. Participants will leave with classroom routines, scaffolds, and mindset strategies they can implement immediately across elementary, secondary, and adult learning settings. *Secondary Education (K-12), Elementary Education (K-12)* Donna Anderson, MAT Arco Iris Immersion School
Room SCB 202	**Students Teaching and Learning From One Another During Discussion Tasks** An important aspect of task-based language learning is the affordances provided through peer interaction. This raises an important question for classroom teachers: How do students in small-group work build sequences of interaction to accomplish their tasks, and how do learning opportunities emerge through this process? This presentation uses conversation analysis to examine how Japanese university students create learning opportunities during peer discussions in English. Analysis reveals students assisting peers with various aspects of language use. *Higher Education (HE)* David Aline and Yuri Hosoda Kanagawa University, Yokohama.

Room SCB 204	**Is That What My Head Looks Like? An Icebreaker Activity** What no-prep icebreaker can I do in my classroom to lower my students' affective filter and promote language learning? This session prepares both K-12 and Adult ESOL teachers to implement a memorable, silly, and no-prep activity in their classroom. This icebreaker can be done at any time of year and can be used all year long to practice each of the four language domains. *Adult Education (AE), Secondary Education (K-12), Elementary Education (K-12)* Mishelle Kehoe-Seamons Oregon State University, In the ESOL Classroom
Room TCB 211	**Life as an ELF: Firsthand Perspectives on Global ELT Impact** In this session, former English Language Fellows Erin Watters and Margot Harris share their experiences teaching and learning in Algeria through the U.S. Department of State ELF Program. The presentation focuses on the practical realities of fellowship life in North Africa, highlighting their work facilitating student-led educational events like WikiStage, supporting independent discussion groups across Algiers, Constantine, and Oran, and engaging in deep cultural exchange. Attendees will gain key takeaways on aligning ELT initiatives with local needs to empower learners, integrating authentic cultural experiences into context-responsive materials, and using grassroots community building to drive project sustainability. The session will also provide practical insights into the ELF application process, embassy-sponsored expectations, and how international exchange can profoundly shape the career trajectories of TESOL educators. Erin Watters (ORTESOL K-12 sig chair) and Margot Harris Non-Profit Plumeria Global Education Group
Room TCB 217	**Vocabulary learning, connected to your classroom: Introducing Vocab Victor Zone** GOLD SPONSOR How can we help adult intermediate English learners turn encounters with new words into lasting vocabulary knowledge? This session explores the importance of vocabulary in English language learning and the role of repeated, meaningful practice. See a live demonstration of Vocab Victor Zone, a new web application that helps teachers organize vocabulary, assign practice activities, and review student results. Bring your classroom needs and ideas, and learn how to join our early teacher community for free access through the end of 2026. Heidi Brumbaugh Vocab Victor Zone

Concurrent Sessions 3:10-4:00

Room SCB 201	**Protecting Educators From the Effects of Secondary Trauma: Self-Care is Not Selfish** Is self-care selfish? Teachers cannot be all-wise, all-knowing, and all-caring all the time. Even though we'd like to. Staying attuned to the effects of daily stress starts from within, by normalizing the importance of teacher self-care. The presentation will focus on how to develop and employ self-care strategies. Discussions include both stress triggers and tools to use to address those triggers and move toward regular self-care activities. *Secondary Education (K-12), Elementary Education (K-12), Teacher Training* Judith B. O'Loughlin Language Matters Education Consultants, LLC SILVER SPONSOR
Room SCB 202	**A Digital Platform for Reading Proficiency for Literacy Learners** Adults with limited or no literacy in their home language face barriers learning to read a new language. To address resource scarcity, a UK-European team designed an autonomous learning platform now available in North American English. Session participants will use the platform in Dutch, hear about the platform's development and be invited to test the North American English version with their students. *Adult Education (AE)* Martha Young-Scholten (University of Washington and Newcastle University) and Patrik McDade (People-Places-Things) SILVER SPONSOR
Room SCB 204	**U.S. citizenship preparation and adult immigrants in 2026** What do adult immigrants need to be ready for the U.S. Citizenship process in 2026? Since 2025, U.S. Citizenship education programs have been decimated and the civics test has been re-worked; however, many organizations are helping immigrants persevere. In this workshop, we will learn about the citizenship process, parts of the interview, legal resources, and how ESOL teachers can help. This session is designed for teachers of adult immigrants and adult educators. *Adult Education (AE), Higher Education (HE)* Eric Dodson PCC and SOAR
Room SCB 205	**Engaging Multilingual Learners with Environmental Education** How can elementary teachers build students' environmental understanding while developing English language skills? In this hands-on session, engage in activities scaffolded for multilingual learners, including a participatory story on river stewardship, a collaborative word-web activity on environmental connections, and a guided role-play and brainstorm on energy use. Activities integrate content and language objectives, supporting speaking, listening, reading, and writing at varying proficiency levels. Take home lessons aligned with Oregon Content Standards. *Elementary Education (K-12), Teacher Training* Jennifer Wyld Lupine Community Montessori Charter School

