



2018 THREE RIVERS TESOL ANNUAL FALL CONFERENCE

**Assessment in TESOL:
Evaluating Students & Reflecting on Practices**

SATURDAY OCTOBER 20TH, 2018, 8:30 AM - 3:30 PM

ENGLISH LANGUAGE INSTITUTE, UNIVERSITY OF PITTSBURGH
PARKVALE BUILDING, 200 MEYRAN AVENUE
PITTSBURGH, PA 15260

PLENARY: Technology and Assessment

Dr. Greg Kessler

Session Abstract:

Technology has transformed education in dramatic ways. We have new ways to communicate through technology and in digital spaces. This has dramatically altered society and social practices as well as how our learners encounter English in their lives. We have the ability to increase student engagement by contextualizing instruction around their interests. We can gather data about student performance and provide them with feedback when it is most salient. These changes have influenced teachers to dramatically alter their teaching. However, assessment practices are rarely aligned with such practices, nor do they address the real language needs of our learners. The presenter will share his thoughts about how we can utilize technology to conduct assessment in more effective, efficient and meaningful ways. He will discuss the changing role of formative and summative assessment and the shift toward various dynamic ongoing assessment approaches.

Presenter:

Greg Kessler is Associate Professor and Program Coordinator of Instructional Technology in the Educational Studies department in the Patton College of Education at Ohio University. He has published extensively and delivered keynotes and featured talks around the world. His research addresses technology, teaching, learning, culture and language with an emphasis on teacher preparation. He is editor of the CALICO Equinox book series, *Advances in CALL Practice & Research*, and the *Language Teaching & Technology* forum in the journal *Language Learning & Technology*, as well as many other comprehensive collections.





Conference Schedule

8:30-9:00	Breakfast/Check-in
9:00-9:40	Sessions
9:50-10:30	Sessions
10:40-11:20	Interest Section
11:30-12:30	Plenary Talk
12:30-1:30	Lunch
1:40-2:00	Sessions; Poster Sessions
2:10-2:50	Sessions; Poster Sessions
3:00-3:30	Three Rivers TESOL Update

Conference Schedule at a Glance

Strand (unless indicated otherwise)/ Time/ Room	Rm. 113 AE (AM)/ Poster Sessions	ELI Rm. 112: PK12 (PM)	ELI Rm. 111 HE	ELI Rm. 102: Mixed Strands	ELI Rm. 104/ELI Rm. 106/ELI Rm. 107: IEP	ELI Rm. 110: TE
8:30-9:00	Check-in and Breakfast/ Publisher & Institutional Members (throughout morning) - Parkvale Lobby; ELI Student Lounge					
9:00-9:40	Graded Group Discussions: Evaluating More than Just Speaking Skills	Teaching Topic Management with Conversation Analysis (HE)	Principles to Teaching US Culture & Cinema to English Learners	Creating Effective ESL Assessments with the Help of Web-based Tools (HE)	Rm. 104: Remember Your Audience: Reflecting on the Feedback Process Rm. 106: Planning/Customization/ Implementation of Vocational ESL Courses for Post-Hurricane-Maria Puerto Rican Adults Rm. 107: Providing Comprehensible, Beneficial Speaking Feedback and Assessment	Creating Effective Assessments for Learning Outcomes in the Saudi TESOL Context (IEP)
9:50-10:30	Adult Learning Theory and the Adult ESOL Classroom	Individual Differences in Foreign Language Learning: A Case Study (AE)	Successful Collaborative Writing Requirements	Creative Writing: Benefits for Language Learners (IEP)	Rm. 106: Formative Assessment Modalities in Saudi EFL Rm. 107: Harness the Organizational Power of Topic Sentences in Speaking Class	Writing Discrete-point Items for Reading and Listening Comprehension Assessment
10:40-11:20 (Interest Sections)	AE	PK-12	HE	IEP	TE	
11:30-12:30	Plenary: "Technology and Assessment" by Dr. Greg Kessler (Law Building, Rm. 107)					
	These meetings are not "official interest section meetings" but a chance to communicate with other professionals working in contexts with similar pedagogical foci. Consider discussions related to the conference theme: assessment. Drop by to meet new people or catch up with friends before heading to the plenary!					

