INTERMOUNTAIN TESOL CONFERENCE 2022

ROOTED AND REACHING

FRIDAY & SATURDAY SEPTEMBER 16-17
Southern Utah University
Cedar City, Utah
"You can’t kill this one, Chirstin."

The words echoed in my mind as I looked over at the very sad, very pasty bamboo office plant I had been gifted. Many people heralded these plants as “great office plants,” but neither of my thumbs have ever been green, and I had somehow managed to kill it. It seemed to thrive in the beginning. Eventually, the rapid growth slowed, but I still saw new bands and leaves occasionally. The leaves started getting white and flimsy with time. Then they dried up and fell off. The trouble apparently started when the plant became root bound, and in spite of being transferred to a larger container, root rot set in. Without a solid root system, the plant withered.

In stark contrast to the untimely demise of my office plant, last September I was nearly breathless admiring the evidence of impressive trees with healthy root systems. As I drove through Cedar Canyon with dear friends, I snapped photos almost constantly of the fiery fall foliage along miles of junipers, firs, pines, and aspens. We had a very interesting conversation about the root systems of some of these trees.

I’m fascinated by what roots can do. Roots keep a plant anchored; gather, store, and transfer resources; and help the plant compete with other plants. Much like healthy root systems are essential for plants to grow, I feel best able to grow personally and professionally when I feel rooted. This might be firmly planted in a thriving community, in a solid sense of self, or in the soil of sound pedagogy. However, I need more than anchoring; I also want to keep growing. I need a constant flow of resources to keep myself energized, excited, and innovating. Finally, it is easier for me to decide between competing interests and demands on my time and energy when I have strong roots. It’s easier to keep myself centered.

When my roots aren’t healthy, I can get overly excited about a new tool or activity and forget to weigh it against best practices. I can feel overwhelmed with to do lists and suffer from burnout. I can become distracted by the “what” and “how” of teaching when I should be focusing on the “why.” I have personally seen each of these things in myself and also seen how I am better equipped to manage them when I feel securely rooted.

This year throughout our annual conference (themed “Rooted and Reaching”), join me in considering your roots in an effort to be able to continue growing. What are you rooted in, and is it what you want to be rooted in? Are your roots spreading deep, or have you recently been uprooted? Are your roots getting the nourishment they need or has your soil been depleted?

Whether you feel like a mighty Bristlecone Pine or more like my poor wilting office plant, as we connect together, I hope you will feel your roots becoming stronger and will be able to continue reaching.
Dr. Nancy Tarawhiti is an Associate Professor at Brigham Young University (BYU) of Hawaii. She is currently the Director of the English as an International Language (EIL) Program. This program is in the English Language Teaching and Learning (ELT) Department and part of the Education and Social Work Faculty. She teaches courses in EIL and Teaching English to Speakers of Other Languages (TESOL) mostly in the areas of second language (L2) writing, L2 reading, L2 skills integration, TESOL methods and principles, and Peace Linguistics. Dr. Tarawhiti has previously served as the editor for the TESL Reporter, a publication that has been in place for over 50 years, disseminated by BYUH.

Dr. Tarawhiti was born and raised in New Zealand. She attended BYU Hawaii and received an undergraduate degree in the field of Business Administration. After several years of using her degree in various corporations in New Zealand, she made a career change to the field of TESOL. She went on to earn an MA at BYU Provo and her MA was in the ESP field for Certified Nursing Assistants. At the completion of this degree she worked at BYU Provo’s English Language Center serving on their Executive Council. She then earned a Ph.D. in Second Language Instruction at the Auckland University of Technology in New Zealand. Her doctoral research looked at the effect of an explicit strategy instructional approach that targeted frequently occurring writing difficulties of L2 learners in a higher academic context.

