

Three

Rivers

TESOL

# Three Rivers TESOL Fall 2014 Conference

## Building Bridges for Learner-Centered English Language Education

Saturday, October 25  
Chatham University  
Woodland Road, Pittsburgh



chatham  
UNIVERSITY



# Three Rivers TESOL Fall 2014 Conference

Saturday, October 25th, 8:30am to 4:00pm

Chatham University, Woodland Road, Pittsburgh, PA 15232



## Schedule

8:15	Arrival	Park in Terrace & Library Lots
8:30-8:55	Check-in and Breakfast	Coolidge 044
9:00-10:55	Breakout Sessions	Falk & Coolidge
10:30-11:30	Poster Presentations	Mellon Board Room
11:30-12:30	Plenary Speech	Mellon Board Room
12:30-1:30	Lunch	Anderson Dining Hall (\$7.25/ person)
1:30-2:25	Interest Section Meetings	Falk
2:30-3:00	Breakout Sessions	Falk & Coolidge
3:00-3:50	Invited Web Presentation	Mellon Board Room
3:50-4:00	Survey Completion	Mellon Board Room

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# Three Rivers TESOL

Three Rivers Teachers of Speakers of Other Languages (Three Rivers TESOL) serves the Central and Western Pennsylvania area and is an affiliate of Teachers of English to Speakers of Other Languages (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.

## Conference Committee and 3RT Board Members



From Left to Right: Rob Mucklo, 3RT Webmaster; Heather McNaught, 3RT Past President

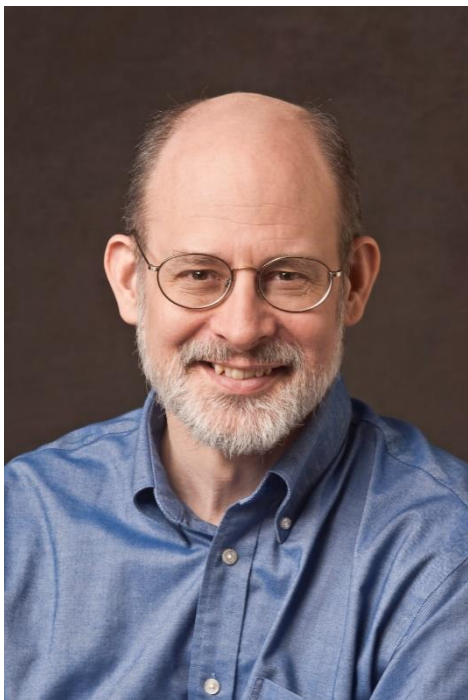
Janet Pierce, 3RT Secretary, Ece Ulus, 3RT Vice President

Linh Phung, 3RT President; and Peter Kolenich, 3RT Treasurer

# PLENARY SPEECH: BUILDING BRIDGES THROUGH INTERCULTURAL COMMUNICATION

**Speaker: Joe McVeigh**

[joe@joemcveigh.org](mailto:joe@joemcveigh.org)



Joe McVeigh has been active in the field of ESOL for more than 30 years. He has taught students from more than 50 countries as a teacher and administrator in intensive English programs in southern California including Cal State Los Angeles, the California Institute of Technology and the University of Southern California. He has also lived and worked overseas in China, India, Chile, the UK, and the Middle East. He is currently based in Middlebury, Vermont where he writes and edits textbooks, conducts program reviews, leads professional development workshops, and performs consulting on accreditation and other topics for language programs in the

U.S. and overseas. Joe is co-author of two books in the *Q: Skills for Success* series from Oxford University Press and *Tips for Teaching Culture*, a teacher development book from Pearson. He is a frequent speaker at TESOL and other conferences around the world. At Three Rivers TESOL, he'll be sharing some practical activities we can use to help our learners build bridges through intercultural communication.

**WHEN**  
**11:30am-**  
**12:30pm**

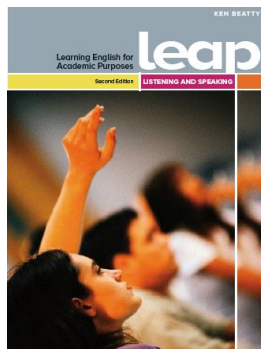
**WHERE**  
**Mellon**  
**Board**  
**Room**

# From Discourse to Schema to Grammar to Expertise!

Dr. Ken Beatty kenbeatty@mac.com Three Rivers TESOL October 25, 2014



Dr. Beatty is TESOL Professor at Anaheim University and the author/co-author of 130+ language textbooks from K-12 to MA levels. He has given 200+ teacher-training presentations and 100+ conference presentations in 21 countries and taught at schools, colleges, and universities in Canada, China, Hong Kong, and the United Arab Emirates.



## References

The Corpus of Contemporary American English (COCA)

[corpus.byu.edu/coca](http://corpus.byu.edu/coca)

British National Corpus

[www.natcorp.ox.ac.uk/](http://www.natcorp.ox.ac.uk/)

Online Concordance program

<http://www.lexutor.ca/c onc/text/>

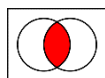
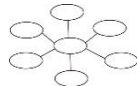
**Abstract:** Native speakers of English frequently make random grammatical mistakes when speaking or writing. Non-native speakers who are learning English tend to make errors in a more systematic way. If these errors are not recognized and remediated, they become fossilized and nearly impossible for the learner to overcome. Concordancing and discourse analysis are tools for looking at samples of text to identify patterns and typical errors that we can map in terms of a learner's schema. In this hands-on presentation, we look at how discourse analysis and schema theory can be used to examine students' grammar, raise awareness of errors, and develop tailored tasks to help students improve.