Room TCB 211	**Unpacking the Invisible: Our Cultural and Emotional Backpacks** What do we know about our cultural and emotional backpacks, and how do they shape our teaching? This session explores the dimensions of teaching/learning, helping professionals gain insights into themselves and better understand their learners. Everyone carries backpacks shaped by early socialization (Park & King, 2002). They influence how we communicate, respond, and interact. Throughout life, we add, adapt, and reframe what we carry. Understanding our backpacks can help build connections (Markowitz & Bouffard, 2020). *All Levels* Carmen Rosa Cáceda Western Oregon University
Room TCB 217	***A long-session with two talks about AI in Education:*** **Can we reduce the harm from AI?** AI has benefits, but its potential risks are also becoming clearer. As teachers – whether of adults, teens, or children – how do we work to maximize the benefits and minimize the harms? This table talk will start with pros and cons, then encourage participants to share their ideas about how to use AI thoughtfully, helping learners and the environment rather than setting the stage for longer-term damage. *All levels, Teacher Training, Policy and administrative concerns* Deborah Healey ORTESOL Post-President **When Students Feel They Are Learning: The Role of Reflection in Reducing AI Dependence in ESOL Writing** This table talk explores whether reflection on learning and progress can encourage ESOL students to write more independently rather than rely on AI. I will share my classroom-based research plan using student surveys and reflection activities. Participants will discuss what may prevent students from writing independently and what factors may influence their use of AI. The intended audience is Adult ESOL and community college instructors interested in AI, motivation, and reflective learning. *Adult Education (AE), Higher Education (HE)* Nanami Riedel Portland Community College

Roll Call

Amanda Franzoni has been a teacher of ESOL since 2001. She taught in the PSU IELP for 19 years and has been teaching at Clackamas Community College for 25 years. She enjoys teaching all skills both in-person and remotely but has recently been focusing more on Grammar and Conversation.

Ana Vitale is an ESOL instructor at PCC Sylvania. She has taught all ESOL levels, but she has been teaching Level 3 for a few years more recently. Ana is highly passionate about serving her student population and giving all her students the tools they need to be successful in their community. She also participated in the year-long hyflex best practices PLC at PCC.

Carmen R. Cáceda (Ph.D.) is a Professor of ESOL/Bilingual Education at Western Oregon University. She has taught English and prepared teachers since 1982 in Peru, China, and the U.S. Her main research areas are teachers' linguistic beliefs (e.g., about translanguaging) and teachers' identities and emotions.

Courtenay Carr Heuer is the Executive Director of Portland Literacy Council, which trains and supports volunteer tutors in adult ESL, GED, and literacy programs. She co-founded Scientific Adventures for Girls, leading it for over 11 years, and is a volunteer ESL classroom volunteer at PCC and with the "Road to English Project" for ESL learners in Ukraine and is a citizenship class instructor at SOAR.

David Aline is a professor in the Department of Cross-Cultural Studies, Kanagawa University, Yokohama. His research interests include second language acquisition through conversation analysis. He teaches courses on advanced speaking designed within a task-based language learning syllabus. He has published on classroom interaction in JALT Journal, Classroom Discourse, and TESOL Quarterly.

Dr. Deborah Healey is a Co-Post-President of ORTESOL. She was the 2019-2020 President of the Board of Directors of TESOL International Association. An online and face-to-face teacher educator, she writes and presents extensively internationally on appropriate use of technology in language teaching. Her doctorate is in Computers in Education.

Donna Anderson is the ELL educator and Reading Intervention Specialist at Arco Iris Spanish Immersion School (K-5) a charter school in Beaverton, Oregon. She holds a MAT in Elementary Education and is endorsed in TESOL and Reading Intervention. She is currently working towards becoming a certified Dyslexia classroom teacher.

Ellora Maitra is an ESOL instructor at PCC Rock Creek and Willow Creek. She taught Level 2 hyflex classes in 2026 and participated in a year-long hyflex best practices PLC at PCC. She is interested in exploring ways to make dual-format classes accessible, engaging, and equitable for learners.

Eric Dodson has taught Citizenship and English classes with SOAR Legal Services for 10 years (i.e., four presidential administrations and hundreds of successful students). In addition, he teaches English to Speakers of Other Languages at Portland Community College in Southeast Portland where he lives with his family.

Erin Watters is a professional educator and coach. Her global experiences include participating as a three-time English Language Fellow, a Virtual Fellow, and an English Language Specialist providing teacher training and mentoring in Peru, Uganda, Algeria and Morocco. She has spoken at conferences worldwide on language assessment, curriculum design, building communities of practice, and effective teaching techniques. She is currently an Academic Supervisor at Delphian School in Sheridan, Oregon, serves as board president for Plumeria Global Education Group, and is the K-12 sig chair for ORTESOL.

Heather Kalowsky is an ESOL instructor at PCC Sylvania. She co-led the PLC on best practices in using hyflex in levels 1-3 and has used hyflex in lower and upper level ESOL classes. She is also the district ESOL liaison for tutoring at PCC.