Her professional interests have included L2 writing, the benefits of metacognition in L2 writing, and currently the field of Peace Language. BYUH has an Intercultural Peace Building major resulting in an interdisciplinary course entitled Peace Linguistics. The course expands on the knowledge of linguistics in an arena that is prevalent in the world today: Peace.
## Intermountain TESOL 2022
### Schedule at a Glance

<table>
<thead>
<tr>
<th>Friday September 16th</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00-12:00</td>
<td>Conference Check-in</td>
</tr>
<tr>
<td>12:00-12:50</td>
<td>Session 1</td>
</tr>
<tr>
<td>1:00-1:50</td>
<td>Q&amp;A Panels</td>
</tr>
<tr>
<td>2:00-2:20</td>
<td>Session 2</td>
</tr>
<tr>
<td>2:30-2:50</td>
<td>Session 3</td>
</tr>
<tr>
<td>3:00-3:50</td>
<td>Session 4</td>
</tr>
<tr>
<td>3:50-4:15</td>
<td>Poster Sessions</td>
</tr>
<tr>
<td>4:15-5:00</td>
<td>Electronic Village: Digital Learning</td>
</tr>
<tr>
<td>5:00-6:45</td>
<td>Plenary &amp; Dinner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saturday September 17th</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:20</td>
<td>Plenary &amp; Breakfast</td>
</tr>
<tr>
<td>10:30-10:50</td>
<td>Session 5</td>
</tr>
<tr>
<td>11:00-11:50</td>
<td>Session 6</td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>Games &amp; Networking</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Business Meeting</td>
</tr>
</tbody>
</table>
While ITESOL is not legally permitted to officially sponsor any particular activities, we really hope you will enjoy your time in Cedar City, Utah. We moved the conference up into September so you could enjoy the Shakespeare Festival and good hiking weather while you are here, so we hope you take advantage of what the area has to offer visitors. We have links to MANY activities on our website. Here are a few highlighted activities (but check the website for detailed information about them).

**SHAKESPEARE**

The Sound of Music
The Tempest

**FRIDAY 8:00-10:30 PM**

Use our conference discount code to save $10 per ticket. (See website for details.)

**KOLOB CANYONS**

Scenic Drive

Take your national parks pass with you (or stop at the welcome center). It's a beautiful drive to the canyons on the northern edge of Zion National Park. You can drive there, enjoy the view, and return within 90 minutes if you want to take an early morning drive Saturday or catch it after the conference Friday.

**CEDAR BREAKS**

Scenic Drive / Hiking

Cedar Breaks is a quick drive from Cedar City, but you might want to give yourself a little time to hike around while you are there. The natural amphitheater there is much more like Bryce Canyon rocks than Zion's. Saturday after the conference would be a great time to visit! If you aren't interested in hiking, there are lookouts you can enjoy from your car.
Words Have Power

Our acclaimed Vocabulary Series workbooks will help your students master that power.
The Impact of Rubric Training on L2 Writers' Self-Efficacy and Self-Regulated Learning

Lung Ying Suet Michelle

This study explored whether rubric training leads student to greater self-efficacy and self-regulatory control. Results from 21 first-year L2 university writers showed that while rubric training did not affect self-regulation, it did significantly improve self-efficacy, indicating that rubric training can help L2 students feel more confident as writers.

MONTHS ON A MAT: BECOMING A YOGA TEACHER CHANGED MY TEACHING

Rachel Martin

It’s hard to admit, but I was part of the great resignation. I gave myself a “sabbatical” and joined a yoga teacher training class. What did I learn? More than I realized I would. Let’s talk about what lessons I’m bringing back to the classroom.

VISAS VOLUNTEER PROGRAMS: FACILITATING CONTACT BETWEEN INTERNATIONAL AND DOMESTIC STUDENTS

Mark Makino

The VISAS (Volunteers with International Students and Scholars) program arranges conversation partners, teaching assistants, and social clubs for IEP students. This presentation will describe the workings of this program in detail along with its benefits and challenges.
Q&A with Experienced Teachers

Brian Parrott, Sofia Waterman, Jerome Rothermund, & Geneva Lawrence

Are you curious how other teachers motivate their learners, cut down on grading, continue to grow professionally, or keep themselves connected? Do you want tips to help you choose textbooks, manage a class, or keep your life balanced? Bring a question to this session to get advice from people who have been in your shoes.

Q&A with Assessment Specialists

Randall Davis & Judson Hart

Navigating the different areas of language assessment can be a daunting, but extremely rewarding experience for all teachers no matter where they fall on the spectrum of experience. In this panel session, the presenters open the discussion sharing briefly their challenges in assessing their students, answer some commonly-asked questions in this area, and engage participants in sharing their questions and ideas on assessment. The panelists also introduce some of the online assessment tools that they have found useful in their teaching. Bring your favorite assessment tip to the session!