## A Three Rivers Example

1. What language lessons do we take from this corpus example?

. We sit at the confluence of **three rivers**, two of which? --? the Clark F  
ale duo born, according to legend, where Rome's **three rivers** meet # P  
n salvage. The \$5.1 million removal of nearby **Three Rivers** Stadium w  
after season-ticket holders were offered first dibs. # **Three Rivers** Stac  
DPOLITAN MAKEOVER # **THREE RIVERS**. Two Andys. One reinvented c  
nen, he covered 40 miles, crossed **three rivers**, and took the enemy's c  
w York's Polo Grounds. Compare' em to **Three Rivers** Stadium. The bes  
to on vacation. \$10 to Alex Cannizzaro, **Three Rivers**, Mich. # I collect  
fford if you have to ask the price, **Three Rivers** occupies the middle gr  
t an empty building from George West to **Three Rivers**, " Strause said.  
riverfronts and to reconnect the city's neighborhoods with its famous th  
rly Willis Holt. Macmillan. 978-0-8050-8020-9. # **Three Rivers** Rising: .  
ead. Max Brooks. Ill. Max Werner. **Three Rivers** Press. 978-140004962  
out to a grassy bank at a place where **three rivers** meet. A group of six  
she went to a place where **three rivers** meet, and there people prayed

2. How do we map our schema of *three* and *rivers*?



3. What errors could we predict among students using *three* & *rivers*?

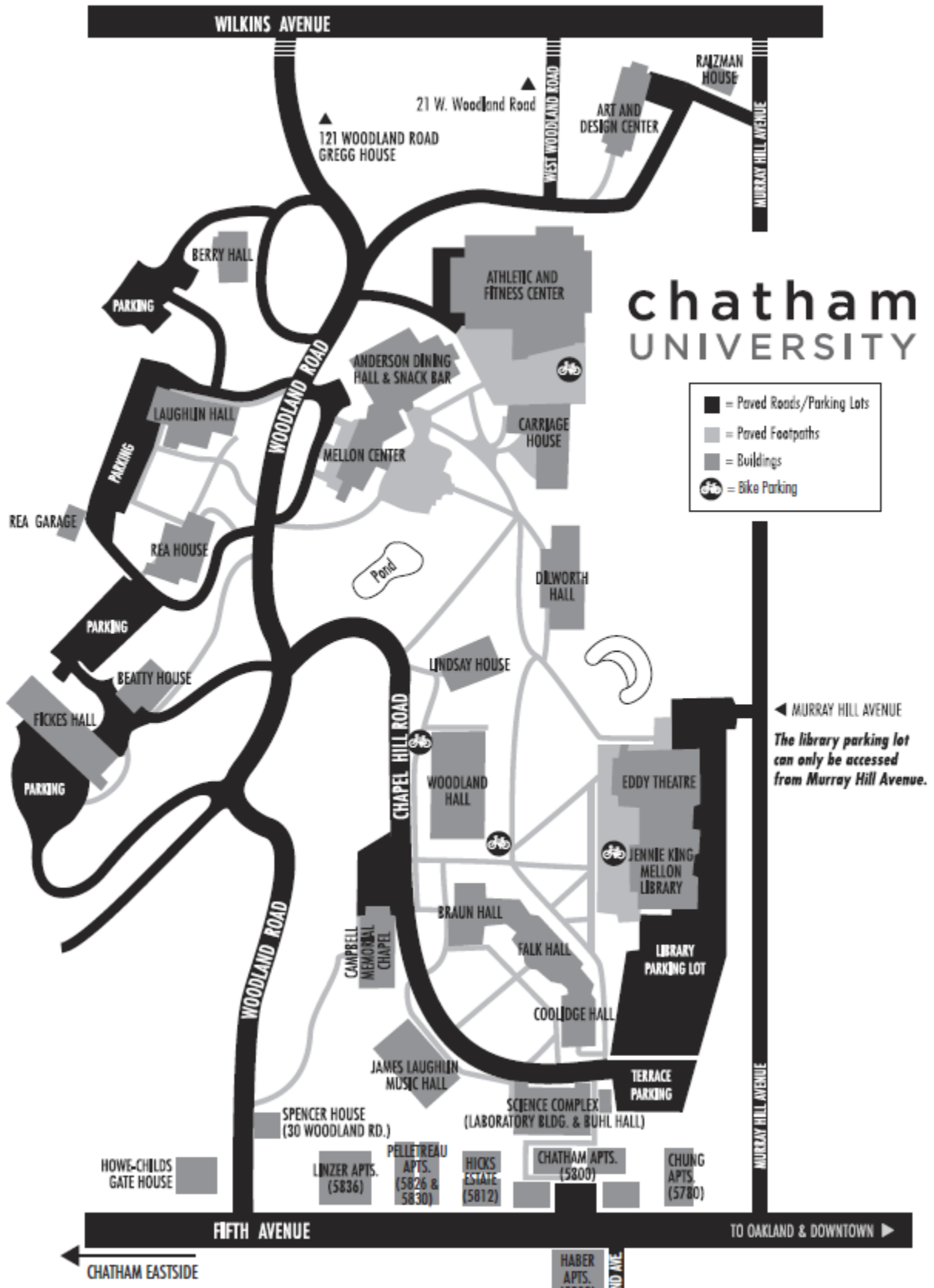
4. How do we raise awareness?

