THREE
RIVERS
TESOL

Adapting to Change:

21st Century Techniques and Technologies for Teaching ESL

Three Rivers TESOL Fall Conference Program

Saturday, October 17, 2009

Point Park University

Schedule of Events:

9:00-9:30AM	Registration	University Center 2nd Floor Lounge
9:45-10:30AM	Breakouts	UC 213, 301, 303, 307, 308
10:30-11:00AM	Posters	UC 219
11:00-12:00PM	Plenary Session	UC GRW Theater
12:00-1:00PM	Lunch	Individuals On Own
1:15-2:00PM	Breakouts	UC 213, 301, 303, 307, 308
2:00-2:30PM	Posters	UC 219
2:30-3:00PM	Awards	UC GRW Theater

Format Explanations:

Lecture (45 minutes, including Q&A) The lecture session is an oral summary, with occasional reference to notes or a text that discusses the presenter's work in relation to theory and/or practice.

Workshop (45 minutes) The workshop session is structured in a round-table format. All participants will discuss a hot topic in TESOL. The presenter should have strong knowledge of the designated topic and guide group discussion.

Poster The poster session is a self-explanatory exhibit.

Program Schedule: Please see page two.

9:00-9:30AM	Registration and Breakfast	University Center 2nd Floor Lounge
9:45-10:30AM	Breakouts	UC 213, 301, 303, 307, 308

UC 213, Lecture
Osman Barnawi
Title: The Construction of Identity in L2 Academic Classroom Community: A Small Scale Study of Two Saudi MA in TESOL Students at North American University

UC 301, Lecture
Janet Pierce
Title: Using A Geosemiotic Analysis Rubric to understand Your ESL Classroom Design

UC 303, Lecture
Claire Bradin Siskin
Title: MALL for the 21st Century

UC 307, Lecture
Hayat Messekher and Théophile Muhayimana
Title: The Importance of Language Teachers' Researching and Reflecting on Their Practice

UC 308, Workshop
Rebecca Oreto
Title: Using Writing Exercises to Scaffold Students' Spoken Fluency

10:30-11:00AM	Posters and Networking	UC 219
11:00-12:00PM	Plenary Session	UC GRW Theater **Don Weasenforth** Title: Adapting to 2.0 Technologies: Who, What, How?
12:00-1:00PM	Lunch	Individuals On Own
1:15-2:00PM	Breakouts	UC 213, 301, 303, 307, 308

UC 213, Lecture
Suzanne Cheng
Title: Integrating Weblogs into English Writing

UC 301, Lecture
Lilia Savova
Title: An Ecological perspective on Language and Materials Evolution

UC 303, Lecture
Mahmoud Amer
Title: Idiomobile for ESL learners: Utilizing mobile technology for learning idiomatic expressions and collocations

UC 307, Lecture
Matthew Kam
Title: MILLEE: Mobile and Immersive Learning for Literacy in Emerging Courses in L2 Context

UC 308, Workshop
Cara Costello
Title: Building Fluency through Focused Listening Economies

2:00-2:30PM	Posters and Networking	UC 219
2:30-3:00PM	Awards	UC GRW Theater

<u>UC GRW Theater</u>

Don Weasenforth

Affiliation: Collin County Community College District

"Adapting to 2.0 Technologies: Who, What, How?"

Plenary Biography:

During his nearly twenty-five years of language teaching, Don Weasenforth has always kept an eye on the future while remaining mindful of the past. With that perspective, he engages ESL professionals in an interactive discussion of how we can best exploit modern techniques and technologies to serve our students most effectively.

Don holds a doctorate degree in Applied Linguistics from the University of Southern California. His teaching experience includes teaching ESL and training teachers in the United States, France, and Russia. His professional activities include serving as newsletter editor and president of TexTESOL V, the North Texas affiliate of TESOL. He is currently the president of South Central Association of Language Learning Technology and the chair of TESOL's Affiliate Leadership Council. As researcher and instructor, he has focused most of his efforts on instructional technologies.

In his presentation "Adapting to 2.0 Technologies: Who, What, How?" today, Don invites reflection on who should adapt to which technologies and how this adaptation should occur.