Q&A with Program Directors

Robb McCollum, Ben McMurry, & Scott Miles

What would you like to ask program directors about the work they do? Come to this session to ask your questions! For example, have you ever wondered what responsibilities program directors have inside and outside of the IEP? What are the shifts and trends program directors are noticing and how does that influence work in our field?
How do the Goals of Multilingual Writers (MLWs) Compare to their Actual Needs from One-Off Writing Center Tutoring Sessions?  
Katie Watkins, Lung Ying Suet Michelle, & Natasha Gillette

A study comparing the goals multilingual writers (MLWs) brought to one-off writing center sessions with actual session outcomes found that students received help with a wider range of high-order writing concerns than they had planned on, showing that students’ expectations may broaden after mutual negotiation with their tutor.

Much Ado about Proficiency Scales  
Chirstin Stephens & Judson Hart

In this session, the presenters will describe and contrast the ACTFL and CEFR proficiency scales and show how a working knowledge of language proficiency as represented by these scales can make it easier to design learning experiences and assessments and evaluate classroom materials.

Use Canvas’s New Quizzes for More Effective Timed Writing and Grammar Assessments  
Sarah Lutz

Have you ever made an essay question on Canvas, and thought, “I really wish there wasn’t a spell-checker in this question”? This teaching tip will present how to use “New Quizzes” in Canvas to create long answer response questions that will work effectively for timed writing and grammar written responses.
How Longitudinal Tutoring Programs Draw out L2/Multilingual Students’ In-Depth Writing Goals

Brynn Wengler, Haley Bess, Emma Fox, Taylor Crofts, & Leanne Chun

An analysis of goals made by L2/multilingual students at our university’s writing center found that students who met regularly with their tutor explored aspects of the writing process rarely covered in single sessions. Teachers and tutors can benefit from knowing what students want/need and how to support them longitudinally.

Stress that Syllable: Louder, Longer, Higher, and Fuller

Christina Fithian & Chirstin Stephens

In this session, presenters will give attendees several instructional activities and assessments that can be used to help students improve their awareness and accuracy with word stress.

Creating a Positive Classroom Environment to Increase Student Motivation and Well-Being

Carolee Rogers & Adriana Reeve

Presenters will give a brief introduction to the importance of creating a positive classroom environment that promotes student belonging and well-being. Interventions will be shared that can be easily integrated into any class. Three separate interventions will be covered: Important to Me, Active Constructive Responding, and Good News Minute.
Does reading aloud help L2 learners catch writing errors?

Grant Eckstein, Lung Ying Suet Michelle, & Natasha Gillette

While reading aloud (RA) is a common self-revision strategy, little evidence supports its use among L2 writers. We studied 60 writers, half of whom used RA, and found that the practice was significantly less effective than teacher feedback. Thus we recommend against RA as a replacement for expert error correction.

Using Storytelling in the English Language Classroom to Build the Learning Community

Holly Andrews

Storytelling is one of the oldest teaching methods around, but how often is it used intentionally to build our classroom learning communities? This presentation demonstrates ways instructors can use personal stories and other storytelling techniques to build a repertoire of stories and create a “storied classroom.”

Classroom Management (for Teachers Who Aren't Natural Disciplinarians)

Scott Miles

All teachers occasionally have students who can be disruptive, dominating, unmotivated, or otherwise challenging. Handling these students in the right way is crucial to maintain a welcoming and positive learning environment. The presenter will share research and personal insights on how to create a welcoming but structured classroom environment.
ENCOURAGING LITERACY SKILLS IN AN ONLINE ENGLISH COURSE BASED ON TABLETOP ROLEPLAYING GAMES

Robb McCollum

Tabletop role-playing games (TTRPGs) can be an engaging and effective tool for teaching oral language skills. This presentation explores how an online IEP course integrated TTRPGs not only for listening and speaking practice but also for reading and writing practice. Suggestions for TTRPG-based teaching and research are shared.

WHAT THE LANGUAGE USED IN SYLLABI SAYS ABOUT THEIR PURPOSES

Mark Makino

In this poster session, frequent words, word forms, and chunks from undergraduate syllabi will be presented along with implications for readability and for the purposes of those syllabi.

INTEGRATING POSITIVE PSYCHOLOGY INTERVENTIONS INTO LANGUAGE LEARNING CURRICULUM

Maria Summers, Ben McMurry, Dan Dewey, Allison Baker, Karina Jackson, Lauren Smith, & Joclyn Farrales

The presenters will display information on how positive psychology interventions can be successfully blended with language learning outcomes to improve students’ experience. They will present on the rationale behind the creation of language learning activities embedded with positive psychology principles and the implications for language learners and teachers.

