9:15-10:45

Title: Exploring Pittsburgh: Using the city to build language skills
Room: 5J52
Presenter: Rebecca Rebholz Oreto, Carnegie Mellon University
Summary: Students who lack the background knowledge and fluency necessary to interact smoothly with the people around them may find this hinders their professional/academic development. Language-building exercises that enhance knowledge of the surrounding community not only improve skills, but also give students more confidence in what they are communicating.

Title: Using Games to Diversify the ESL Classroom and Foster Participation, Learning, and Motivation
Room: 5E58
Presenter: Weena Gaulin, West Virginia University
Summary: A common complaint among teachers is that students will not talk. To avoid the frustrations of a noncommunicative class, teachers should work at setting up students for spontaneous communication. This workshop presents diverse ways to promote student interactions through the use of games in the ESL classroom.

9:10-9:40

Title: Encouraging Multimedia Use in the ESL Reading Classroom
Room: 5J53
Presenters: Anna Cicala & Jennifer Super, West Virginia University
Summary: Multimedia use in the ESL classroom is essential for the overall development of the reading lesson. This workshop prefaces the latest research on reading techniques and ways in which film and literature can be introduced to ESL instructors.

Title: News Comprehension and ESL Literacy
Room: 5G56
Presenter: Jiajia He, Indiana University of Pennsylvania
Summary: Understanding a written text means extracting the required information from it as efficiently as possible. The presentation will focus on a discourse, namely news, to analyze the structures of news, to clarify the theoretical framework for news comprehension, and to make some suggestions for ESL literacy methodology.
<table>
<thead>
<tr>
<th>Title:</th>
<th>Why you don’t want to use CALL</th>
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<tbody>
<tr>
<td>Room:</td>
<td>5E57</td>
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<tr>
<td>Presenter:</td>
<td>Peter Kolenich, University of Pittsburgh</td>
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<tr>
<td>Summary:</td>
<td>I will present the results of my MA Long Paper. This will show the roles language teachers must assume when they decide to introduce /use Computer Assisted Language Learning as a part of or in addition to their regular language classroom activities.</td>
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<tr>
<th>Title:</th>
<th>Reforms in K12 Education of English Language Learners in Pennsylvania: The role of school leaders</th>
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<tr>
<td>Room:</td>
<td>5E56</td>
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<tr>
<td>Presenter:</td>
<td>Judith Toure, University of Pittsburgh</td>
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<tr>
<td>Summary:</td>
<td>This pilot study examines how K12 principals describe ESL education policy in Pennsylvania, and how they view their leadership role in supporting ESL education in their schools. The results hold implications for school leadership development.</td>
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9:50-10:20

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<thead>
<tr>
<th>Title:</th>
<th>The Listening-Speaking Path to Regional Acculturation</th>
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<tr>
<td>Room:</td>
<td>5J53</td>
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<tr>
<td>Presenter:</td>
<td>Cynthia Lennox &amp; Jeanette Clemont, Duquesne University</td>
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<tr>
<td>Summary:</td>
<td>Listening/speaking students require skill-based instruction containing meaningful cultural content. The presenters demonstrate using video on topics of regional interest to teach communication skills and cultural understanding of the host region. They discuss video selection, lesson planning, learning activities, assessment, and student response.</td>
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<th>Title:</th>
<th>Authentic Materials, Tasks, and Student Output</th>
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<tr>
<td>Room:</td>
<td>5G56</td>
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<tr>
<td>Presenters:</td>
<td>Steve Brown, Youngstown State University &amp; Lionel Menasche, University of Pittsburgh</td>
</tr>
<tr>
<td>Summary:</td>
<td>A model of pedagogical authenticity is presented, taking into account input, task, and output. The model will help materials writers, curriculum designers, and classroom teachers consider authenticity in a principled way.</td>
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9:50-10:20

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<tr>
<th>Title:</th>
<th>The Realities of Teaching in a Community-Based Program</th>
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<tr>
<td>Room:</td>
<td>5G57</td>
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<tr>
<td>Presenter:</td>
<td>Allegra Elson, Greater Pittsburgh Literacy Council</td>
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<tr>
<td>Summary:</td>
<td>This presentation will focus on issues facing ESL instructors working in community-based programs, which include large, multi-level classes, lack of resources and facilities and student attrition and retention. It will address common problems and suggest methods for</td>
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</tbody>
</table>
coping with these problems. Attendees are encouraged to share their experiences and solutions.

10:30-11:00

Title: A Technology Bill of Rights for ESL Educators
Room: 5J53
Presenter: Claire Bradin Siskin, University of Pittsburgh
Summary: ESL instructors are often disadvantaged with respect to their access to technology. The presenter will propose minimum requirements for implementing technology and offering advice on how to narrow the "digital divide." Participants should be inspired to action!

Title: Dictionaries for ESL Learners
Room: 5G57
Presenter: Lois Wilson, University of Pittsburgh
Summary: ESL students usually resort to translating dictionaries when they encounter an unknown word because it seems easier to understand English through their native languages. However, English-only dictionaries written specifically for ESL learners are now available and teachers can help students use these dictionaries to improve their understanding and use of English vocabulary.

10:30-11:00

Title: The Chinese, Technology, and the Internet
Room: 5E57
Presenter: Denise Sneed Williams, Indiana University of Pennsylvania
Summary: Using my experience in Shanghai in the late nineties and Selfe and Bordieu’s theory of "cultural capital," I will show the relation of EFL learning and the literacy of technology. The Internet can be a tool to "bridge the gap" of EFL learning and cultural literacy.

