

Three

Rivers

TESOL

Fall Conference 2015

The Silver Lining: Celebrating Teachers' Achievements

Saturday, November 7, 2015 ▪ 8:30 am - 4:00 pm



Hosted by

The University of Pittsburgh English Language Institute

200 Meyran Avenue, Pittsburgh, PA 15213

Three

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TESOL

Conference Schedule



8:30-9:00	Check-in (M15) Breakfast (The Vault - 1st floor)
9:00-10:30	Breakout Sessions
10:40-11:10	Interest Group Meetings
11:30-12:30	Plenary: Dr. Yilin Sun (CL 332)
12:30-1:30	Lunch (not included)
1:30-2:30	Poster Sessions (113 and 110) Publishers (111) Institutional Members (111)
2:00-2:20	Teaching Tips
2:30-4:00	Breakout Sessions

Someone will be available in Room M15 throughout the conference for late check-in or to answer any questions.

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Three Rivers Teachers of English to 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 Executive Board Members



From Left to Right: Seungku "Steve" Park, Vice President; Rob Mucklo, Webmaster; Ece Ulus, President; Brianne Harrison, Secretary; Brian Deutsch, Treasurer; Linh Phung, Past President

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TESOL

Fall Conference 2015

Plenary Speaker: Dr. Yilin Sun

Celebrating Teachers' Achievements: Strategies and Responsibilities of ELT Professionals in the 21st Century Classroom

November 7 · 11:30 am - 12:30 pm · Cathedral of Learning, Room 332

Abstract: This plenary session will focus on strategies to empower teachers and students in the 21st century classroom. Based on her background as a non-native English-speaking ELT professional and her cross-cultural teaching and research experience in China, Canada and the United States, the speaker will discuss recent major trends in the ELT field and teaching and learning strategies for ELT educators. She will also discuss the roles and responsibilities of ELT professionals in the changing global society.



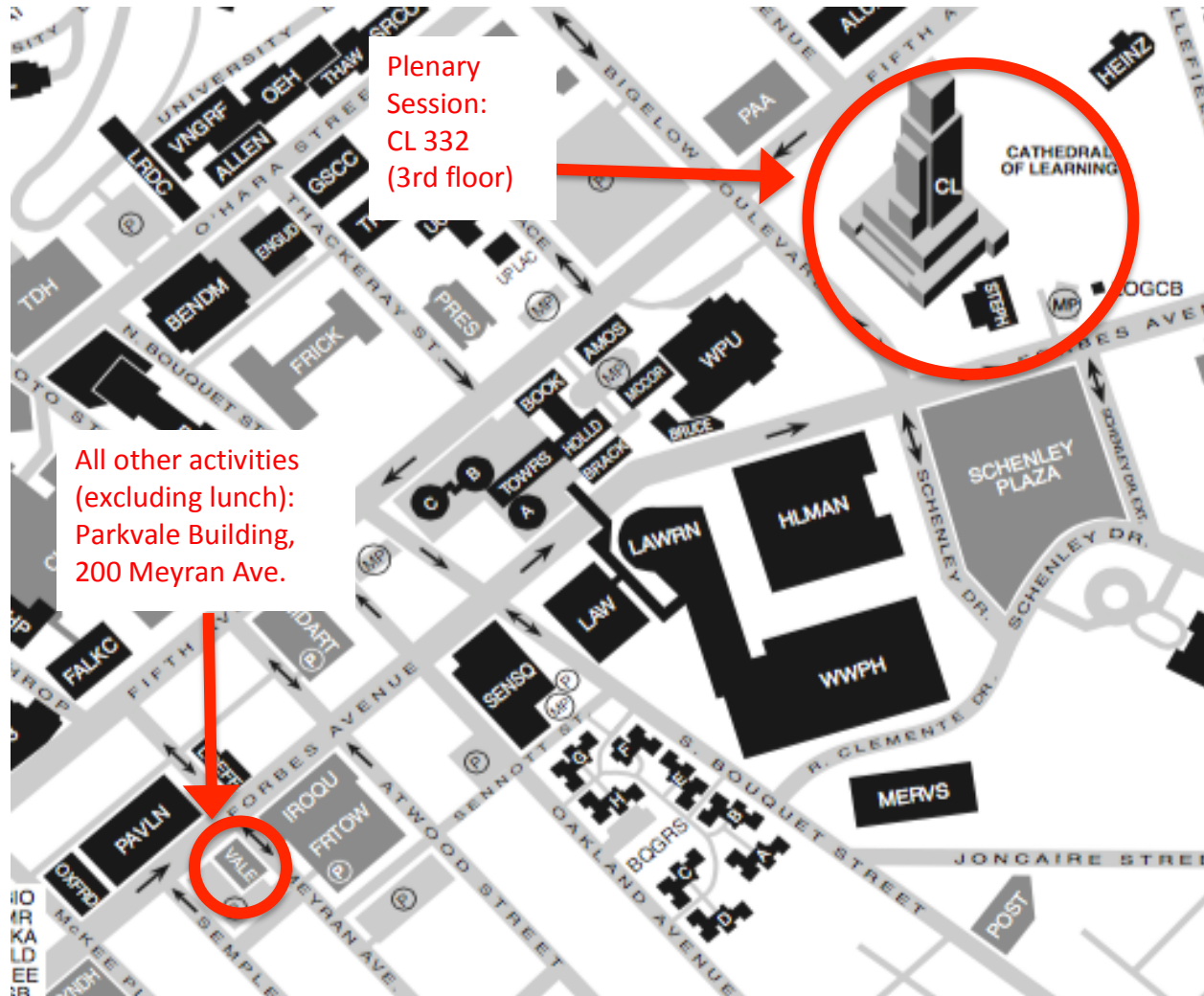
Presenter: Yilin Sun, Ph.D. in Applied Linguistics/Curriculum & Instruction, OISE/University of Toronto, Canada, is Past President of TESOL International Association (2015-2016). She served on the Board of Directors of TESOL International from 2008 to 2011, Chair of the Affiliate Leadership Council of TESOL in 2007 and President of Washington Association for the Education of Speakers of Other Languages (WAESOL) in 2003 and 2007.