Lunch (Not included)						
12:30-1:30	A Guide for Reading Assignment Sheets (HE)	Grading Participation: Literature Circles in the Classroom	Peer-Review for Better Writing	Sharing Lesson Ideas: Autobiographical Narratives in Research Writing Courses (HE)	Rm. 104: Yes, and: Using Improv in the IEP Classroom Rm. 106: Multi-Literacies for EFL Students: A Project-Based Design to Learn English (HE) Rm. 107: Listening Rhetorically in the Classroom (HE)	Adapting ESL Textbooks Units Making Materials More Effective
2:10-2:50	Poster Sessions (TE): See schedule below.	Writing Academic Essays: The Genre-Based Pedagogy	Integrating Domestic Students in ESL Focused College Courses	Poster Sessions (HE & IEP): See schedule below.	Rm. 103 (ELI Computer Lab): Sentence-Writing and Comprehension Checks on Students' Phones with Socratic Rm. 106: Applying TESOL's 6 Principles to Your Teaching Context Rm. 107: Mr. Dog and the North-American /r/: A Shameless Pronunciation Technique	Using the Experiential Learning Cycle as Teaching and Learning Approach
3:00-3:30	Three Rivers TESOL Update (Rm. 102)					

Poster Sessions: 2:10-2:50 ELI Rm. 113 & Rm. 102

TE / Rm. 113	Analyzing the Characteristics of a Professional English Language Teacher	HE/ Rm. 102	Application of Grammar Checker in EFL Writing Instruction
	Creating Your Own Language Learning Forum for Reflection Between Conferences		International Students' Curriculum Perception and the Decrease or Increase of a Possible Writing Anxiety
	Initiating and Taking-Turn Conversation of a Conversation in Cultures		Writing Self-Efficacy: Effective Methods and Resources to Foster Writing
	Using Edmodo in Teaching Writing: An Effective Technological Platform Ever		Halloween Escape Room

Presentation Information / Session Descriptions

9:00-9:40 SESSIONS			
Rm. 113	<p>Graded Group Discussions: Evaluating More Than Just Speaking Skills Virginia Robson University of Pittsburgh robson@pitt.edu</p>	AE: Practice-Oriented	<p>Graded group discussions are speaking activities where all members of the group are evaluated on their contributions to the discussions. The presenter will describe how to set up these activities, how to prepare students, and how to grade. Examples of materials, student work and grading rubrics will be shared.</p>
Rm. 112	<p>Teaching Topic Management with Conversation Analysis Havva Zorluel Ozer Indiana University of Pennsylvania</p>	HE: Practice-Oriented	<p>Examines topic management methods in a three-minute conversation from a movie. Illustrates examples of methods used to engage in four topic management practices: topic initiation, topic pursuit, topic shift, and topic termination. Argues for the use of conversation analysis to teach topic management to English language learners.</p>
Rm. 111	<p>Principles to Teaching US Culture & Cinema to English Learners Sylvia Shipp Chatham University sshipp@chatham.edu</p>	HE: Practice-Oriented	<p>Research shows that presenting American films can be a beneficial way for English learners to gain insight into US culture. But using films can also improve academic skills and knowledge. This presentation demonstrates how teaching US Culture & Cinema in an IEP can benefit students' knowledge, skills, motivation, and fluency.</p>
Rm. 110	<p>Creating Effective Assessments for Learning Outcomes in the Saudi TESOL Context Arwa Alshehri Indiana University Pennsylvania arwa_alshehri@outlook.com</p>	IEP: Practice-Oriented	<p>Despite the fact that many TESOL studies have emphasized the importance of specifying student learning outcomes, EFL assessment practices still need to be checked before declaring them reliable for assessing learners' language performance. Such EFL assessment practices, therefore, require a framework for better planning, better implementation, and better learning outcomes.</p>
Rm. 102	<p>Creating Effective ESL Assessments with the Help of Web-Based Tools Mykhaylo Zakryzhevskyy SUNY Plattsburgh mzakr003@plattsburgh.edu</p>	HE: Practice-Oriented	<p>In this session, the presenter will introduce the audience to various ways how instructors can create effective ESL assessments measuring learners' progress in several language skills using such web-based tools as Quizlet, Kahoot, and Newsela. Several sample assessment materials created using these tools will be shown during the presentation.</p>
Rm. 104	<p>Remember Your Audience: Reflecting on the Feedback Process Janine Carlock Duquesne University carlockj@duq.edu</p>	IEP: Practice-Oriented	<p>When commenting on student work, teachers often do not remember their audience: novices, who lack an expert's frame of reference. This session offers ideas on how to structure the feedback process and the chance to reflect on current self-practices to make the process more productive.</p>
Rm. 106	<p>Planning/Customization/Implementation of Vocational ESL Courses for Post-Hurricane-Maria Puerto Rican Adults Seungku Park Slippery Rock University seungku.park@sru.edu</p>	IEP: Practice-Oriented	<p>This research describes a local community's challenges and overcomes in the process of support for post-hurricane-Maria Puerto Rican adults in western Pennsylvania. Further, it investigates development of customized vocational ESL curriculum and its successful implementation by a local university's ESL program for the adult Puerto Ricans' settlement in the US.</p>

