

# TALGS 2024 Conference Schedule

8:00-9:00	<b>Check-in and Registration</b> Bate Building, Main Lobby			
	<b>Paper Presentations</b>			
	<b>Bate 1011</b>	<b>Bate 1012</b>	<b>Bate 1013</b>	<b>Bate 1014</b>
9:00-9:30	Kristen Cruz UNC Charlotte <i>Diverse Staff Experiences in a Community-Based Organization for Multilingual Learners</i>	Janalyn A. Miklas George Mason University <i>Perfectly puzzling: Using a mnemonic to teach the present perfect to adult ELLs</i>	Ginger Phillips Mole Greensboro College <i>Using the IPA in the Adult EFL Classroom</i>	Larry Grullon-Polanco University of South Florida <i>Pedagogical Implications of Binge Watching: Netflix and Incidental Vocabulary Acquisition</i>
9:35-10:05	Melike Akay University of South Florida <i>Transformative Stories: Cancer Narratives of Social Media Influencers in the Digital Age</i>	Arlee Jade Pearlsig George Mason University <i>Phrasal Verb Syntax in the ESL Classroom: A Diagnostic for Separable Particles</i>	Ken Tseng East Carolina University <i>Audiolingual Method (ALM) and Skill Acquisition Theory (SAT): The Acquisition of Japanese High-Back (Un)rounded Vowels for L1 English-L2 Japanese Learners</i>	Nilima Hakim Mow George Mason University <i>The Impact of Cross-linguistic Influences on L2 Development of an Urdu Speaking Language Informant</i>
10:05-10:20	<b>Coffee Break</b> Bate Building, Main Lobby			
10:20-10:50	Leah Onosato Old Dominion University <i>Amplifying Voices for Linguistic Justice: An Analysis of Language Use among Black Linguistic Justice Educators</i>	Pu Meng George Mason University <i>French Article Learning for Adult Second Language Acquisition: Diagnostics and Mnemonics</i>	Nicole Larkin NC State University <i>The Effects of Guided Inductive and Deductive Approaches on Learning Grammar in Intermediate-Level Foreign Language College Classroom</i>	
11:00-12:00	<b>Keynote Plenary Session: Bate 1031</b> <b>Dr. Luke Plonsky</b> Northern Arizona University <i>What Has Meta-Analysis Taught Us about Language Learning and Teaching? A Meta-Synthesis</i>			
12:00-1:00	<b>Lunch (provided)</b> Bate Building, Main Lobby			
	<b>Workshop Presentations</b>			
	<b>Bate 1011</b>	<b>Bate 1012</b>	<b>Bate 1013</b>	<b>Bate 1014</b>
1:00-1:40	Renée G. Robbins Old Dominion University <i>Promoting Student Risk-taking with Equitable Grading Practices and Risk-friendly Assignment Design</i>	Aura Milena Araque Ramirez Greensboro College <i>Implementing Multicultural Literacy Bags to Foster Reading Skills in Young English Learners</i>	Nilima Hakim Mow George Mason University <i>Thematic lesson plans: A workshop on Thematic Lesson plans</i>	

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	<b>Bate 1011</b>	<b>Bate 1012</b>	<b>Bate 1013</b>	<b>Bate 1014</b>
1:45-2:25	Debra Daise & Seth Stroud UNC Charlotte <i>Teaching Reading: What It Is and How to Do It</i>	Elena King Greensboro College <i>Using History to Understand English Spelling and Semantics: Or, Why is English So Opaque?</i>		
2:25-2:40	<b>Coffee Break</b> <b>Bate Building, Main Lobby</b>			
2:40-3:40	<b>Keynote Plenary Session: Bate 1031</b> <b>Dr. Luke Plonsky, Northern Arizona University</b> <b>Dr. Ekaterina Sudina, East Carolina University</b> <i>Applying Insights from Language Learner Psychology in the L2 Classroom: Helping Students Thrive</i>			
3:40-4:00	<b>Closing Remarks</b> <b>Bate 1031</b>			