

Three Rivers TESOL Conference Agenda

**Saturday, November 5,
2011**

**Duquesne University,
Pittsburgh, PA**

8:00 – 9:00

First Floor Registration and Reception / Continental Breakfast

9:00 – 9:55 SESSIONS

Room 220	Concise Writing Strategies Jessica Sands, Carnegie Mellon University	Second language writers often focus on improving their grammar but write weak and unclear sentences. The aim of this workshop is to give teachers tips of how to help their students' writing become more concise and readable. This interactive session addresses general conciseness issues followed by specific strategies for improving sentences that teachers can adapt for their own writing classes. (Higher Education/Adult Education)
Room 225	Brain-Based Strategies for ELLs Heather Toner, Allegheny Intermediate Unit	An overview of basic Brain-Based strategies and how to specifically target these strategies for usage in the ESL classroom. Attendees will be trained on understanding how cognitive assets affect learning, how the brain's natural learning systems function, and how cultivating optimism in the classroom improves the language acquisition process. (K- 12)

9:00 – 9:25 SESSIONS

Room 222	Hitting the Jackpot! A Team Approach to Foreign Employee Retention Between GPLC and Rivers Casino Matthew Onega, Greater Pittsburgh Literacy Council	Creating partnerships between local businesses and community service organizations is an important part of adult education. The presenter will describe the formation and development of the partnership between GPLC and Rivers Casino. The presenter will also discuss how classroom topics were developed and explain some classroom activities. (Adult Education)
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9:30 - 9:55 SESSIONS

Room 222	Where is My Voice? Native Speakers' Experiences in Non- Native Speakers' Club Ani Puliastuti, Ohio State University	The proposed case study will involve three mainstream American students studying in a large-sized Midwestern university. This study is expected to be able to explain the power dynamic between native speakers and non-native speakers in a TESOL graduate program, with the goal of collaborative and mutually empowering English language teaching professional communities. (Higher Education)
Room 223	Greater Collaboration for English Language Learners Dorit Sasson, Duquesne University	General education teachers may already collaborate with other teachers, but may not have enough experience collaborating with ESL teachers. This session presents some of the best K-12 research practices for collaboration and presents a few ideas for application in adult education settings. (K- 12)
Room 346	Global Connectivity Through Local Gateways: English Learning and Quechua/Spanish Speakers Rachael Shade, Indiana University of Pennsylvania	This paper discusses how bilingual Quechua/Spanish-speaking Peruvians experience English writing in traditional classrooms and how their positionalities affect their perspectives. The educational views and approaches of modern day speakers will be presented and factors of global connectivity affecting approaches to language learning at the local level will be explored. Approaches for fostering a classroom of global connectivity are presented. (Sociocultural Topics)

10:00 – 10:30 - [POSTER SESSIONS - Fourth Floor](#)

10:30 – 10:55 SESSIONS

Room 222	“But in My Country...” Claire Bradin Siskin, Excelsior College	“Avoiding Plagiarism” is an online tutorial which has been designed to help English language learners understand what plagiarism is in the context of higher education in the United States, how plagiarism is detected, what the consequences might be, and, most importantly, how to avoid it. The presenter will demonstrate the tutorial and explain the rationale behind its focus, which is positive and practical. (CALL)
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Room 222	Guidelines for Teachers to Preserve and Appreciate Linguistic Human Rights of Their Students Badreyya Alkhanbooli , Indiana University of Pennsylvania	This presentation addresses questions concerning the preservation of Linguistic Human Rights while students are learning a second language in an academic session. The presenter discusses a variety of principles necessary for creating a learning environment in which teachers accept and preserve students' Linguistic Human Rights. (General Interest)
Room 223	Teacher Beliefs about Responsibility and Instructional Support for English Language Learners in Inclusive Education Nihat Polat, Duquesne University	This study addresses differences in pre-and in-service content area teacher beliefs about the inclusion of ELLs in mainstream classes, instructional support for ELLs, and responsibility for ELLs' language and academic achievement. Both groups appeared to hold similar beliefs about ELLs' inclusion in mainstream classes, solidifying current urgencies to re-visit teacher preparation for ELLs. (Teacher Education/K- 12)
Room 225	Factors Influencing Effective Groups and Group Work Indah Puspawati, Indiana University of Pennsylvania	This presentation aims to discuss some important aspects to consider in ensuring effective group formation and group works to promote learners' autonomy, cooperation and negotiation, and a more relaxed classroom environment. The presenter will highlight some problems that arise in conducting group work and present some solutions to those problems. (General Interest)
11:00 – 11:50 - PLENARY - Room 104		
12:00 – 1:00 LUNCH		
1:00 – 1:25 DESSERT and TALK TIME - Room 449		
1:30 – 2:25 SESSIONS		
Room 222	Helping University Students Recognize Cultural Variations in Writing	This presentation will describe a lesson in which students learn to recognize cultural variations in writing by watching a video of experienced international students talking about writing challenges. Participants will