Rm. 107	Providing Comprehensible, Beneficial Speaking Feedback and Assessment Heather McNaught University of Pittsburgh hlm44@pitt.edu	IEP: Practice	Assessing and providing feedback on students' spoken English can be very challenging. This practice-oriented session will provide one teacher's approach to giving meaningful feedback not only on formative in-class activities, but also assessing summative spoken assignments. Teachers will leave the session with practical ideas to implement in the speaking classroom.
9:50-10:30 SESSIONS			
Rm. 113	Adult Learning Theory and the Adult ESOL Classroom Alexis Cherewka Penn State University atc5068@psu.edu	AE: Research-Oriented	This research draws on the comprehensive adult learning theory entitled The Three Dimensions of Learning (Illeris, 2002). The presentation will examine the key principles of this theory, identify the role of language within the learning process, and consider potential implications for teaching English as another language to adults.
Rm. 112	Individual Differences in Foreign Language Learning: A Case Study Hatice Sofu, Havva Zorluel Ozer, & Ceyhan Muftuoglu Cukurova University	AE: Research-Oriented	This case study examines motivational orientations and language learning strategies of a Turkish adult learner of English. It reveals that the participants' motivational orientations for learning English as a foreign language are significantly driven intrinsically. The study shows that the participant most frequently used Metacognitive and Social Strategies.
Rm. 111	Successful Collaborative Writing Requirements Ahdab Saaty Indiana University of Pennsylvania A.A.Saaty@iup.edu	HE: Research-Oriented	Do you think successful collaborative writing is possible? This presentation illustrates several successful collaboration requirements to avoid failure in collaborative writing projects. It shows how it is important in collaborative writing projects to consider task design, participants' readiness for collaboration, and the way collaborative work will be organized and delegated.
Rm. 110	Writing Discrete-point Items for Reading and Listening Comprehension Assessment Rob Mucklo, Dawn McCormick, & Heather McNaught University of Pittsburgh rom17@pitt.edu, mccormic@pitt.edu, & hlm44@pitt.edu	TE: Workshop	The purpose of this workshop is to review factors in creating discrete-point items to assess reading and listening comprehension. The presenters will share information on item types and considerations between type and proficiency. Participants will practice designing items for a given text and receive feedback.
Rm. 102	Creative Writing: Benefits for Language Learners Marina Razagarin Chatham University mrzagarina@chatham.edu	IEP: Practice-Oriented	Creative writing though important for personal and linguistic growth of students finds limited application in Intensive Language Programs. What is missing in many classrooms are tasks that support the improvement of learners' creativity in writing. This presentation focuses on demonstrating the benefits of practicing creative writing in the Second Language learning setting.