run October 4, 2009 – July 3, 2010 *Three Rivers* is an **AMERICAN** television medical drama that aired October 11, 2009 101 02 Andy and the team try to save **AN** 18 year old college student in need of a roovich 7.9717 November 8, 2009 106 07 Lisa bonds with **AN** 8 year old boy who she saw being crushed his kidney. Andy is not sure he wants to support such **AN** action and he is concerned that another p llehemny, Monongahela, and Ohio rivers, would provide **AN** allegory to the show's three points of vi al run October 4, 2009 – July 3, 2010 *Three Rivers* is **AN** American television medical drama that a new procedure on his wife's partner who suffers from **AN** aortic aneurysm. 6 Where We Lie Matt Earl elopment With the long running NBC drama ER coming to **AN** end, CBS executives put out a call for a

5. How do we identify these errors and create remediation activities?

6. How can we tailor tasks for specific students?

# Campus Map



# Institutional Members

Institutional members are organizations and programs that have paid the institutional membership fee of \$150. Employees working for institutional members can join Three Rivers TESOL at a reduced rate. Institutional members may have their website listed on the Three Rivers TESOL website, register their employees through an easy process, and request a table to display information about their organization or program at the Three Rivers TESOL Fall Conference. Thank you for your support!

## **Chatham University English Language Program**

Website: [www.chatham.edu/elp](http://www.chatham.edu/elp)

## **Composition & TESOL Graduate Programs, Indiana University of Pennsylvania**

Website: <http://www.iup.edu/english>

## **Duquesne English as a Second Language Program**

Website: [www.duq.edu/esl](http://www.duq.edu/esl)

## **English Language Institute at Washington and Jefferson College**

Website: <http://www.washjeff.edu/english-language-institute>

## **Intercultural Communication Center at Carnegie Mellon University**

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

## **La Roche English as a Second Language Program**

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

## **University of Pittsburgh English Language Institute**

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

# Conference Schedule at a Glance

Time/ Room	F216	F217	F218	F219A	F220	C236	F130	Mellon
8:30-9:00	<b>Check-in and Continental Breakfast</b> <b>Coolidge 044</b>							
9:00-9:25	Developing ESP Materials from Academic Contents	Combining Career and Educational Pathways: Portfolio Creation with Multi-Level Instruction	4/3/2 in the 21st Century: Formative Assessment of Fluency through Digital Recording	Teacher-Tutor Experiences: Exploring Potential Influence on Current Syllabus Construction	Graffiti Pedagogies in the Language Learning Classroom	Rethinking Summaries: Doing for Summaries What Was Done for Essays	From Theory to Practice: Attention Strategies for Basic ESL Learners	
9:30-9:55		Teaching Sensitive Cultural Topics in ESL Classrooms	Radio Days: Using Live Radio to Develop Listening and Speaking Skills	The SELF Takes a Selfie	Building Literacy in Science: Lessons Learned from a Sheltered Middle School Classroom	Student-Centered Humanizing Pedagogy and Poetic Representation in Mixed Heritage Research	CMC and L2 Pragmatics Development: Promises and Possibilities	
10:00-10:25	Using Audio Journals for Building Spoken Language Skills	Understanding and Implementing Integrated Performance Assessment (IPA)	Creating Listening Activities Using 60-Second Podcasts	Second Language Learner's Constructions of Multiple Identities and Autobiographies	Using Higher-Order Thinking Skills to Teach ELLs	Enhancing the ESL Learning Experience: Using Counseling Psychology Skills to Promote Cultural Awareness	Those Illegal Kids! Perspectives and Solutions	
10:30-10:55	Transforming Writing Drafts from Products to Processes with NoodleTools		Beyond the Margins: Preparing Students to Write in the University	Technology, Teachers, and the Learner-Centered Classroom: A Reconceptualization of Issues	Bridging the Gap: Moving from TOEFL Essays to Freshman Writing Assignments			Poster sessions and publishers 10:30-11:30
11:30-12:30	<b>Building Bridges through Intercultural Communication</b> <b>Joe McVeigh, Middlebury College</b> <b>Mellon Board Room</b>							
12:30-1:30	<b>Lunch in Anderson Dining Hall (\$7.25/ person)</b>							
1:30-2:25	<b>Interest Section Meetings: See Rooms Below</b>							
	<b>HE F216</b>	<b>AE F217</b>	<b>IEP F218</b>	<b>TE F219A</b>	<b>K-12 F220</b>	<b>PA C236</b>	<b>F130</b>	
2:30-2:55	A Quasi-Experiment to Supplement English Composition with Online Learner-Centered tools	Redirecting Advance Listening: A Critical Pedagogy Approach to Teaching High Level ESL Learners	Who is Who? Names: Issues in the Afghan EFL Context	Successful Transition and Integration of International Students in Intensive English Programs into Higher Education	Meaningful Literacy in the Second Language Classroom: A Student-Centered Approach	Suspended Between Languages: Generation 1.5 in the College Classroom	Self-Evaluation of an Inspiring Speech	
3:00-3:50	<b>Invited Web Presentation: From Discourse to Schema to Grammar to Expertise!</b> <b>Dr. Ken Beatty, Anaheim University</b> <b>Mellon Board Room</b>							
3:50-4:00	<b>Survey Completion</b>							