	Cara Costello, Carnegie Mellon University	examine ways to integrate discussion of cultural variations into their own writing curriculum. (Teacher Education)
Room 225	International Teaching with the English Language Fellow Program Colleen Shaughnessy, Penn State University	The English Language Fellow Program fosters mutual understanding between people of U.S. and those of other countries by sending talented, highly qualified U.S. educators in the field of Teaching English to Speakers of Other Languages (TESOL) to overseas academic institutions. The presenter describes her experience as a Fellow in the Eastern Cape of South Africa and throughout Kyrgyzstan (General Interest)

1:30 – 1:55 SESSIONS

Room 220	Deconstructing the Native Speaker Myth: Connecting NESTs and NNESTs Davi Reis, Duquesne University	This paper reports on a qualitative study in which teachers collaboratively examined the native speaker/non-native speaker dichotomy through an online discussion forum. The results suggest that reconceptualizing English as a language for international communication requires facilitative meditational spaces for meaningful interaction and for empowering their own students. (Teacher Education)
Room 223	Homer City Library Community Connections: Enhancing Culturally Sensitive Interactions Hayat Messekher and Tracy Lassiter, Indiana University of Pennsylvania	An ongoing project brings together Homer City librarians, local people, and students from Indiana University of Pennsylvania to discuss a variety of current problems stemming from intercultural misunderstandings. These connections aim at demystifying public discourses on the hegemonic West, women's condition in Iran, girls' literacy in Pakistan and other multicultural themes. (General Interest)
Room 346	Bridging the Gap between Cross-Cultural Communication Differences in ESL High School Students Hlaviso Motlhaka, Indiana University of Pennsylvania	This presentation highlights the significance of greetings across different cultural contexts. Strategies for teaching components of greetings and politeness in classroom are discussed, including a variety of activities, discussions, roleplays, games, and literacy activities. (Sociocultural Topics)

2:00 – 2:25 SESSIONS

Room 220	Vocabulary for Depth Dawn McCormick and Betsy Davis, University of Pittsburgh	Two recent projects at the University of Pittsburgh attempt to address the needs of learners to go beyond memorization of meaning. Using examples from the two projects, this presentation will focus on academic vocabulary for adult IEP students; however, the methods are appropriate for any set of words to be learned. (Teacher Education)
Room 223	EFL/ESL Learners' Reading and Literacy Journeys Ya-Li Wu, Ohio State University	Whether EFL/ESL learners are successful readers/learners cannot be merely judged through test scores and their current learning conditions. Through examining learners' history of literacy in L1 and L2 we can obtain more in-depth information. This study investigated EFL/ESL graduate students' reading/literacy history to see how their previous experiences have influenced their English competence and later learning. (General Interest)
Room 346	The Different Usage of Present Perfect Tense in News Media for Korean Classroom Young-Ken Choi, Indiana University of Pennsylvania	This paper applies corpus linguistics to an analysis of the different uses and frequencies of use of the present perfect tense in various genres of media. In addition, this paper looks into some limitations of this research and gives suggestions about applying corpus information to Korean EFL classrooms. (CALL)

2:30 – 3:25 SESSIONS

Room 223	A Window into the Role of Culture in the Classroom Peggy Allen Heidish, Carnegie Mellon University	This interactive presentation will offer a unique window into the experience of international students in the US academy. The presenter will share a video project created in collaboration with international teaching assistants. Participants will become more aware of subtle differences in learning styles and explore ways to create similar collaborations on their campuses. (Higher Education)
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2:30 – 2:55 SESSIONS

Room 220	Integrating Cultures in ESL Classes: The Case of Ivory Coast, Saudi Arabia	With the notion of English as the international language, the debate about what cultures should be included in ESL classes are
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	and Indonesia Massiata Bamba, Abdullah Alshakhi, & Indah Puspawati, Indiana University of Pennsylvania	emerging. This presentation will discuss the issue of integrating culture in ESL classes in three countries: Ivory Coast, Saudi Arabia, and Indonesia. The presenters will address three main concerns: what cultures are currently incorporated to the ESL teaching, how they are taught, and where local cultures are positioned. (Sociocultural Topics)
Room 222	ESOL Program Development and Instruction in the Cloud Shannon Mischler, Pennsylvania Distance Learning Project and Claire Bradin Siskin, Excelsior College	The presenters will discuss their jobs in distance instruction and online program development. Presenters will describe tools they use to develop ESOL materials, teach, provide professional development, evaluate programs, and perform administrative tasks. They will explain support provided by personal learning networks (PLNs) and offer tips for dealing with the challenges of working in the cloud. Audience members will be encouraged to share their own experiences and advice. (CALL)
Room 225	The Influence of Natural and Authentic Conversation on EFL Learners' Speaking Performance Kazuaki Kumagai, Indiana University of Pennsylvania	This paper examines the influence of English conversation in authentic and natural context, which communicative language teaching (CLT) failed to create in English classrooms in Japan. First, it examines how CLT has been developed in Japan and how it is applied to the classroom, by showing concrete examples from Japanese English classroom. It also reveals the limited roles of Assistant Language Teachers (ALTs) in classrooms in Japan (General Interest)
3:00 – 3:25 SESSIONS		
Room 220	Conversation Analysis: The Pragmatics of Conversations Lilia Savova, Indiana University of Pennsylvania	This paper introduces the audience to a linguistic, a pragmatic and ecological approach to conversation analysis. It demonstrates origins of decision-making by speakers, relationships between conversational utterances, and the functional uses of conversation. (General Interest)
Room 222	Identity versus Position: Which One Should We Use? Allison Sigler, The Ohio State University	In the field of SLA research, there is a raging debate in the area of identity of F/SL learners. The debate centers on the term “identity” and what it means when authors use the term. This paper will look into a variety of research published within the last 15 years to demonstrate how current researchers are