In 2011-2012, Dr. Sun worked as a Fulbright Senior Scholar in Taiwan coordinating the Fulbright English Teaching Assistant (ETA) Education Program and teaching TESOL graduate courses as a Visiting Professor at the National Taiwan Normal University.

Dr. Sun is a professor at South Seattle College in Seattle, USA, and has over 29 years of experience in the field of TESOL as an MA-TESL teacher trainer, a researcher, a classroom teacher, and a program leader with a variety of higher education institutions in China, Canada and the USA. She is also an English Language Specialist for the U.S. Department of State and has conducted teacher-training workshops in many countries including Cambodia, China, South Korea, Laos, Russia and Thailand.

Yilin is the author of books, book chapters and research papers in refereed professional journals including TESOL Quarterly and TESOL Journal. She has also presented widely at national and international conferences. Her research interests include curriculum development, program assessment and evaluation, L2 reading, vocabulary learning, classroom-based action research, teacher education, adult education, world Englishes, ESP and non-native English-speaking teachers (NNEST) in the ELT field.

University of Pittsburgh Campus Map



All activities (excluding the plenary session and lunch):

Parkvale Building ("VALE" on the map) 200 Meyran Avenue

Plenary Session (11:30 am-12:30 pm):

Cathedral of Learning ("CL" on the map) Room 332 (3rd floor)

The Cathedral is approximately a 10-minute walk from the Parkvale Building.

