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I am honored to have presented two posters at the 40<sup>th</sup> Annual TESOL Convention, an international conference that brings together around 8000 professionals in the field of TESOL (Teaching English to Speakers of Other Languages) every year. Acceptance to such a large convention is highly competitive. With its high attendance, the conference is a site of cultural and scholarly exchanges where new knowledge is created and the career of a presenter can begin to soar.

It was important for me to attend the conference because I am a developing scholar in the field of Second Language Acquisition and Teaching with a special interest in English as a second language (ESL) writing. Both presentations pertained to Second Language Acquisition and one focused on ESL writing. Presenting my work at TESOL helped me network with professionals with similar interests, and it drew attention to the work performed in the Program in Second Language Acquisition and Teaching at the University of Arizona.

The poster titled *Implementing an Adjunct ESL Business Communication Course* presented the successful implementation of an ESL adjunct course in the Eller College of Business at the University of Arizona. This model has been a success at our university, where I participated in its experimental implementation as a volunteer co-instructor (alongside Sandra Rothschild, who also co-authored these presentations)/ESL consultant/researcher. Showcasing the successful implementation of an ESL course in a business program – a very unusual enterprise at any university, as ESL courses tend to be confined to English departments or pre-academic ESL programs – presented the University of Arizona as an innovative academic leader.

The second presentation's title was *Benefits of Rehearsed Output for ESL Learners*. It was based on experiences teaching ESL in the above-mentioned adjunct course. The presentation illustrated the use of teacher correction on written and oral assignments and the positive effects of repeated production by ESL learners. Moreover, the study is the result of action research (research performed while teaching) and therefore a model for other teacher-researchers and teachers in training.

The audience received both presentations with a lot of enthusiasm. Handouts flew out of my hands and I found myself standing next to my posters to entertain questions at least an hour after the official presentation had ended. Emails asking for details about the research presented came for weeks after the conference from Canada, China, Costa Rica, Chile, Japan, and the United States. I came back with new enthusiasm about my work, seeing that it interests others. Without the Carter Travel Award, I wouldn't have had this experience.