UC 213, Lecture

Osman Barnawi

Affiliation: Indiana University of Pennsylvania

"The Construction of Identity in L2 Academic Classroom Community: A Small Scale Study of Two Saudi MA in TESOL Students at North American University"

Second language (L2) classrooms are venues for learners to construct their identities, which are socially, culturally, politically and historically situated. Informed by the theory of community of practice (COP), this paper examines how two Saudi first-year students who are pursuing their master degree in TESOL at American Universities shape and negotiate their identities (i.e., participation and membership) in their new academic communities, mainly in a L2 academic classroom. The data was collected through (1) a personal narrative which traces each student's firs-year experience and view toward American oriented classroom participation, and (2) an individual interview to explore in-depth information missing in the narrative accounts. The findings suggest that both Saudi students experienced difficulties and challenges in negotiating competence, identities, and power relations, which was crucial for them to participate and be accepted as legitimate and competent members of their classroom communities. Based on these findings, this paper argues that newcomers' (i.e., international students) socialization in a certain academic discourse community is conflictual and complex process, which involves struggle, negotiation and construction and deconstruction of identities. Possible implications for instruction are discussed.

UC 301, Lecture

Janet Pierce

Affiliation: Franklin Regional School District

"Using A Geosemiotic Analysis Rubric to understand Your ESL Classroom Design"

This lecture presents a theoretical background grounding Geosemiotic analysis within an ecological paradigm that expands discourse analysis of classroom interaction to allow for multiple data collection and increased undertstanding of how ELLs and teachers interact with each other and with materials in specific spaces. The presenter will explain the theory, using a Geosemiotic Analysis Rubric, give details to support her theory from a seven month study of two different ESL classrooms in two different school districts. Then the presenter will ask participants to consider their own ESL classroom and how their own classroom design might impact interaction by considering the components of the analysis rubric. Teachers will have handout explaining the rubric and ways to consider their own classroom design for interaction patterns. Teacher participants will walk away from the lecture with an increased appreciation for

noticing how their own classroom design impacts interaction with their students and with the materials in use at specific times and places.

UC 303, Lecture

Claire Bradin Siskin

 "MALL for the 21st Century"

Mobile-assisted language learning (MALL) is a fast-growing field, as ESL students and instructors increasingly make use of iPods, smart phones, and other mobile devices to enhance the language learning experience. The presenter will outline the uses of mobile devices in language learning. She will describe some of the applications ("apps") that have recently become available for the iPhone, iPod Touch, Blackberry, Nokia, and other devices. Applications for language learning may be categorized as built-in apps, instructional apps, and tools for social networking. Specific examples of each type will be explained. Instructions will be provided for creating your own mobile-based language learning exercise. A handout and web page will be provided to point to the resources mentioned in the session.

UC 307, Lecture

Hayat Messekher and Théophile Muhayimana

Affiliation: Indiana University of Pennsylvania

"The Importance of Language Teachers' Researching and Reflecting on Their Practice"

Conscientious language teachers always seek means and ways to improve their practices in order to empower their students and grow efficiently as professional practitioners. In this presentation, we will focus on four axiomatic dimensions of reflection in language teaching that teachers need to be cognizant of in order to navigate teaching in any context. First, language teachers need reflection for a better understanding. Reflection and critical thinking help teachers to ponder their actions and identify problematic areas to ultimately reach a thorough understanding of what is happening in their classrooms. Second, such understanding is meant to produce informed decisions. They will have to look for further and better alternatives leading to class improvement. Third, teachers need research-based solutions for improvement through action research which is an invaluable tool for language teachers. It makes them "authoritative" and informed producers of theory by freeing them from the 'technicist' view according to which theorists produce knowledge and language teachers consume it by putting it into practice (Kumaravadivelu, 2003, p. 9). Language teachers will be able to theorize from their own practice. And lastly, teachers in their reflective quest and teaching practice need to be active members of their community of practice or discourse community by sharing their concerns, action research findings in order to co-construct knowledge with their peers and not to isolate themselves from their community.

UC 308, Workshop

Rebecca Oreto

Affiliation: Carnegie Mellon University

"Using Writing Exercises to Scaffold Students' Spoken Fluency"

How can teachers use writing exercises to scaffold and enhance the development of spoken fluency? How can teachers best use the limited time in classes to maximize fluency building? The value of supporting speaking through writing is often underestimated, and teachers may tend not to include writing in fluency building activities. Teachers may also feel that they cannot afford the time that writing exercises take; however, the presenter asserts that the time spent on writing is invaluable for fluency building. Writing forces students to be precise in word choice and sentence structure. Most importantly, using writing exercises to support fluency building gives students a chance to practice their ideas before speaking; to organize their thoughts; to try out new or complicated grammar structures; and to articulate their ideas more precisely. Equally important, writing provides a scaffold that allows students to practice and reinforce the concepts, techniques and vocabulary they are in the process of learning. In this workshop, the presenter will introduce writing exercises that she has used successfully. There will be time in the second part of the session for brainstorming on how participants can develop written scaffolding exercises to support fluency building activities they are already using.