# Poster Presentations

Previewing the ITA Test, Maximizing Success

The Effective Strategy for Developing the Bilingual Child Language Acquisition

Inductive and Deductive Approaches in Teaching Grammar for ESL Beginner Students

EFL Saudi Students' Attitudes towards Different Types of Writing

ESL Learning Apps for Adult L2 Learners' Educational Advancement

Promoting "Empowering" Genres in Multilingual Classrooms

How and When to Introduce Poetry Writing in Saudi Classrooms

Arabic Learners and Acquisition of English Word Order

Developing Communicative Competence Using Task-Based Language Teaching in Japan

Saudi English Teacher-Scholars' Perceptions about the "Critical Thinking" Concept

Linguistic Imagined Communities of Russian Novice EFL Teachers

Applying Place-Based Writing to Make Students' Writing Meaningful and Relevant

English Language Learning and Socio-cultural Identity: The Case of Turkish Immigrant Parents and Their Children in the US

Second Language Speech Writing and Delivery in ESL/EFL Classrooms

Using Films in the ESL Writing Classroom

English Writing Students' Perspective of Using ePortfolios in the Writing Classroom

#YouMustBeCrazy: Integrating Media Language into the Classroom

An ESL Approach to Teaching the Walking Dead at a Language Institute

# Conference Schedule

## Interest Section

AE: Adult Education Interest Section  
 IEP: Intensive English Program Interest Section  
 HE: Higher Education Interest Section  
 K-12: K-12 Interest Section  
 TE: Teacher Education and Development Interest Section  
 PA: Program Administration

## Session Type

Practice: Practice-Oriented Session  
 Research: Research-Oriented Session  
 Discussion: Discussion Group  
 Workshop: Workshop

### 9:00 – 9:25

<b>Graffiti Pedagogies in the Language Learning Classroom</b> Curtis Porter Indiana University of Pennsylvania, <a href="mailto:cporter@iup.edu">cporter@iup.edu</a>	Research K-12 F220	This presentation reports on a classroom research project from an economically disadvantaged high school near Seoul, Korea. Drawing on recent scholarship that emphasizes space and movement in language use, I consider how a graffiti-inspired pedagogy might offer opportunities for locally relevant critical engagement with texts in ELL classrooms.
<b>4/3/2 in the 21st Century: Formative Assessment of Fluency through Digital Recording</b> Bill Price University of Pittsburgh <a href="mailto:wcp5@pitt.edu">wcp5@pitt.edu</a>	Practice IEP F218	In Maurice's (1983) classic 4/3/2 fluency activity, students speak on the same topic three times in shrinking time frames. In my version of the activity, students record themselves narrating the events of a humorous short film three times. Students review their own recordings, self-assess, and receive instructor feedback on fluency.
<b>Combining Career and Educational Pathways Portfolio Creation with Multi-Level Instruction</b> Tom Dare Cambridge University Press <a href="mailto:tdare@cambridge.org">tdare@cambridge.org</a>	Practice AE F217	The presenters will demonstrate how to build a career and educational pathways portfolio in conjunction with customized instruction for the multi-level, adult ESOL classroom using the new edition of Ventures from Cambridge University Press.
<b>Teacher-Tutor Experiences: Exploring Potential Influence on Current Syllabus Construction</b> Taylor Snyder Indiana University of Pennsylvania	Discussion TE F219A	This presentation focuses on teacher development and reflective practice, specifically if past writing center tutoring experiences have affected established, multilingual ESL teachers' pedagogical decisions. The data collected illustrates multilingual ESL teachers' reflections of how past writing center tutoring experiences have influenced their current syllabus construction.
<b>Rethinking Summaries: Doing for Summaries What Was Done for Essays</b> Kathy Barnard Duquesne University ESL Program <a href="mailto:barnardk@duq.edu">barnardk@duq.edu</a> Andy Decker Duquesne University ESL Program <a href="mailto:deckera@duq.edu">deckera@duq.edu</a>	Practice HE C236	The word "summary," like "essay," is likely to have a negative connotation for students and teachers: a one-paragraph prerequisite to response; however, summarizing (v.), like essaying (v.), is and should be an active, learner-centered process, a means to comprehension and communication, not a separate, static product for evaluation.
<b>From Theory to Practice: Attention Strategies for Basic ESL Learners</b> Cindy Lennox Duquesne University <a href="mailto:lennox@duq.edu">lennox@duq.edu</a>	Practice HE F130	Achieving excellence in listening comprehension is crucial for academic success. However, fostering effective listening strategies in basic-level learners challenges many ESL practitioners. The presenter links existing theory in explicit instruction of metacognitive and cognitive listening strategies to classroom instructional practices, demonstrates scaffolded learning activities, and shares student outcomes.

### 9:00 – 9:55

<b>Developing ESP Materials from Academic Contents</b> Mir Abdullah Indiana University of Pennsylvania <a href="mailto:bybv@iup.edu">bybv@iup.edu</a> Khalid Ahmad Siddiq Indiana State University <a href="mailto:ksiddiq@sycamores.indstate.edu">ksiddiq@sycamores.indstate.edu</a>	Workshop HE F216	The need for teaching ESP is on the upswing. ESP teachers face the challenge of developing ESP materials that can respond to the students' needs and can enable them to use English to study in their specialized field. This workshop provides practical methods for developing ESP materials from academic content.
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**9:30 – 9:55**