Rm. 106	Formative Assessment Modalities in Saudi EFL Mansoor Almalki & Arwa Alshehri Taif University English Language Centre Indiana University of Pennsylvania msamalki@tu.edu.sa & arwa_alshehri@outlook.com	IEP: Research-Oriented	Investigating Saudi TESOL context, there is a demand not only for technology integration, but also for assessment practices that offer reliable evaluations of the language proficiency. There appears to be a need in Saudi for language assessments that can be productively used for the purposes of institutional enrolment and other certification purposes.
Rm. 107	Harness the Organizational Power of Topic Sentences in Speaking Class Carol Harmatz Duquesne University & University of Pittsburgh cah100@pitt.edu	IEP: Practice-Oriented	As ESL writing students become proficient in constructing clear topic sentences, they learn to think in “threes,” as they develop paragraphs with three supporting ideas. Speaking classes can exploit the same clarity of thought by encouraging students to do the same in both impromptu speeches and more formal presentations.
10:40-11:20: INTEREST SECTION ‘MEETINGS’			
These meetings are not “official interest section meetings” but a chance to communicate with other professionals working in contexts with similar pedagogical foci. Consider discussions related to the conference theme: assessment. Drop by to meet new people or catch up with friends before heading to the plenary!			
1:40-2:00 SESSIONS			
Rm. 113	A Guide for Reading Assignment Sheets Ahdab Saaty Indiana University of Pennsylvania A.A.Saaty@iup.edu	HE: Teaching Tip	Do your students find it difficult to read writing assignments sheets? Do you think creating writing assignments is challenging? This presentation provides a guide for students to better read, understand, and follow writing assignments prompts. Also, the presented guide helps instructors in designing and evaluating writing assignments for language learners.
Rm. 112	Grading Participation: Literature Circles in the Classroom Sarah Bradshaw Indiana University of Pennsylvania 1SNBradshaw@gmail.com	PK12: Teaching Tip	Grading and providing feedback on student participation is a perpetual challenge. How do we make these points mean something?
Rm. 111	Peer-Review for Better Writing Megan Reiley - megan.e.reiley@gmail.com	HE: Teaching Tip	This seminar will discuss the use of Peerceptiv, a peer review application in an advanced writing class. I will talk about my experience with it in an ESL class and give tips for how to incorporate more peer review in ESL classes.
Rm. 110	Adapting ESL Textbooks Units Making Materials More Effective Adam Lee Indiana University of Pennsylvania nlky@iup.edu	TE: Teaching Tip	This presentation shows how teachers can adapt activities in existing textbooks to make units more effective. It presents four basic principles, then identifies common activities often found in textbooks, and for each it offers strategies for adapting these activities.