		grappling with the term and what it means for F/SL learners. (Sociocultural Topics)
Room 225	Matryoshkas: Multiple Intelligences in Multiple Clauses Eva Wegrzecka-Kowalewski, Duquesne University	The presenter will demonstrate the difference between a textbook driven mini lesson on embedded sentences directed at analytical, left-brain, learners and a lesson enhanced by visuals. The presenter uses matryoshkas, Russian wooden dolls “embedded” inside each other, when her advanced writing students struggle with the concept of adverbial, adjective, and noun clauses. (Higher Education)

Room		
Poster Sessions 10:00 - 10:30 Fourth Floor		
Room 448	Collective Answers: A Technique in Second Language Studies	Meghda Baikadi, IUP (General Interest)
	Computer-based Technology in an ESL Classroom Beyond the U.S.	Happy Khoza, IUP (CALL)
	Idioms in the ELL Classroom	Jessica Patterson, IUP (General Interest)
	Internet Plagiarism in Second Language Writing	Fangyuan Yan, IUP (General Interest)
	Methods of Motivation	Kirsten Yaffe (K-12)
	Pittsburghese: Friend or Foe? The Fluidity and Value of Different Dialects	Stephanie Beyer (Teacher Education)
	Sports	Kyle Essick (General Interest)
	Reading Skills and L2 Saudi Students’ Perspectives	Satam Alotaibi and Mohammed Alqahtani, IUP (Adult Education)
Hallway	Saudi English Speakers and Pronunciation of /p/ and /b/	Zakarya Aldukhayil, IUP (General Interest)
	Super Heroes of Language: Using Comic Books in TESOL Classrooms	Keith Reiter, IUP (K-12)

	Teaching Academic Writing for ESL Adults	Nada Alshabibi, IUP (Adult Education)
	Texting as an International Language	Osanna Dallakyan, IUP (General Interest)
	The Educational System and Its Contribution to Acquire a Second Language	Ghosoon Alghamdi, IUP (K-12)
	The Effects of Socio-economic Status on the Development of Language Acquisition amongst Young Children within the School, Community, and Global Environments	Timothy Vetere, IUP (Sociocultural Topics)
	Plagiarism and the Use of Unreliable Online Sources: Causes, Effects and Solutions among ESL International Students in the US	Muhammad Alatrash, IUP (Sociocultural Topics)
	China English: Pronunciation of English Vowels	Yi Yu, IUP (Sociocultural Topics)
	Teaching English Grammar and Vocabulary to Iraqi EFL High School Students	Rajwan Al-Shareefy, IUP (K-12)
	Teaching Code Switching as a Strategy to Improve Communicative Skills	Hamissou Ousseini, IUP
	The Importance of Socioculturalism in a Multicultural Education for both ELL and Native English Speaking Students	Blair Kuhns, IUP (K-12)
Room 423	The Influence of Short Message Service (SMS) to the Lower Educated Indonesian People in Acquiring English as the Foreign Language	Rini Susanti Deddy (General Interest)
	The Use of Role Playing Games in Interactive Reading through Computer Games	Shadi Alzahrani, King Abdulaziz, IUP (CALL)
	Community Teachers in West African Educational System	Tewero Tchekpasi, IUP (Teacher Education)
	A Pilot Study: The Readability of Anthologies and the Reading Abilities of the English Language Learners Who Use Them	John R. Baker, IUP
	Second Language Teaching Methods to Adults	Meng Shao, Indiana University of Pennsylvania (Adult Education)
	American Sign Language in the Mainstream	Kim Skarns, IUP (K- 12)

Classroom	
Value-based Approach to Using Authentic Animated Cartoons as the Database for Language Teaching	Maria Prikhodko, IUP (Sociocultural Topics)

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<u>Conference Home</u>	<u>Schedule</u>	Program	<u>Location and Parking</u>	<u>Registration</u>	<u>Interest Groups</u>
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