Heidi Brumbaugh is the developer of Vocab Victor, a word-learning app for smartphones. She received her PhD in linguistics from Simon Fraser University in 2015, with a focus on vocabulary and computer-assisted language learning. She dreams of one day banishing flashcards to the shoebox of history. Heidi can be reached on LinkedIn or via email at heidi@vocabsystems.com.

James Wilson has been an ESL professor at Cosumnes River College in Sacramento, CA since 2008 and program chair at Linn-Benton College and Mt. San Jacinto College prior to that. He has taught in adult education, community college non-credit, community college credit, and university IEP programs since 1994.

Jen Sacklin is a faculty member in the Career Pathways and English as a Second Language departments at Lane Community College in Eugene, OR. She holds an M.A. TESOL from Portland State University.

Jennifer Snyder is an ESOL instructor at Portland Community College.

Jennifer Wyld is Director of Education at Lupine Community Montessori Charter School in Gresham. She has held a variety of roles in Montessori schools and has worked with students of all ages in private, public charter and university settings. (M.Ed., Montessori Elementary Education and Ph.D., Science Education, Oregon State University).

Judith B. O'Loughlin, an education consultant and author, with over twenty-five years as a teacher of English, ESL, and special education, has taught ESL at the K12 level, adult education, and as a graduate adjunct professional in two U.S. TESOL university endorsement programs and at Soka University in Japan. Her work for school districts, departments of education, universities, and federal and state education grants have focused on standards-based and English language development programs design, instructional strategies, differentiated instruction and assessment, as well as collaborative team-teaching.

Luciana Diniz has been teaching ESOL at Portland Community College as full-time instructor for 19 years, and currently serves as Department Chair. She earned her Ph.D. in Applied Linguistics from Georgia State University, where her work focused on corpus linguistics. She has co-authored several Open Educational Resource (OER) textbooks designed for adult English language learners in community college programs, and has been active in language education organizations, including ORTESOL.

Margot Harris has worked in the field of English language learning for over thirty years and has held many roles including consulting for USAID/Morocco and supervising teaching interns from Notre Dame of Maryland University. A former U.S. Department of State English Language Programs English Language Fellow and Specialist, she has designed and facilitated professional development and teacher training programs both in-country and remotely in Algeria, Morocco, Egypt, Mexico and Guatemala. She has years of experience as a Department Chair and teacher of ESOL, TESOL Methods and Assessment, American Government and U.S. History in Baltimore, Maryland. Margot received her Master's degree in Leadership in Education from Notre Dame of Maryland University in 2001. She is co-founder of Third Spaces LLC and Plumeria Global Education Group.

Martha Young-Scholten taught ESOL at various Seattle-area colleges prior to her UW PhD. For three decades at Durham and Newcastle Universities in the UK, her teaching, student supervision and research focused on development of grammar, pronunciation and reading in a new language by adults including those with limited formal schooling.

Michelle McCoy is the Assessment Design Senior Manager with ELPA21 at UCLA/CRESST. She received her M.Ed. and B.A. at University of Oregon, and a doctorate at Lewis & Clark. Prior to ELPA21, Michelle was an Assessment and Implementation Specialist for the Oregon Department of Education, focusing on English Language Proficiency.

Mishelle Kehoe-Seamons is an Education PhD student at Oregon State University. She has over a decade of experience teaching multilingual learners and is the founder of In the ESOL Classroom. She is passionate about helping both new and experienced English language teachers grow in confidence and effectiveness.

Nanami Riedel is a part-time ESOL instructor at Portland Community College. Her research interests include student motivation, confidence, and learner growth in ESOL writing classrooms. She is particularly interested in how students can develop greater ownership of their writing in the age of AI.

Pam Smith is a five time national Intercambio presenter and a 35 year teacher of ESL, culture and conversation. Believing that humor connects us, she seeks and finds humor in almost everything. She is also an antique dealer and the mother of three millennials, all of whom think they're comedians.

Patrik McDade is the founder and program director for People-Places-Things, building language and culture bridges in our communities. He received a Teaching English as a Second Language certificate from PSU in 1996 and has facilitated language skills development in immigrant and refugee communities since 1996. Currently he is building a global online English practice ecosystem accessible to anyone in the world.

Sally Baer is an educational advocate, changemaker and researcher with 20+ years of teaching experience in K-5. Her passion is lifting those families who have the potential to be farthest away from educational and social justice. Sally is a Nationally Board-Certified Teacher in ENL and is currently working on a PhD at Seattle Pacific University.

Sarah Bailie is an ESOL instructor at Portland Community College, where she has taught in a variety of settings, including in-person, online, and remote classes.

Sarah Barrett has been teaching ESOL at Portland Community College for 21 years.

Yuri Hosoda is a professor in the Department of Cross-Cultural Studies, Kanagawa University, Yokohama. Her research examines second language use through a conversation analytic perspective. She teaches seminars on conversation analysis and language teacher training courses. Her papers appear in Pragmatics & Society; Applied Linguistics; and Learning, Culture and Social Interaction.

Planning Committee

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