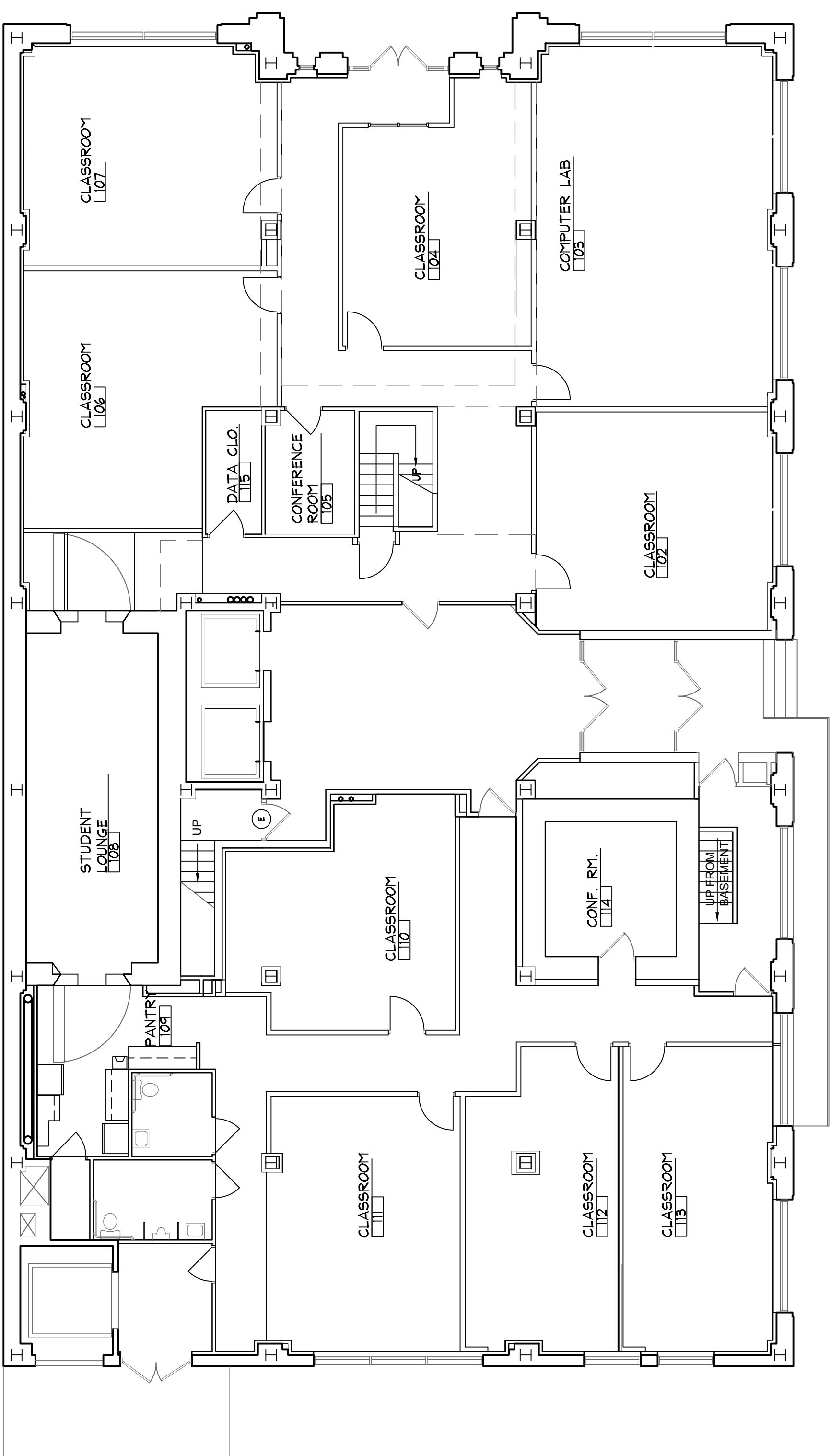
Rm. 102	Sharing Lesson Ideas: Autobiographical Narrative Assignments in Research Writing Courses Jun Akiyoshi Indiana University of Pennsylvania kbvv@iup.edu	HE: Teaching Tip	In this teaching tip session, the presenter will share his idea about how to use an autobiographical narrative writing assignment in college research writing class. Since autobiographical narrative can be a meaningful student-centered pedagogical approach, the presented idea will be applicable both in ESL writing and composition classrooms.
Rm. 104	Yes, and: Using Improv in the IEP Classroom Jacqueline Gianico Penn State University jmg565@psu.edu	HE: Teaching Tip	In improv, "yes, and" means being supportive and adding to the narrative. In the classroom, "yes, and" can frame instructors' personal and pedagogical goals. In this highly interactive session, attendees practice being present, being supportive, and story-telling via activities that can be used in class for a variety of learning outcomes.
Rm. 106	Multi-Literacies for EFL Students: A Project-Based Design to Learn English Jawad Golzar Indiana University of Pennsylvania jawad.golzar@yahoo.com	HE: Teaching Tip	The session aims to delineate processes that both teachers and learners engage in a multi-literacies pedagogy project to design what they learn and learn what they design; moreover, it takes into account socio-cultural aspects of English language learning. Finally, participants will learn ways to implement the multi-literacy framework in the classrooms.
Rm. 107	Listening Rhetorically in the Classroom Ingrit Olivin Tanasale Indiana University of Pennsylvania i.o.tanasale@iup.edu	HE: Teaching Tip	A classroom is a contact zone for students from various cultural and social backgrounds and experiences. This situation can prone to conflict if students cannot tolerate the difference. This teaching activity/tip stems from the rhetorical listening theory, allowing students to develop their awareness by listening reflectively and critically.
2:10-2:50 SESSIONS			
Rm. 113	Poster Sessions (TE): See below.		
Rm. 112	Writing Academic Essays: The Genre-Based Pedagogy Ying Zhang Robert Morris University zhang@rmu.edu	PK-12: Workshop	This workshop introduces the genre-based writing pedagogy to K-12 ESL teachers. The audience will participate in a variety of activities to learn how to incorporate this pedagogy into their writing curriculum.
Rm. 111	Integrating Domestic Students in ESL Focused College Courses Alina Volper, Rachel McTernan, & Sylvia Shipp Chatham University & Duquesne University avolper@gmail.com	HE: Workshop	In this workshop, presenters will discuss their experiences with for-credit upper-level ESL literature and writing classes that contained native English speaking students in the traditionally ESL-focused courses.
Rm. 110	Using the Experiential Learning Cycle as Teaching and Learning Approach Mariana Syrotiak Gannon University syrotiak001@gannon.edu	TE: Workshop	This presentation looks at the importance of direct experience in L2 and its impact in language acquisition. Engaging students in meaningful experiences combined with reflection, conceptualization, and application, will build the foundation which students can draw upon in their learning process.