<p><b>The SELF Takes a Selfie</b>                  Claire Bradin Siskin                  Edvista  <a href="mailto:csiskin@edvista.com">csiskin@edvista.com</a></p>	<p>Practice                  TE                  F219A</p>	<p>The presenter will describe her service in India as a Senior English Language Fellow (SELF) for the U.S. Department of State. She will use “selfie” as a metaphor for the self-discovery that she experienced while serving as a Fellow. She will also provide information about the English Language Fellow Program.</p>
<p><b>Building Literacy in Science: Lessons Learned from a Sheltered Middle School Classroom</b>                  Ying Zhang                  Robert Morris University  <a href="mailto:zhang@rmu.edu">zhang@rmu.edu</a></p>	<p>Research                  K-12                  F220</p>	<p>This presentation reports an eight-month qualitative study about science learning in a middle school sheltered classroom. Particularly, the presentation focuses on the language development in vocabulary learning sessions and language experience sessions. Findings demonstrate that although literacy components were embedded in science curriculum, limited language learning occurred.</p>
<p><b>Student-Centered Humanizing Pedagogy and Poetic Representation in Mixed Heritage Research</b>                  Tarah Dunn                  Indiana University of Pennsylvania  <a href="mailto:t.e.dunn@iup.edu">t.e.dunn@iup.edu</a></p>	<p>Research                  HE                  C236</p>	<p>Through a research-oriented presentation, the importance of using a student-centered humanizing pedagogy in the ESL classroom will be discussed. Issues of identity and poetic presentation in mixed-heritage research will be emphasized. Finally, curriculum development and instruction are examined to bridge past to present experience in the ESL classroom.</p>
<p><b>Teaching Sensitive Cultural Topics in ESL Classrooms</b>                  Thamer Kalfut                  Indiana State University  <a href="mailto:kalfut.thamer@hotmail.com">kalfut.thamer@hotmail.com</a>                  Ahmad Almorey                  Indiana State University</p>	<p>Research                  AE                  F217</p>	<p>This study discusses teaching American cultural topics in ESL classrooms and examines Saudi students’ views. It helps ESL teachers to identify their students’ culture. The results revealed the topics that students feel comfortable or uncomfortable discussing in the classroom. It also suggests some strategies for teaching sensitive topics.</p>
<p><b>Radio Days: Using Live Radio to Develop Listening and Speaking Skills</b>                  Mark Petrovich                  Washington and Jefferson College</p>	<p>Practice                  IEP                  F218</p>	<p>The presenter will introduce how multi-step preparation for a live radio show can be used to develop speaking and listening skills for EAP students. Students conduct interviews, select content, and act as guest hosts. Pedagogical and language learning implications such as pronunciation and critical listening skills will be explored.</p>
<p><b>CMC and L2 Pragmatics Development: Promises and Possibilities</b>                  Najlaa Alharbi                  Indiana University of Pennsylvania</p>	<p>Research                  HE                  F130</p>	<p>In this presentation, I present how CMC can provide L2 learners with opportunities to interact in authentic environments to develop their L2 pragmatic competences. Also, I propose specific pedagogical implications that could be introduced to the L2 classroom using CMC environments to facilitate L2 pragmatic teaching.</p>

**10:00 – 10:25**

<p><b>Creating Listening Activities Using 60-second Podcasts</b>                  Dawn E. McCormick                  University of Pittsburgh ELI  <a href="mailto:mccormic@pitt.edu">mccormic@pitt.edu</a>                  Heather L. McNaught                  University of Pittsburgh ELI  <a href="mailto:hlm44@pitt.edu">hlm44@pitt.edu</a></p>	<p>Practice                  IEP                  F218</p>	<p>The purpose of this session is to provide teachers with guidelines to create interesting and engaging web-based listening activities using 60-second Scientific American podcasts. The presenters will share how to choose an appropriate text, as well as examples of activities and how they connect to learning goals and objectives.</p>
<p><b>Using Audio Journals for Building Spoken Language Skills</b>                  Sarah Emory                  Carnegie Mellon University  <a href="mailto:semory@andrew.cmu.edu">semory@andrew.cmu.edu</a></p>	<p>Practice                  HE                  F216</p>	<p>For students, it’s often challenging to find ways to practice and develop their language outside of class. Audio journals are a simple way for students to work on language. Teachers can guide students on how to use audio journals and how to self-assess when listening to their entries.</p>
<p><b>Using Higher Order thinking Skills to Teach ELLs</b>                  Janet L. Pierce                  Franklin Regional School District  <a href="mailto:jlpierce494@gmail.com">jlpierce494@gmail.com</a></p>	<p>Practice                  K12                  F220</p>	<p>This presentation demonstrates how ESL and regular teachers can break down lessons that consider language functions, content stems and higher order thinking skills so that ELLs may learn and use academic cognitive language as they learn. It helps teachers recognize how to make learning content material comprehensible to ELLs at all English proficiency levels.</p>
<p><b>Second Language Learner’s Constructions of Multiple Identities and Autobiographies</b>                  Tong Zhang                  Indiana University of Pennsylvania  <a href="mailto:znrr@iup.edu">znrr@iup.edu</a></p>	<p>Research                  TE                  F217</p>	<p>My research reports findings from a study of second language learners’ identities in autobiographies and how they perceive English learning experiences as contributing to becoming English teachers. This paper presents their multiple identities and discusses how they illustrate interrelations between their identities and being English teachers.</p>