DON’T YOUGLISH? VOCABULARY, GRAMMAR, AND PRONUNCIATION SUPPORT FROM YOUTUBE VIDEOS

Margret Scholl

In this session, the presenter will show how YouGlish can be used (1) intentionally during instruction to target specific language features, (2) with homework, and (3) to support incidental vocabulary, grammar, and pronunciation learning in class.
MANAGING AN L2 WRITING CENTER RESEARCH GROUP: LESSONS LEARNED

Katie Watkins

Conducting research on L2 writers in a writing center setting requires effective project management, teaching and training, especially when novice researchers are involved. In this presentation, I will share my experiences with building, training, and managing an L2 writing center research group comprised mainly of undergraduate and graduate student researchers.

SELF-GRADING INFORMAL ASSESSMENTS

Meredith Gravett

In this session, the presenter will demonstrate a variety of language activities that students can use to get immediate feedback on their production.
Electronic Village: Digital Learning  
GH (RM 203)

While you’re in the Great Hall for this event, visit with vendors, catch up with old friends, make new friends, and engage in discussions about your digital learning needs.

Sit down at tables that are most interesting to you. Share tips with and ask questions to other participants at each table. Some tables will have some discussion questions or a list of resources to prime the pump a little.

Don’t forget to stop by the Canvas table to talk to an SUU Canvas support specialist.

Tables:
- Open Educational Resources
- Flipped Classrooms
- Reading Resources
- Canvas
- Alternatives to Kahoot
- Facilitating Discussions
- PowerPoint
- Adopting New Technology

Plenary  
GH (RM 203)

Dr. Nancy Tarawhiti

Dinner  
GH (RM 203)

Provided with conference registration

Mexican food catered by Tacos El Jefe.
Intermountain TESOL 2022
Saturday, September 17th

9:00-10:20 AM

Plenary & Breakfast
Dr. Nancy Tarawhiti

Breakfast
Provided with conference registration

Crepe breakfast catered by the Park Place Eatery

STAY CONNECTED
ITESOL 2023

Make sure you are following ITESOL and keep an eye out for emails for information about our spring mini-conference and fall conference!

@intermountaintesol
Intermountain TESOL
Teachers' Perception of Student Motivation Compared to Actual Student Motivation  
Kayue Chan & Wendy Smemoe  
This presentation compares teachers’ and students’ perceptions of what teacher strategies best motivate students’ language learning and to what degree they do so. Results suggest that teachers’ and students’ perceptions align for some but not all strategies. Students’ perceptions were also examined in terms of students’ L1, proficiency, and gender.

The Instructional Versatility of Google Jamboard  
Trey Erwin  
Google Jamboard is a free technology that you can use in your class for brainstorming, creative writing, giving written corrective feedback, and checking understanding. In this session, I will demonstrate how to use Jamboards in both F2F classes and online.

The World is Your Classroom: Teach with English Language Programs  
Alison Camacho and Cristyn Elder  
Learn how you can make a difference globally through in-person and virtual teaching projects designed by U.S. Embassies for experienced U.S. TESOL professionals. English Language Fellows, Specialists, and Virtual Educators provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.
Does Setting Language Goals Impact Students’ Self-regulation in Writing Classes?  
Kayue Chan, Allison Baker, Ben McMurry, Grant Eckstein, & Dan Dewey

When setting goals, mental contrasting with implementation intentions can be useful in planning how to face obstacles. The presentation will report on the use of WOOP (wish, outcome, obstacle, plan) with ESL students. Results suggest that students were likely to reach their goals and affect self-regulation when following this framework.

Theme-based Instruction: A Practical & Sensible Approach to Designing EAP Courses  
Trey Erwin

IEP instructors are often called upon to design new courses. Theme-based instruction is a top-down approach to designing courses from scratch that any instructor can follow. In this presentation, I will explain the principles of TBI and share my experience using the approach to design and teach a new course.

Collaborative Reading and Writing: Rhetoric Teaching and Timed Assessment  
Devon Su & Ana Barraza

To better assess the timed writing construct and reading strategy implementation, we collaborated as teachers of skill-separated classes to create an essay assessment of students’ ability to analyze assigned reading for logical fallacies. In our presentation, we will discuss how to collaborate to provide valid assessments across skill areas.