Title: Difficulties for ESL Students in Classroom Oral/Aural Discussion Participation
Room: 5E56
Presenter: Eunhee Han, Indiana University of Pennsylvania
Summary: This individual interview study shows that Asian graduate students expressed low satisfaction with their infrequent oral participation in class discussions. Although the interviewees noted language confidence issues, limited content knowledge was the overwhelming selection by the participants as the main inhibiting hurdle to their oral/aural participation in the classroom.

11:10-12:00

Plenary address by
Carol Numrich:  
"Why should low-level language proficiency require low-level thinking?"

12:00-1:30 Lunch

1:30-3:00

Title: **CALL Activities for Reading**  
Room: 5J53  
Presenter: Rachel Lange, University of Pittsburgh  
Summary: In this workshop, we will examine various approaches to teaching reading fluency using computers. This will include software such as New Reader, and guided Internet activities. After a few brief tutorials and some theoretical background, I will open up the floor for participants to discuss ideas, problems and potential implementation.

Title: **Making Your Own Educational Videos**  
Room: 5G56  
Presenter: Lilia Savova, Amanda Moore, Fawziya Alwadi, Haroon Al-Khatani & Mubarak Alkhatani, Indiana University of Pennsylvania  
Summary: The presenters introduce and involve the audience in the videotaping and development of a classroom video. Participants experience the process of using a digital video camera and a computer in the videotaping of short interviews and the creation of a video based on that footage.

1:30-2:00

Title: **On-line Voice Technologies for Language Instruction**  
Room: 5J52  
Presenter: Tracy Dingess & Helen Huntley, West Virginia University  
Summary: The presenters will demonstrate (using Wimba voice communications server) how communicative language learning activities can be adapted to an online or distance learning environment through email voice email and voice web-board (an on-line bulletin board with voice recording/posting features) interactions.

Title: **What’s Missing from ESL Listening Instruction and Research?**  
Room: 5G57  
Presenter: Jeff Johnson, Education Testing Service  
Summary:
Based on M.A. research conducted recently in a university intensive ESL program, the presenter will suggest ways of activating students’ use of instructed listening strategies and propose directions for needed research into the roles input complexity and social context play in second language listening comprehension.

1:30-2:00

Title: **L2 Language Play and Second Language Learning: A case study**

Room: 5E58

Presenter: Nancy Bell, Indiana University of Pennsylvania

Summary: Discourse analysis of conversations between 3 L2 users and their NS interlocutors shows how, in creating humor, L2 linguistic resources were used in formulaic and creative ways. Examples of how playful interaction with NSs may facilitate focus on forms and on the nuances of L2 vocabulary are also provided.

2:10-2:40

Title: **Storytelling with EFL Children: One way to learn language**

Room: 5E57

Presenter: Patricia Costa, West Virginia University

Summary: Storytelling is a rewarding activity when teaching language to children because it provides teachers with the appropriate tool to connect with the children’s world. The presentation includes different ways of making the most of literature books through a variety of communicative activities as seen from an EFL perspective.
2:50-3:20

Title: Project Driven ESP = Big Profits for Business Students
Room: 5E58
Presenters: Christy Limbaugh & Tracy Dingess, West Virginia University
Summary: The presenters will explain how a simulation project provided students in their Business English classes with meaningful content and an authentic context for communication both in and out of the classroom. Students developed an original business concept, researched the community, and wrote a hypothetical business plan.

2:50-3:20

Title: How Conferences and Delayed Grammar Feedback can Improve Student Writing
Room: 5J52
Presenter: Paul Wenger, University of Pittsburgh
Summary: This presentation will include a brief overview of a recent study on student writing and teacher revision. The importance of student-teacher conferences as a means of clarifying feedback and as a way to resolve disagreements and misunderstandings will be discussed. Advantages of delaying grammar feedback will also be addressed.

2:50-3:20

Title: Online Tutoring for Advanced ESL Learners
Room: 5G57
Presenter: Sonoko Tsuchiya, Indiana University of Pennsylvania
Summary: The purpose of this presentation is to show the audience the advantages and the disadvantages of online tutoring for advanced level ESL students. The presenter’s personal experience of being tutored online and survey responses suggest ESL writing instructors the importance of dialogue between the writer and the tutor.

3:30-4:00

Title: My Experience as a Teacher of English as a Foreign Language
Room: 5E58
Presenter: Gassim Dohal, Indiana University of Pennsylvania
Summary: Relying on my experience, I will talk about some factors that may lead to the uselessness of teaching English as a foreign language.

3:30-4:00

Title: What’s in a Nickname?: Name changes among Asian students in a U.S. University
Room: 5G57
Presenter: Bangchoon Lee, Indiana University of Pennsylvania
Summary: This paper will discuss naming issues concerning international students having a variety of nicknames. This paper discusses what drives Asian students to have nicknames in America. I will show the results of the survey and deal with the analysis of linguistic and definitive power issues.
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<th>Time</th>
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<tbody>
<tr>
<td>3:30-4:00</td>
<td><strong>Conversations with Second Language Writers</strong></td>
<td>5E58</td>
<td>Shanti Bruce, Indiana University of Pennsylvania</td>
<td>This presentation includes excerpts from conversations with NNES students about their experiences with NES writing tutors. We will reflect on what we can learn from them: how do they impact our understanding of culture and how tutors may conduct themselves more effectively during writing conferences.</td>
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<td>3:30-4:00</td>
<td><strong>Selective Implementation Cross-Cultural Composition: A fifth ESL placement option</strong></td>
<td>5E57</td>
<td>Jay Jordan, Penn State University</td>
<td>This presentation reviews current scholarship on placement options for ESL students in first-year composition courses, including a &quot;cross-cultural&quot; course, and suggests an additional option supportable by institutions in which divisions between ESL and NES composition programs preclude fully implementable intercultural classes.</td>
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<td>4:00-5:30</td>
<td><strong>Reception: 2K56</strong></td>
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