1:15-2:00PM   **Breakouts**

UC 213, Lecture

Suzanne Cheng

Affiliation: Indiana University of Pennsylvania

"Integrating Weblogs into English Writing"

The presenter's main focus is how to employ weblogs into English writing courses in L2 context. Although weblogs has become one of the new online technologies for teaching, the research of exploring the use of weblogs as a tool for teaching L2 writing is limited (Johnson, 2004). Thus, using blogs in teaching EFL/ESL is worth exploring. This paper demonstrates that weblogs is a potential tool for L2 teachers to teach EFL/ESL based on some theories of writing in relation to weblogs. The theories have been addressed by Baggetun & Wasson (2006) and Doctorow, C., Powers, S., Johnson, J.S., & T.M.G. (2002), etc. In this paper, the presenter illustrates how to integrate weblogs into EFL/ESL classes. First, this paper provides the theoretical base. Second, it displays the relationship between weblogs and literacy. Third, it addresses the benefits and the potential drawbacks of using weblogs in teaching L2 writing. Finally, it offers the procedure of applying blogging in L2 writing class, which includes presenting teaching activities and explaining some examples through the class. This model is based on the theory of Gonglewski, Meloni and Brant (2001).

UC 301, Lecture

Lilia Savova

Affiliation: Indiana University of Pennsylvania

"An Ecological perspective on Language and Materials Evolution"

In this lecture, I outline two parallel opposing trends in the new millennium: One towards standardization, top-down processes, globalization, and formal written communication, and, the other one towards individualization, bottom-up processes, localization and informal oral forms of communication.

I begin by discussing current developments in the discipline of Linguistics and Language Teaching and parallel developments in Instructional Design in Teaching English as a Foreign Language. More specifically, I apply an ecological perspective on language and language teaching where student learning is the central focus of a variety of dynamically related factors. With regards to language development, I emphasize the relations between standard and nonstandard varieties of English and the resulting implications for the classroom. As to materials and textbooks in particular, I outline similar tendencies towards individualization and standardization.
Finally, I conclude by pointing out the most striking development in the new millennium, i.e., the democratization of language, language materials and language education in the age of the Internet.

UC 303, Lecture

Mahmoud Amer

Affiliation: Clarion University

"Idiomobile for ESL learners: Utilizing mobile technology for learning idiomatic expressions and collocations"

This paper discusses the development of a mobile language learning application aimed at assisting ESL learners with understanding idiomatic expressions and collocations. Researchers in the field of second language acquisition and learning have emphasized the importance of knowledge of idiomatic expressions and collocations in helping learners develop fluency (Granger, 1998; Herbst, 1996; Howarth, 1998l; Shei & Pain, 2000; Al-Zahrani, 1998; Nesselhauf, 2005; Zhang, 2003; Sung-Kim, 1999). Researchers have also examined the potential that mobile devices offer in terms of providing language-learning material for learners on the go (Kukulska-Hulme, 2005). Yet, researchers and educators have documented the complexity of creating effective and accessible language learning applications to learners (Colapert, 2004; Kukulska-Hulme, 2005; Hubbard, 2005; Chapelle, 2003), and ones that particularly aim at helping learners' understand and use idiomatic expressions and collocations (Nesselhauf, 2005).

The mobile application contains one thousand idiomatic expressions and collocations covering common daily scenarios across myriad contexts (i.e. school, store, hospital, hotel, and airport). The development of the application took into consideration findings in the fields of second language acquisition, second language learning, and computer-assisted language learning. The application contains games and quizzes to foster the learning experience. In addition, the application contains simulation of real life situations where idiomatic expressions and collocations may be used. These situations follow the lead of the main character, an ESL student who arrived in an English speaking country. The students go through a variety of situations where he or she is required to understand and use idiomatic expressions and collocations. By appropriately selecting the idiomatic expressions and collocation, the user unlocks new scenarios and goes through a variety of situations. During each interaction, the application randomly selects problems from the available scenarios for each prompt, depending on the frequency of the occurrence of the situation in real life. Each scenario presents a problem for the participant to solve, requiring understanding of the idiomatic expressions and collocation(s) presented in the problem statement and the three solution statements from which the participant chooses.

Using animation techniques, the application simulates real life situations, focusing on displaying props that exist in a given situation. In addition, the application is programmed to intelligently interact with learners regarding their behavior in a given session. It calculates every possible piece of data and saves it to the device for analysis. It also uses the data to interact with the user. The translation of user's behavior into data is achieved through creating values for every possible behavior. For example, the application records the number of times the user selected a section to work with, the number of idiomatic expressions and collocations the user reviews, and the

amount of time spent on each section and item. It also attempts to learn which sections or idiomatic expressions and collocations users have most difficulty with, by marking each incorrect selection and analyzing that selection.