Rm. 102	Poster Sessions (HE & IEP): See below.		
Rm. 103	Sentence-Writing and Comprehension Checks on Students' Phones with Socratic Bill Price University of Pittsburgh wcp5@pitt.edu	IEP: Workshop	This computer lab workshop will showcase Socratic, a website that enables you to create online activities that students can use their phones or laptops to complete in class. You can monitor students' responses while they are working, and you can project answers onto the classroom monitor for review and discussion.
Rm. 106	Applying TESOL's 6 Principles to Your Teaching Context Dawn McCormick & Rob Mucklo University of Pittsburgh mccormic@pitt.edu & Rob.Mucklo@pitt.edu	IEP: Workshop	TESOL International Association published "The 6 Principles for Exemplary Teaching of English Learners" as universal guidelines for all ELL teaching contexts. The purpose of this workshop is to provide an opportunity for instructors to consider if/how content from the "Principles" applies to their teaching context.
Rm. 107	Mr. Dog and the North-American /r/: A Shameless Pronunciation Technique Brian How Gannon University how001@gannon.edu	IEP: Practice-Oriented	The North-American /r/ phoneme is rare in other languages, difficult to describe, and still more difficult to reproduce in the student's L2. This mini-workshop will demonstrate a method to induce students to recognize, reproduce, and retain this roughtish phoneme.