Writing Workshop for Secondary/Adult Multilingual Learners  
Marilee Coles-Ritchie

In this "teaching tip" session, you will learn specific strategies for implementing the writing workshop as part of your middle, high school or adult ELD/ESL classroom to increase your students’ writing fluency and vocabulary development. These research-based, clear strategies will help you engage with your multilingual students right away.
12:00-1:00 PM

**Increasing Classroom Engagement through Gamified Learning Experiences**

This is the session you've been waiting for! During this relaxed session, each table will have different games including Code Words, Bananagrams, Hot Topics, Word Sneak, and KnitWit. Tables will also showcase other types of games (e.g., dice games, board games, flashcard games, etc.).

Each table will highlight ideas for how you could use that game in language instruction to increase engagement and add variety to your lessons.

Enjoy the session however you'd like to. If you're looking for a chance to connect with colleagues, you can just enjoy the games. If you're looking for a way to incorporate game-like experiences into your classes (without compromising objectives), this will be a great session to get your creative juices flowing.

1:00-2:00 PM

**ITESOL Business Meeting**

All conference attendees should plan to attend this wrap-up meeting where we will announce plans for the next annual conference, announce election results, and raffle off fabulous prizes.
Don't forget to attend the Virtual Encore next Friday. Check out our Virtual Plenary Speaker and review the schedule for additional sessions!

James Hunter
Director of TESOL Programs
Gonzaga University

James Hunter has taught ESL/EFL for over 30 years in the UK, USA, Japan, Spain, and the United Arab Emirates and Applied Linguistics/TESOL for over 20 years. He is the director of TESOL Programs and the B.Ed. in Community, Culture, and Language at Gonzaga University. He has a Ph.D. in Applied Linguistics from the University of Birmingham, UK, and his research interests include Second Language Acquisition, corpus linguistics, construction grammar, instructional technologies, and teacher development. You can contact him at hunter@gonsaga.edu.
9:00-10:00 AM

Plenary

Dr. James Hunter

10:00-11:00 AM

K-12 Interest Section Meeting

Adult Ed Interest Section Meeting

Higher Ed Interest Section Meeting

11:00-11:25 AM

Virtual Encore: Teachers' Perception of Student Motivation Compared to Actual Student Motivation

Kayue Chan & Wendy Smemoe

Semi-Synchronous Discussion Circles

Mark Makino

11:30 AM-12:00 PM

I Know Everything and Nothing at All: Build Your Own Technology Professional Development Plan

Rachel Martin

Guiding Writing from Macro to Micro

Christopher Gras
For over 50 years, English Language Programs has placed highly qualified and experienced U.S. educators in the field of TESOL on in-country and virtual projects to assist U.S. Embassies in delivering quality English language programs and to support public diplomacy objectives.

Overview

- Participants of all programs
  - Are U.S. citizens;
  - Have a graduate level degree or higher, and
  - Demonstrate a commitment to the field of TESOL.

- Projects
  - Projects are designed by U.S. Embassies to build English language capacity at the local and national level.
  - All projects promote mutual understanding as part of the U.S. Department of State's public diplomacy initiative.
  - Both in-person and virtual projects offer opportunities for cultural exchange.

www.elprograms.org  facebook  twitter  linkedin  youtube  @elprograms
Holly Andrews
Holly Andrews has an MA in Linguistics from the University of Utah where she is an Associate Instructor teaching English to international students.
Email: holly.andrews@utah.edu

Allison Baker
Allison Wallace Baker holds a TESOL MA from BYU. Her research interests include self-regulation, motivation, educational psychology, and the psychology of language acquisition.
Email: allison_baker@byu.edu

Ana Barraza
Ana Barraza is a BYU graduate student teacher at the English Language Center.
Email: philyra4916@yahoo.com

Haley Bess
Haley is an undergraduate writing consultant / research assistant at the BYU Research & Writing Center. Haley is majoring in English / Editing & Publishing.
Email: haleyebess@gmail.com

Kayue Chan
Kayue Chan is a TESOL master student at Brigham Young University. She is interested in second language acquisition, psychology of language learning, and curriculum development.
Email: kayuechan18@yahoo.ca

Leanne Chun
Leanne is an undergraduate writing consultant / research assistant at the BYU Research & Writing Center. Leanne is majoring in English / Editing & Publishing.
Email: chunlnoelle@gmail.com
Dr. Marilee Coles-Ritchie

Dr. Marilee Coles-Ritchie (Westminster College) has experience working in the field of language acquisition for 30+ years. She has taught Multilingual Learners in many settings including secondary schools in Kenya, Ecuador, and Arizona and an elementary school on the Navajo Nation. She has a MAT degree in TESOL and a Ph.D. in Social Foundations of Education.