UC 307, Lecture

Matthew Kam

Affiliation: Carnegie Mellon University

"MILLEE: Mobile and Immersive Learning for Literacy in Emerging Courses in L2 Context"

Literacy in a "global" language such as English as a Second Language opens the door to economic opportunity. Unfortunately, for complex reasons, formal schooling is out of reach to many children in developing countries who have to work for the family. MILLEE leverages cellphones – the "Personal Computers of the developing world" – for new kinds of out-of-school language learning. The MILLEE research project focuses on developing design principles and tools for localizing language learning games on cellphones. The challenges are (i) to integrate sound learning principles, (ii) to provide concrete design patterns that integrate entertainment and learning, and (iii) to account for cultural and learning differences in children in developing regions. We will describe a framework that addresses these challenges and 10 rounds of fieldwork that contributed to its development. We will discuss our most recent work which patterns learning games after local children's traditional village games and the benefits this approach offers. Finally, we describe the complex adoption ecology in developing regions, and how MILLEE preserves learning principles while supporting rich localization and customization at multiple stages in the adoption hierarchy.

UC 308, Workshop

Cara Costello

Affiliation: Carnegie Mellon University

"Building Fluency through Focused Listening Economies"

How can teachers help students already in full time academic work use their daily environment to build academic fluency? An important first step to improving advanced fluency is for students to learn how to listen critically. By analyzing models of fluent academic English, students can learn to identify characteristics of effective academic speech- a prerequisite to implementing these characteristics into their own language.

One major problem students have is that they lack an awareness of the key components of US academic speech; as a result, they tend to use less organizational language and examples, and they also rephrase less often than native English speakers. Another problem is that students often

don't know how to make use of the models of academic English that are around them daily (e.g., lectures, presentations, TV documentaries).

This presentation will give examples of focused listening activities in which students learn to analyze fluent academic English using authentic videos. These activities provide practice with strategies such as listening for overview statements, identifying organizational language and listening for rephrased statements. Through focused listening activities, students can develop the skill of noticing, and hopefully assimilating, successful qualities of academic fluency. In the second part of the session, there will be time for a discussion on how to create focused listening activities for different student populations.

Posters

UC 219

Keshab R. Acharya and Imad Al-Hawamdeh
Afilliation: Affiliation: Indiana University of Pennsylvania
Poster Title: Perspectives of Two ESL/EFL Teachers on Integrating Technology into the ESL/EFL Classroom

Ibrahim Ashour
Affiliation: Indiana University of Pennsylvania
Poster Title: Technology and Literacy Integration in Syrian EFL Classrooms: A Small-Scale Study

Kamal Belmihoub
Affiliation: Clarion University
Poster Title: Games and the Trilingual Learner

Anthony Bessetti
Affiliation: Indiana University of Pennsylvania
Poster title: Possibilities for Exploring NNES Identity in a Workforce Literacy, Service-Learning Project

Ashley Brahosky
Affiliation: Indiana University of Pennsylvania
Poster Title: Watchatalknbout? Regional dialect and slang in ESL education

Carmella Covell
Affiliation: Indiana University of Pennsylvania
Poster Title: The Entertaining, Interactive EFL Learning Center

Yuhua Guo
Afilliation: Affiliation: Indiana University of Pennsylvania
Poster Title: Help ESL students write better through advertisement.

Feroze Kasi
Affiliation: Indiana University of Pennsylvania
Poster Title: Collaborative action research as a site for vibrant ESL teacher professional development

Ruo Wan Lei
Affiliation: Indiana University of Pennsylvania
Poster Title: Is there such a thing as "Standard English"?: The possibility of "Chinglish" as the variety of "World Englishes"

Posters

Alena A. Litvinskaya

Affiliation: Indiana University of Pennsylvania
Poster Title: Analyzing the Community of Practice: Mutual Expertise Sharing through Group Essay Writing

Jamie Mathews
Affiliation: Indiana University of Pennsylvania
Poster Title: Barriers to the Implementation of Technology in the ESL Classroom

Roberta Schettig
Affiliation: Indiana University of Pennsylvania
Poster Title: Taking the Stage: Public Speaking in an ESL Classroom

Nicole Smith
Afilliation: Affiliation: Indiana University of Pennsylvania
Poster Title: Poetry in the ESL classroom

Shu Fen Yeh
Afilliation: Affiliation: Indiana University of Pennsylvania
Poster Title: Why should instructors need to get involved in Composition service learning for college students in Taiwan?