Poster Sessions: 2:10-2:50 ELJ Rm. 113 & Rm. 102

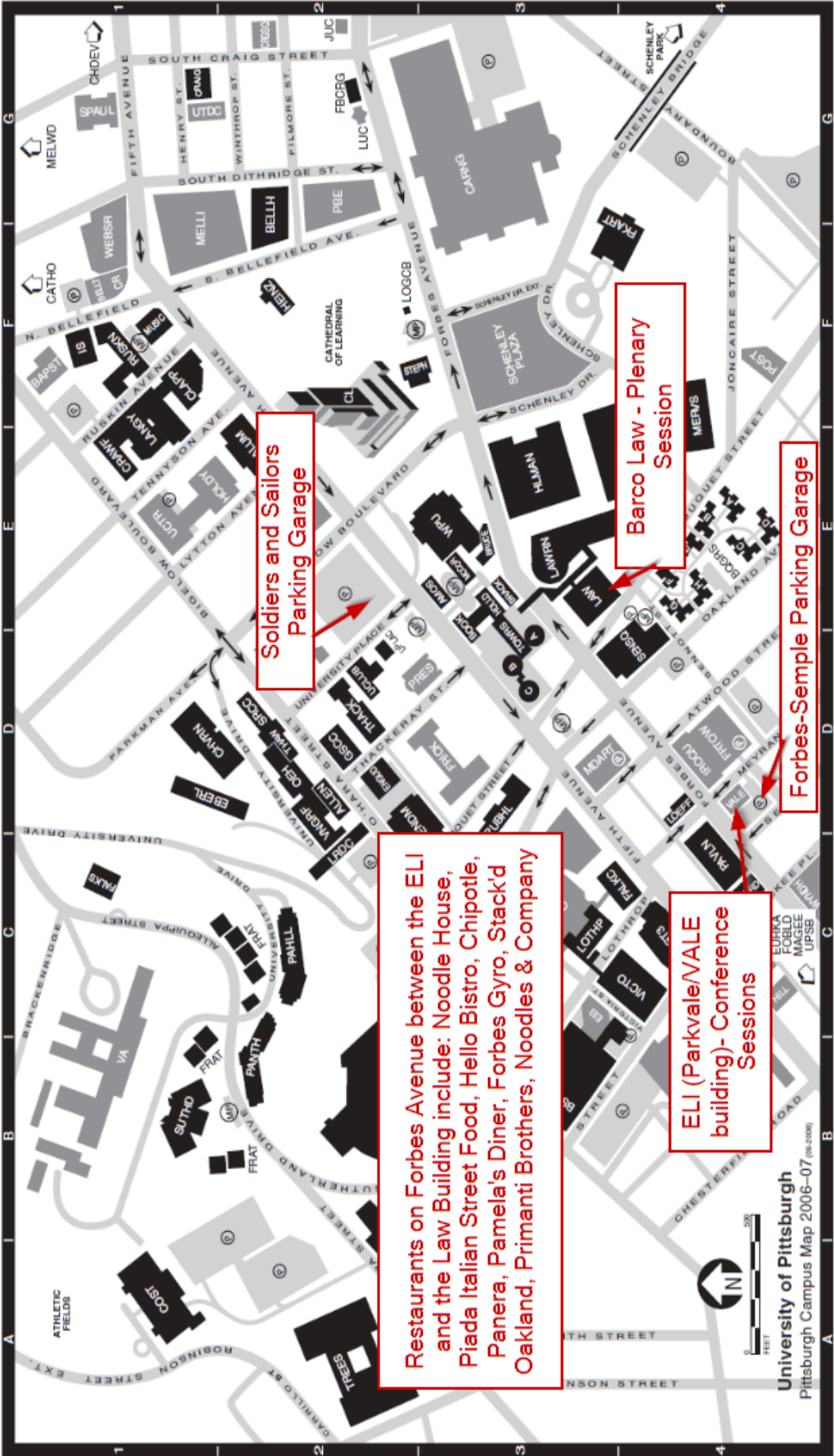
	Initiating and Taking-Turn Conversation of a Conversation in Cultures Said AlHarthy Indiana University of Pennsylvania lightfrompast@hotmail.com, vbvv@iup.edu		The beginning of conversation differs from a culture to another. For instance, the initiation and turn-taking of a conversation distinct between Eastern and Western speakers when speaking. Introducing verbal and non-verbal differences to students assist them to avoid misunderstandings others from different contexts due to cultural practices.
TE / Rm. 113	Analyzing the Characteristics of a Professional English Language Teacher Sayed Ali Reza Ahmadi & Sukano Roy Indiana University of Pennsylvania sayed-ali.reza@fulbrightmail.org		This poster investigates the six main factors (language proficiency, disciplinary knowledge, pedagogical competence, research awareness, contextual understanding, and interpersonal skills) that have persistently (re)shaped English language instructors' professional identity. It also illustrates how these elements construct the teachers' professionalism and reciprocally affect the students' performance.
	Creating Your Own Language Learning Forum for Reflection Between Conferences Andy Decker Chatham University adecker@chatham.edu		Inspired by an affiliated university with its own language learning forum, the IEP at Chatham University is creating its own forum for reflection between conferences. The presenter will share how the idea is being applied within an IEP as well as how to apply it within your language learning setting.
TE / Rm. 113	Using Edmodo in Teaching Writing: An Effective Technological Platform Ever Jami Muhammad Indiana University of Pennsylvania nzxy@iup.edu		This research presents a new technological innovation with its unique features, as number one highly effective platform for students' writing skills who can join from all over the world-- only with a code. This online platform connects teachers and students to a larger audience and community of experts, for free.