Email: mcoles-ritchie@westministercollege.edu

Taylor Crofts

Taylor is an undergraduate writing consultant / research assistant at the BYU Research & Writing Center. Taylor is majoring in English / Editing & Publishing.

Email: taylor_crofts98@hotmail.com

Randall Davis

Randall Davis is a teacher at the English Language Institute at the University of Utah.

Email: randall.davis@utah.edu

Dan Dewey

Dan Dewey, Professor of Linguistics at Brigham Young University, studies psychological, social and neurological variables associated with SLA during intensive immersive language learning.

Email: dan_dewey@byu.edu

Grant Eckstein

Grant Eckstein teaches TESOL teacher training courses at Brigham Young University. His research interests include second language reading and writing development and pedagogy.

Email: grant_eckstein@byu.edu

Trey Erwin

Trey Erwin is a lecturer at the American Language & Culture Center at Southern Utah University. His research interests include reflection and English for specific purposes.

Email: treyerwin@suu.edu
Joclyn Farrales

Joclyn Farrales is an undergraduate research assistant. She is studying Linguistics and TESOL.
Email: joclynward@gmail.com

Yana Fisher

Yana Fisher is TEFL-certified ESL teacher & Interpreter training instructor with MA in Linguistics. Yana has been training ESL students and medical interpreters for 20+ years
Email: yfisherelanguageconnections.com

Christina Fithian

Christina Fithian is a lecturer at Southern Utah University. She teaches in the American Culture and Language Center.
Email: christinafithiansuu.edu

Emma Fox

Taylor is an undergraduate writing consultant / research assistant at the BYU Research & Writing Center. Taylor is majoring in English / Editing & Publishing.
Email: 8fawkes@gmail.com

Natasha Gillette

Natasha Gillette teaches at BYU’s English Language Center. Her research interests include second language proficiency placement testing and assessments and curriculum and writing development.
Email: natasha_gillette@byu.edu

Dr. Christopher Gras

Dr. Christopher Gras is an Assistant Professor of Reading & Professional Communication at the United States Air Force Academy.
Email: chris.gras@afacademy.af.edu
Merry Gravett
Merry is an instructor at Southern Utah University.
Email: meredithgravett@suu.edu

Judson Hart
Judson Hart researches and develops language assessment methods and tools at Emmersion.
Email: judson.hart@emmersion.ai

Terrell Hawkins
Terrell Hawkins works with English Language Programs.
Email: th808@georgetown.edu

Emma Fox
Taylor is an undergraduate writing consultant / research assistant at the BYU Research & Writing Center. Taylor is majoring in English / Editing & Publishing.
Email: 8fawkes@gmail.com

Karina Jackson
Karina Jackson is the Coordinator of Curriculum and Instruction at the BYU English Language Center.
Email: natasha_gillette@byu.edu

Lung Ying Suet Michelle
Michelle is currently a TESOL graduate student at Brigham Young University. She have experience teaching English in Hong Kong, Japan, England, and the United States. She taught English as an International Language (EIL) college classes for the BYU-Hawaii English Language Teaching Department and the Distance Learning Program. Michelle is now teaching the first-year writing class for international students at BYU and IEP classes at the English Language Center (ELC). Her research interests are second language writing and self-assessments.
Email: yslunggg@student.byu.edu
Sarah Lutz
Over 12 years, Sarah has worked at BYU’s ELC, Selnate International School, and Ensign College. Her interests are grammar, reading, and integrating new technology into the classroom.
Email: lutzy@byu.edu

Mark Makino
Mark Makino is a Lecturer in the American Language and Culture Center at Southern Utah University. He is from California but spent most of his adult life in Japan, moving to Utah just in time to be able to afford a house.
Email: markmakino@suu.edu

Rachel Martin
Rachel Martin is currently an Academic Technology Specialist. A WA certified teacher, she has taught in a bilingual school, trained teachers, and holds two masters.
Email: rmartinecarroll.edu