10:00 – 10:55

<p><b>Understanding and Implementing Integrated Performance Assessment (IPA)</b>                  Eva Wegrzecka-Kowalewski                  Duquesne University  <a href="mailto:kowalewski@duq.edu">kowalewski@duq.edu</a>                  Clare Connors                  Duquesne University  <a href="mailto:connorsc@duq.edu">connorsc@duq.edu</a></p>	<p>Workshop                  HE                  F217</p>	<p>The presenters will discuss the theoretical framework underlying Integrated Performance Assessment, which encompasses Vygotsky's Zone of Proximal Development (ZPD) and the principles of Dynamic Assessment (DA), and will demonstrate how the three modes of IPA can be incorporated into ESL instructional/assessment procedures, resulting in a more meaningful and enriched curriculum.</p>
<p><b>Enhancing the ESL Learning Experience: Using Counseling Psychology Skills to Promote Cultural Awareness</b>                  Debra Reich                  Chatham University  <a href="mailto:dreich@chatham.edu">dreich@chatham.edu</a>                  Stephanie Harrison                  Chatham University  <a href="mailto:sharrison@chatham.edu">sharrison@chatham.edu</a></p>	<p>Workshop                  IEP                  C236</p>	<p>The goal of this workshop is to identify, describe, and practice skills from counseling psychology to enhance the learning experience for ESL students. The focus will be on utilizing these skills to foster a meaningful cross-cultural exchange between faculty and students, so that students feel validated, and more comfortable expressing themselves.</p>
<p><b>Those Illegal Kids! Perspectives and Solutions</b>                  Susan Rutledge                  California University of Pennsylvania  <a href="mailto:morrisrutledge@calu.edu">morrisrutledge@calu.edu</a>                  Connie Monroe                  California University of Pennsylvania  <a href="mailto:monroe@calu.edu">monroe@calu.edu</a></p>	<p>Discussion                  K-12                    F130</p>	<p>The United States has faced a large influx of illegal youth immigration recently. Schools are struggling to adjust to this population. The presenters will provide background information related to this topic and lead a discussion with the group on the most productive ways to aid immigrant students.</p>

10:30 – 10:55

<p><b>Transforming Writing Drafts from Products to Processes with NoodleTools</b>                  Lilia Savova                  Indiana University of Pennsylvania  <a href="mailto:lsavova@iup.edu">lsavova@iup.edu</a></p>	<p>Practice                  HE                  F216</p>	<p>Tired of drafts that show little progress, of citations and support that are missing, of papers that make no sense, of time wasted all along? This presentation shows how using NoodleTools, a complete writing platform, could do away with single drafts, enable continuous revisions, and thus make it more effective.</p>
<p><b>Bridging the Gap: Moving from TOEFL Essays to Freshman Writing Assignments</b>                  Janelle Newman                  Indiana University of Pennsylvania  <a href="mailto:j.l.newman2@iup.edu">j.l.newman2@iup.edu</a></p>	<p>Practice                  HE                  F220</p>	<p>International students enter the First Year Writing (FYW) context with hard-earned writing skills which may often be overlooked. This session offers suggestions for using students' knowledge of writing tasks, namely the five-paragraph theme, found within international testing environments (i.e., TOEFL, IELTS) as a bridge to traditional genre or argument-based Freshman Writing situations.</p>
<p><b>Beyond the Margins: Preparing Students to Write in the University</b>                  Lorena Williams                  Chatham University  <a href="mailto:lwilliams@chatham.edu">lwilliams@chatham.edu</a></p>	<p>Practice                  HE                  F218</p>	<p>Looking beyond organization and sentence structure, this presentation will investigate an advanced academic composition assignment that emphasizes research skills, critical thinking, and functional language required in the university setting. Prepare your university-bound students for academic writing's intricacies and intentions, not just its basic elements.</p>
<p><b>Technology, Teachers, and the Learner-Centered Classroom: A Reconceptualization of Issues</b>                  Alexis Martin                  Chatham University  <a href="mailto:amartin1@chatham.edu">amartin1@chatham.edu</a></p>	<p>Research                  TE                  F219A</p>	<p>This presentation discusses three dimensions of implementation and design that should be reconceptualized when considering technology use in the learner-centered classroom: visuals, student focus, and perceptions of pedagogic agency. It draws on data from a thematic analysis of five teachers' perceptions and implementation of technology in the Korean ESL classroom.</p>