Parking:

Best option:

- Forbes-Semple Garage: 210 Meyran Avenue (next to the Parkvale Building - enter from Meyran Avenue) - \$5 for the entire day on Saturday

Other options:

- Forbes Tower Garage: 215 Meyran Avenue (across from the Parkvale Building - enter from Meyran Avenue) - hourly rate \$4-22
- Soldiers and Sailors Parking Garage: 4215 Fifth Avenue (enter from Bigelow Boulevard) - \$5 for the entire day on Saturday
- Metered street parking - \$3/hour

Restaurants near the 3RT Fall Conference

All located between the Cathedral of Learning and the Parkvale Building

Asian

Chick'n Bubbly
117 Oakland Avenue

Golden Palace Buffet
3607 Forbes Avenue

Hunan Bar (T)
239 Atwood Street

Oishii Bento
119 Oakland Avenue

Sichuan Gourmet (T)
328 Atwood Street

Spice Island Tea House (T)
253 Atwood Street

Sushi Boat
128 Oakland Avenue #1

Sushi Fuku
120 Oakland Avenue

Szechuan Express
125 Oakland Avenue

Thai Hana (T)
3608 Fifth Avenue

Top Shabu Shabu (T)
114 Atwood Street

Indian

Bengal Kebab House & Restaurant (T)
320 Atwood Street

Prince of India (T)
3614 Fifth Avenue

Mexican

Chipotle
3619 Forbes Avenue

Qdoba
3712 Forbes Avenue

American

Hello Bistro
3605 Forbes Avenue

Hemingway's Café (T)
3911 Forbes Avenue

Noodles & Company
3805 Forbes Avenue

Pamela's Diner (T)
3703 Forbes Avenue

Peter's Pub (T)
116 Oakland Avenue

Popeye's
3616 Fifth Avenue

The Porch at Schenley
221 Schenley Drive

Tenders
121 Oakland Avenue

Italian/Pizza

Pizza Romano
219 Atwood Street

Sorrento's Pizza
233 Atwood Street

Sandwiches/ Burgers

Bruegger's Bagels
3714 Forbes Avenue

Five Guys Burgers & Fries
117 S. Bouquet Street

Forbes Gyro
3715 Forbes Avenue

Panera Bread
3800 Forbes Avenue

Primanti Bros. (T)
3803 Forbes Avenue

Red Oak Café
3610 Forbes Avenue

Subway
3707 Forbes Avenue

Stack'd (T)
3716 Forbes Avenue

The Original Hot Dog Shop
3901 Forbes Avenue

Uncle Sam's
210 Oakland Avenue

T: Table Service

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

Duquesne English as a Second Language Program

Website: www.duq.edu/esl

Indiana University of Pennsylvania Composition & TESOL Graduate Programs

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

La Roche English as a Second Language Program

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

Mercyhurst University Center for English Language Learning

Website: <https://www.mercyhurst.edu>

University of Pittsburgh English Language Institute

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

Washington and Jefferson College English Language Institute

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

Conference Schedule at a Glance

Time/ Room	102	104	106	107	103 (lab)	113	110	111
8:30-9:00	Check-in: M15 (Floor M) Continental Breakfast: The Vault (1st floor)							
9:00-9:40	The Ins and Outs of Becoming a CEA Site Reviewer	Bloomin' Words: Developing Language Learning in the PK-12 Classroom	Incorporating Contrastive Analysis into College Writing Instruction	VoiceThread: A Tool for Collaborative, Authentic, and Reflective Learning		Bridging Two Gaps of Teaching English in Intensive English Programs		
9:50-10:30	Proficiency vs. Achievement	Creating SLOs for the ESL Classroom: Looking for Silver Linings	Increasing Student Focus and Self-Investment through Course Themes and Goals	Teacher Education and Development	Collaborative Projects the Easy Way Using Google Drive			
10:40-11:10	Interest Section Meetings							
	HE/ITA	AE	IEP	TE	CALL	PA	PK-12	
11:30-12:30	Celebrating Teachers' Achievements: Strategies and Responsibilities of ELT Professionals in the 21st Century Classroom Dr. Yilin Sun, South Seattle College Cathedral of Learning Room 332							
12:30-1:30	Lunch in Oakland (not included)							
1:30-2:00						Posters (1:30-2:30)	Posters (1:30-2:30)	Publishers/ Institutional Members (1:30-2:30)
2:00-2:20	Vocabulary Strategies for English Language Learners		Developing a Closed Facebook Group Activity in EFL/ESL Classrooms					
2:30-3:10	The Role of Motivation in Learning English in Saudi Arabia		Indonesian EFL Lecturers' Perceptions and Experiences of Professional Development	Integrating Writing within Literature Courses at an Afghan University				
3:20-4:00	Creation and Integration of Manipulatives into Classroom Practice: Picture Dominoes		From Task to Engagement to Learning: Task Design Principles	Effective Feedback: Insights and Lessons from Theory and Research				
Food and beverages are not permitted in the classrooms or the lab.								