	<p>Writing Self-Efficacy: Effective Methods and Resources to Foster Writing Jawad Golzar Indiana University of Pennsylvania jawad.golzar@yahoo.com</p>	<p>This research-based poster explores ESL students' writing self-efficacy level, its relationship with some contributory factors like writing achievements, previous experiences and self-regulatory practices. It also investigates the resources that learners use to expand related self-efficacy, and provide effective and contextualized methods to foster this socio-cognitive construct and improve writing success.</p>
<p>HE/ Rm. 102</p>	<p>International Students' Curriculum Perception and the Decrease or Increase of a Possible Writing Anxiety Yacoub Omar Indiana University of Pennsylvania dnvx@iup.edu</p> <p>Application of Grammar Checker in EFL Writing Instruction Shuzhen Zhang Indiana University of Pennsylvania helenshuzhenzhang@outlook.com</p>	<p>Tinto's (2017) triangular model of the three dimensions, sense of belonging, self-efficacy, and perceived value of curriculum, is purposefully designed to come to a thorough understanding of students' persistence. I claim that the dimension of perceived value of curriculum is important to understand international students' persistence in a first year college writing course.</p> <p>The effectiveness of grammar checkers to writing courses is still controversial. This poster reports the application of the grammar checker in an EFL writing class. It presents two issues: how willingly the learners would like to use the tool and how much help that they obtained from it.</p>
<p>IEP/ Rm. 102</p>	<p>Halloween Escape Room Kathy Kehl Gannon University keh1002@gannon.edu</p>	<p>Last October, I created a Halloween themed Escape Room to encourage my ESL students to collaborate and learn about our culture. My poster presentation will display photos and further explain my strategy.</p>



1 FIRST FLOOR ROOMNUMBERING PLAN

A3.1 SCALE: 1/8" = 1'-0"



Soldiers and Sailors
Parking Garage

Barco Law - Plenary
Session

Forbes-Semple Parking Garage

Restaurants on Forbes Avenue between the ELI and the Law Building include: Noodle House, Piada Italian Street Food, Hello Bistro, Chipotle, Panera, Pamela's Diner, Forbes Gyro, Stack'd Oakland, Primanti Brothers, Noodles & Company

ELI (Parkvale/VALE
building)- Conference
Sessions

University of Pittsburgh
Pittsburgh Campus Map 2006-07 (06-2-06)

Institutional Members

Institutional Members are organizations and programs that have paid the institutional membership fee of \$150. Institutional Members may have their website listed on the Three Rivers TESOL website, register their employees to attend Three Rivers TESOL events at a reduced rate, and may display information about their organization or program at the Three Rivers TESOL Fall Conference. Thank you for your support!

Carnegie Mellon University

Website: <https://www.cmu.edu/icc/>

Chatham University English Language Program

Website: www.chatham.edu/elp

Duquesne English as a Second Language Program

Website: www.duq.edu/esl

Gannon University English Language and Global Training

Website: <http://www.gannon.edu/Admissions/International-Admissions/English-Language-and-Global-Training/>

La Roche English as a Second Language Program

Website: <http://laroche.edu/esl>

University of Pittsburgh English Language Institute

Website: <http://www.eli.pitt.edu>

Three Rivers TESOL

Three Rivers TESOL serves the Central and Western Pennsylvania area and is an affiliate of TESOL.

The Mission of Three Rivers TESOL:

- To stimulate the professional development of the teachers of ESOL within the area served by the association: central and western Pennsylvania;
- To encourage and improve the teaching of ESOL within this area;
- To establish national contacts through affiliation with TESOL;
- To provide opportunities for group study and discussion of problems which confront ESL teachers of this area.

Three Rivers TESOL Conference:

The annual Three Rivers TESOL conference offers English language teaching (ELT) professionals and students in and around central and western Pennsylvania the opportunity to discuss issues facing the local ELT communities, to exchange ideas and practices, to network with other local ELT professionals, and to enhance their knowledge of a vast range of ELT content areas. The Three Rivers TESOL Conference complements the TESOL International Convention and Expo by focusing on issues that affect the local communities that Three Rivers TESOL serves.

Three Rivers TESOL 2018 Board Members and Conference Committee:

	Name	Affiliation	Contact
President	Suzanne Meyer	University of Pittsburgh	president@threeriverstesol.org
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