2:30 – 2:55

<p><b>Meaningful Literacy in the Second Language Classroom: A Student-Centered Approach</b>          Emmett Ryan          Indiana University of Pennsylvania  <a href="mailto:e.ryan2@iup.edu">e.ryan2@iup.edu</a>          Nadia Zamin          Indiana University of Pennsylvania  <a href="mailto:n.zamin@iup.edu">n.zamin@iup.edu</a>          Greg Hafer          Indiana University of Pennsylvania  <a href="mailto:greghafer@gmail.com">greghafer@gmail.com</a></p>	<p>Research          HE          F220</p>	<p>This presentation promotes student-centered learning through meaningful literacy practices, where a language learner is a central figure in the classroom; the teacher recognizes the learner has a prolific history of experience to draw from; and the language itself serves as a way of connecting acquisition to real social settings.</p>
<p><b>Who is Who? Names: Issues in Afghan EFL Context</b>          Khalid Ahmad Siddiq          Herat University  <a href="mailto:ksiddiq@sycamores.indstate.edu">ksiddiq@sycamores.indstate.edu</a></p>	<p>Research          IEP          F218</p>	<p>This study investigates obstacle of “names” used in instructional materials and their anonymity to foreign language learners and teachers. This study looked into two books called “Touchstone” and “New American Headway.” The results reveal that the “names” are not only unknown to the culture, but also it can dodge the learning process.</p>
<p><b>Suspended Between Languages: Generation 1.5 in the College Classroom</b>          Kim Huster          Robert Morris University  <a href="mailto:huster@rmu.edu">huster@rmu.edu</a></p>	<p>Research          HE          F130</p>	<p>This narrative research study, conducted with Hmong female college students, explored the challenges that Generation 1.5 college students often face in the academic environment. Stories of individual participants were compiled and compared for commonalities, and conclusions and applications based on these stories were drawn.</p>
<p><b>Redirecting Advance Listening: A Critical Pedagogy Approach to Teaching High-Level ESL Learners</b>          Brian Burke          American Language Institute of Indiana University of Pennsylvania  <a href="mailto:doc55smiley@gmail.com">doc55smiley@gmail.com</a></p>	<p>Practice          AE          F217</p>	<p>Critical pedagogy and academic observation is used instead of the three stages of listening to teach Advanced Listening at an Intensive English Program. This is a unique and innovative way of conceptualizing listening for pre-entry university/ college level ESL students that prepares them for the rigor of academic coursework.</p>
<p><b>Successful Transition and Integration Of International Students in Intensive English Programs into Higher Education</b>          Seungku Park          Slippery Rock University of Pennsylvania  <a href="mailto:seungku.park@sru.edu">seungku.park@sru.edu</a></p>	<p>Practice          IEP          F219A</p>	<p>International students in an Intensive English Program (IEP) show hybridity in many aspects in their transition into higher education. This session will provide the common and stubborn problems to solve in Intensive English Programs from academic and administrative perspectives, and will share suggestions to facilitate IEP students' successful transition and integration into higher education.</p>
<p><b>A Quasi-Experiment to Supplement English Composition with Online Learner-Centered Tools</b>          Justin Nicholes          Indiana University of Pennsylvania  <a href="mailto:j.nicholes@iup.edu">j.nicholes@iup.edu</a></p>	<p>Research          HE          F216</p>	<p>In cross-border higher education contexts, English language users are often held to native-speaker standards of academic English. This quasi-experiment responded to administrative calls to further support instruction with Rosetta Stone, Tell Me More, Memrise, and ESL WOW.</p>
<p><b>Self-Evaluation of an Inspiring Speech</b>          Soyoun Burke          American Language Institute  <a href="mailto:gstj@iup.edu">gstj@iup.edu</a></p>	<p>Practice          IEP          F130</p>	<p>This presentation guides ESL teachers on how to teach inspiring speeches and to self-evaluate one’s own speech in an ESL advanced speaking course. It shows how to organize the speech step by step and evaluate it by the speaker as a speaking project. Key ideas, helpful tips, and procedures, and handouts will be provided for those who are interested in teaching ESL speaking courses.</p>

# Posters

Time: 10:30-11:30

Location: The Mellon Board Room

<p><b>Previewing the ITA Test, Maximizing Success</b> Peggy Heidish Carnegie Mellon <a href="mailto:ph1r@andrew.cmu.edu">ph1r@andrew.cmu.edu</a></p>	HE	This poster demonstrates curriculum and techniques for a highly successful 2-hour pre-test workshop, the ITA Test Overview, designed to help students perform at their optimal level on the test. Students who have attended report higher comfort levels during the test and better understanding later of the test results.
<p><b>Using Films in the ESL Writing Classroom</b> Aseel Kanakri Kent State University <a href="mailto:akanakri@kent.edu">akanakri@kent.edu</a></p>	IEP	This poster will demonstrate a number of practical applications in which films can be used in intensive ESL writing classes. It will also give examples of the scope and limitations of incorporating this kind of digital literacy to help students improve their linguistic competence and acquire multiple new literacies, including cultural skills, in a very engaging environment.
<p><b>English Writing Students' Perspective of Using ePortfolios in The Writing Classroom</b> Maha Alawdat Indiana University of Pennsylvania <a href="mailto:wzr@iup.edu">wzr@iup.edu</a></p>	HE	This poster discusses the use of ePortfolios to teach writing in the writing class and the benefits and challenges that teachers and students may face while using ePortfolios. It also provides solutions and suggestions for some of the obstacles that emerge in the writing class.
<p><b>The Effective Strategy for Developing the Bilingual Child Language Acquisition</b> Beshai Alqahtani Indiana University of Pennsylvania <a href="mailto:snkt@iup.edu">snkt@iup.edu</a></p>	TE	Although the bilingual environment has a lot of advantages for the children's future, the family who is living in this environment with their children needs techniques to avoid struggles. This poster shows one of the strategies that is established by linguistic theorists toward language acquisition.
<p><b>Inductive and Deductive Approaches in Teaching Grammar for ESL Beginner Students</b> Wejan Hameed Alsubhi Indiana University of Pennsylvania <a href="mailto:qlht@iup.edu">qlht@iup.edu</a></p>	K-12	This poster offers definitions of two types of grammar instruction, namely inductive and deductive approaches and how they work in the classroom. It represents the advantages of each approach and reports the findings of an interview with ESL students' (beginner-level) preferences of the type of instruction they like when learning English tenses.
<p><b>EFL Saudi Students' Attitudes towards Different Types of Writing</b> Ahmed Alnasser Indiana University of Pennsylvania <a href="mailto:kjst@iup.edu">kjst@iup.edu</a></p>	AE	This poster presents EFL Saudi students' perceptions of a number of types of writing. It provides related studies regarding different types of writing and indicates my current study's methodology. I identify the participants, the study site, and trends in the data's analysis.
<p><b>ESL Learning Apps for Adult L2 Learners' Educational Advancement</b> Melissa Cowan Indiana University of Pennsylvania <a href="mailto:MJDP@iup.edu">MJDP@iup.edu</a></p>	HE	The Poster will present English language learning apps that can be used by adult L2 learners for educational purposes. The poster will provide an overview of the English learning app's grammatical approach, such as phonetics, morphology, lexicology/semantics or syntax as well as the pragmatic and sociolinguistic functions.
<p><b>Promoting "Empowering" Genres In Multilingual Classrooms</b> Lama Alharbi Indiana University of Pennsylvania <a href="mailto:vsqs@iup.edu">vsqs@iup.edu</a></p>	AE	This poster sheds light on how writing reflective genres might have the possibility of facilitating Canagarajah's (1999) theory of students' empowerment in multilingual writing classrooms. It also suggests some possible advantages of multilinguals' writing practices of reflection literacy in their composition classroom.
<p><b>How and When to Introduce Poetry Writing in Saudi Classrooms</b> Ahmed Alharfi Indiana University of Pennsylvania <a href="mailto:jsgt@iup.edu">jsgt@iup.edu</a></p>	TE	Students in many English teaching programs are not the center of teaching and learning processes. This poster presents ways in which language teaching can be improved in Saudi Arabia. It points out the forms that are followed by Saudi poets when composing poetry and explains when and how to implement poetry writing in language classrooms.
<p><b>Arabic Learners and Acquisition of English Word Order</b> Thamer Kalfut Indiana State University <a href="mailto:Kalfut.thamer@hotmail.com">Kalfut.thamer@hotmail.com</a></p>	AE	Acquiring word order of language is affiliated with certain factors that might have positive or negative influences. Thus, this case study examines four tutoring sessions with an L2 learner to identify these factors. Then, the tutor wrote a reflection. The study found some unexpected results.
<p><b>Developing Communicative Competence using Task Based Language Teaching in Japan</b> Momo Matsunaga Indiana University of Pennsylvania <a href="mailto:wgmt@iup.edu">wgmt@iup.edu</a></p>	HE	The poster clarifies the necessity of developing learners' communicative competence by looking at the impact it brought to language education. It proposes Task-Based Language Teaching (TBLT) as it facilitates the development of communicative competence and suggests applications for English learners in a Japanese university context.