Conference Schedule

Session Types	Interest Sections
Practice: Practice-Oriented Session	AE: Adult Education Interest Section
Research: Research-Oriented Session	IEP: Intensive English Program Interest Section
Discussion: Discussion Group Session	HE/ITA: Higher Education and ITA Interest Section
Workshop: Workshop Session	PK-12: PK-12 Interest Section
TT: Teaching Tip Session	TE: Teacher Education and Development Interest Section

9:00 – 9:40

<p>The Ins and Outs of Becoming a CEA Site Reviewer Heather McNaught - hlm44@pitt.edu University of Pittsburgh, English Language Institute</p>	<p>Practice IEP 102</p>	<p>The purpose of this session is to provide information regarding the steps involved in becoming a CEA site reviewer and the professional development opportunities it provides. The presenter will discuss the accreditation process as well as her experience from initial application and training to what reviewers actually do on-site.</p>
<p>Bloomin' Words: Developing Language Learning in the PK-12 Classroom Susan Rutledge - morrisrutledge@calu.edu California University of Pennsylvania</p>	<p>Practice PK-12 104</p>	<p>This session will provide ESL and mainstream teachers with a framework of language and content instruction for PK-12 English language learners. The presenter will share how to analyze lesson plan objectives to assist classroom and ESL teachers in determining what language forms and functions to teach ELLs.</p>
<p>Incorporating Contrastive Analysis into College Writing Instruction Kim Huster - huster@rmu.edu Robert Morris University Doha Alattas - daast299@mail.rmu.edu Robert Morris University</p>	<p>Research HE/ITA 106</p>	<p>The purpose of this session is to identify distinctive grammatical characteristics present in the college writing of native-Arabic-speaking students and to provide possible explanations for these structures through contrastive analysis of English and Arabic. Instructors will find it helpful to use this information in explaining problematic structures to students.</p>
<p>VoiceThread: A Tool for Collaborative, Authentic, and Reflective Learning Megan Lynch - mel973@psu.edu The Pennsylvania State University, Dept. of Applied Linguistics, IECF Nikki Mattson - nla12@psu.edu The Pennsylvania State University, Dept. of Applied Linguistics, IECF</p>	<p>Practice CALL 107</p>	<p>VoiceThread, a web 2.0 tool, can support teachers in delivering learning experiences characterized by collaboration, real-world complexity, and thoughtful reflection. This presentation will demonstrate how two IEP instructors have used VoiceThread in oral communications, writing, and English through science classes to capitalize on such advantages of constructivist learning.</p>
<p>Bridging Two Gaps of Teaching English in Intensive English Programs Seungku Park - seungku.park@sru.edu Slippery Rock University Language Center</p>	<p>Discussion IEP 113</p>	<p>This session will discuss two issues and their solutions in English language learning felt by students in Intensive English Programs (IEP), distance between standardized tests of English language and IEP courses, and transitioning from IEP courses to major-related, credit-bearing courses.</p>