Robb McCollum
Robb McCollum works with the American Language and Culture Center at Southern Utah University. He teaches IEP, TESOL, and ENGL composition courses.
Email: robbmccollum@suu.edu

Ben McMurry
Ben McMurry is the Director of the IEP at BYU. His research interests include materials development, the psychology of language learning, and program administration.
Email: ben_mcmurry@byu.edu

Scott Miles
Scott Miles is the coordinator of the ESL Program at Utah Tech University (formerly Dixie State University). His research interests include grammar and vocabulary acquisition, extensive reading, and using positive psychology in the language classroom.
Email: scott.miles@utahtech.edu
Brian Parrott

Brian Parrot is a teacher at the English Language Institute at the University of Utah.

Email: b.parrotte@utah.edu

Adriana Reeve

Adriana also completed a master’s degree in TESOL from BYU. She has experience organizing and teaching English through adult community outreach programs. Her research focuses on the needs of ESL learners in the community.

Email: adriadgreg@gmail.com

Suzanne Rice

Suzanne Rice is a writing instructor and second language writing specialist at BYU. She studies the grammar and vocabulary development of second language writers in university and pre-college settings.

Email: suzannehrice@gmail.com

Carolee Rogers

Carolee completed a master’s degree in TESOL from BYU in April 2022. She has experience teaching in various capacities from young children to adults. She enjoys using a wide variety of teaching strategies to help students learn and progress toward their goals. Her main research interest is the use of positive psychology in SLA.

Email: jcctz@aol.com

Margret Scholl

Margret Scholl is an undergraduate student taking a TESOL class at Southern Utah University.

Email: margretme100@gmail.com

Ruth Scovill

Ruth Scovill is an instructor at Southern Utah University.

Email: NEED
Wendy Smemoe
Wendy Baker-Smemoe is a professor at Brigham Young University. She specializes in second language acquisition and speech perception and production.
Email: wendy_baker@byu.edu

Ana Barraza
Lauren Smith is an undergraduate research assistant. She is minoring in TESOL.
Email: philyra4916@yahoo.com

Chirstin Stephens
Chirstin Stephens is a lecturer at Southern Utah University in the American Language and Culture Center.
Email: chirstinstephens@suu.edu

Devon Su
Devon Su is an ESL teacher with a computational linguistics background.
Email: devonleoc@gmail.com

Maria Summers
Maria Summers is the Grammar Skill Area Supervisor at the BYU English Language Center.
Email: maria_summers@byu.edu

Katie Watkins
Katie Watkins is the BYU Research & Writing Center’s multilingual writing coordinator. She studies L2 writer support at university writing centers and in composition courses.
Email: katie_watkins@byu.edu,

Brynn Wengler
The presenters are undergraduate writing consultants / research assistants at the BYU Research & Writing Center. They are majoring in English / Editing & Publishing.
Email: bshults7@gmail.com
Intermountain TESOL Board

President
Udambor Bumandalai
udambor.bumandalai@snow.edu
Term began: Fall 2019

First Vice President
Chirstin Stephens
chirstinstephens@suu.edu
Term began: Fall 2020

Second Vice President
Karina Jackson
karina_jackson@byu.edu
Term began: Fall 2021

Past President
Teresa Stillo Ramirez
tswenson@bruinmail.slcc.edu
Term began: Fall 2018

Secretary
Ekaterina Arshavskaya
Utah State University
ekaterina.a@usu.edu
Term began: Fall 2019

Manager/Treasurer
Arwen Wyatt
arwen_wyatte@byu.edu
Term began: Fall 2015

Webmaster
Jill Walter
Email

Assistant Webmaster
Karen Marsh Schaeffer
Email

Display Chair
Maria Summers
maria_summers@byu.edu
term began: Fall 2018

Social Media Chair
Sarah Lutz
lutzy@byu.edu
Term began: Fall 2021
Intermountain TESOL Board

Higher Ed Section Chair
Heidi Healy

Higher Ed Section Vice Chair
Jeannie Kleinhans

Adult Ed Section Chair
Steven Johansen

Adult Ed Section Vice Chair
Kirsten Brown

K-12 Section Chair
Kaitlyn Vanwagoner

K-12 Section Vice Chair
Carolee Rogers

TESOL Liaison
Maria Ammar

TESOL Liaison
Jim Petterson

Sociopolitical/Advocacy Rep
Chizu Matsubara