<p><b>Saudi English Teacher-Scholars' Perceptions about the "Critical Thinking" Concept</b>  Indiana University of Pennsylvania  Alaa Hameed Albishri  <a href="mailto:samasam1987@gmail.com">samasam1987@gmail.com</a></p>	TE	<p>This poster presents Saudi scholars' perception about the "Critical Thinking" concept as they compared their study-abroad experience with their teaching experience back home. The poster will discuss the teachers' definition of the 'Critical Thinking' concept, teachers' roles in implementing the concept in classroom activities, and teachers' stance on students' critical thinking ability.</p>
<p><b>Linguistic Imagined Communities of Russian novice EFL Teachers</b>  Kristina Navnyko  Indiana University of Pennsylvania  <a href="mailto:ybpt@iup.edu">ybpt@iup.edu</a></p>	TE	<p>The poster explains a qualitative study on linguistic imagined communities of six Russian novice EFL teachers. The poster presents theoretical framework as well as methodology. Since the study is grounded in sociocultural theory, contextual conditions are crucial and also addressed on the poster.</p>
<p><b>Applying Place-Based Writing to Make Students' Writing Meaningful and Relevant</b>  Indiana University of Pennsylvania  Talal Alruwaili  <a href="mailto:mwlt@iup.edu">mwlt@iup.edu</a></p>	HE	<p>This poster focuses on implementing place-based writing in the language classrooms to enhance the sense of place. It shows how to strengthen the relationship between students and their place. It introduces some pedagogical implications in writing classrooms to bridge the gap between current education systems and students' real lives.</p>
<p><b>English Language Learning and Socio-cultural Identity: The Case of Turkish Immigrant Parents and Their Children in The US</b>  Ruba Tartar  Indiana University of Pennsylvania  <a href="mailto:gxnt@iup.edu">gxnt@iup.edu</a></p>	K-12	<p>This poster represents an extended review of the literature related to parent's attitudes towards the influence of English language learning on the socio-cultural identities of their children. The poster focuses on the relationship between language and identity by adopting Pavlenko's model of second language learning and identity (re)construction.</p>
<p><b>Second Language Speech Writing and Delivery in ESL/EFL Classrooms</b>  Alaa Alhamdan  Indiana University of Pennsylvania  American Language Institute  <a href="mailto:mutiara9@hotmail.com">mutiara9@hotmail.com</a></p>	HE	<p>The poster will focus on how speech writing and delivery in ESL/EFL teaching contexts can have effective and fruitful outcomes on the students' language and self-development. It will present a detailed syllabus that contains 8 lessons demonstrating the suggested way of teaching this type of literature writing and performing.</p>
<p><b>An ESL Approach to Teaching The Walking Dead at a Language Institute</b>  Brian Burke  Indiana University of Pennsylvania American Language Institute  <a href="mailto:doc55smiley@gmail.com">doc55smiley@gmail.com</a></p>	AE	<p>At an English language institute, The Walking Dead has been implemented in teaching cultural understanding to ESL students. The purpose of this poster is to explore the educational possibilities of teaching The Walking Dead to ESL students.</p>