9:50 – 10:30

<p>Proficiency vs. Achievement Christine O'Neill - mco3@pitt.edu University of Pittsburgh English Language Institute Rob Mucklo - rom17@pitt.edu University of Pittsburgh English Language Institute</p>	<p>Practice IEP 102</p>	<p>This presentation seeks to highlight definitions of proficiency relevant to the field of ESL. A variety of proficiency scales will be presented and described. The role of a proficiency scale in an English as a second language program will be discussed. The distinctions between achievement and proficiency will be examined.</p>
<p>Creating SLOs for the ESL Classroom: Looking for Silver Linings Janet L. Pierce - jlpierce494@gmail.com Franklin Regional School District</p>	<p>Workshop PK-12 104</p>	<p>This presentation will explain how to create Student Learning Objectives (SLOs) for the ESL classroom that successfully show a growth model. Using research, data and measurement tools, the teacher explains the process.</p>
<p>Increasing Student Focus and Self-Investment through Course Themes and Goals Kathleen Barnard - barnardk@duq.edu Duquesne University ESL Program Lynne Sunderman - sundermanl@duq.edu University of Pittsburgh Writing Center and Duquesne University ESL Program</p>	<p>Practice IEP 106</p>	<p>Presenters share two ways to increase student focus and investment in a course and to help teachers understand students' beliefs about learning: 1) connect all major work within a course to a personally meaningful unifying theme such as "identity" and 2) include and negotiate goals for learning throughout the course.</p>
<p>Teacher Education and Development Ruba Tatar Indiana University of Pennsylvania</p>	<p>Research TE 107</p>	<p>This study reports a detailed reflection of the importance and role of classroom observation and practicum courses in teacher education and development. The study focuses on the classroom experience of the student-teacher both as a mentee and a self-reflecting mentor.</p>
<p>Collaborative Projects the Easy Way Using Google Drive Bill Price - wcp5@pitt.edu University of Pittsburgh English Language Institute</p>	<p>Workshop CALL 103</p>	<p>The Google Drive is a free online office suite with robust collaboration capabilities. Students can work together simultaneously on project documents rather than emailing files back and forth. This computer lab workshop demonstrates how instructors can implement Google Drive in curricula even if students lack institutional Google accounts.</p>

2:00 – 2:20

<p>Vocabulary Strategies for English Language Learners Ying Zhang - zhang@rmu.edu Robert Morris University</p>	<p>TT PK-12 102</p>	<p>The presenter introduces vocabulary strategies to help ESL and/or content area teachers to address the linguistic needs of English Language Learners (ELLs). Using a middle school social studies text, the presenter demonstrates how to use different vocabulary strategies in pre-, during, and post-reading activities.</p>
<p>Developing a Closed Facebook Group Activity in EFL/ESL Classrooms Ahdab Saaty - fcjv@iup.edu Indiana University of Pennsylvania</p>	<p>TT IEP 106</p>	<p>The purpose of this session is to provide teachers with a classroom activity, posting on a closed Facebook group, that manifests the concept of meaningful literacy to EFL/ESL adult classrooms. The presenter will share how to use Facebook in EFL/ESL classes as a way of facilitating the language learning process.</p>

2:30 – 3:10

<p>The Role of Motivation in Learning English in Saudi Arabia Maram Alrashoud - alrashoudm@yahoo.co.uk Chatham University</p>	<p>Research HE/ITA 102</p>	<p>This study examines the orientations of motivation that female students have to learn English and the relationship between academic achievement and the type of motivation. The results support that learners with high GPAs are instrumentally motivated. The researcher recommends that language teachers adjust teaching methods according to the learners' motivation.</p>
<p>Indonesian EFL Lecturers' Perceptions and Experiences of Professional Development Rudi Hartono – rudihartonojr@yahoo.com Indiana University of Pennsylvania</p>	<p>Practice HE F216</p>	<p>The purpose of this session is to present a summary of the researcher's qualitative research on professional development of Indonesian EFL lecturers. The presenter will share his findings from interviewing six Indonesian EFL lecturers on how they perceive and experience professional development as part of their professional growth.</p>
<p>Integrating Writing within Literature Courses at an Afghan University Mir Abdullah Miri - miri.abdullah@gmail.com Indiana University of Pennsylvania</p>	<p>Research AE 107</p>	<p>A separation between writing and literature has long existed in the field of English language studies. The presenter discusses the reported experience of five Afghan university English language instructors with the integration of writing in their literature courses. He specifically presents how writing could be facilitated through literature courses.</p>

3:20 – 4:00

<p>Creation and Integration of Manipulatives into Classroom Practice: Picture Dominoes Carol Harmatz - cah100@pitt.edu University of Pittsburgh English Language Institute</p>	<p>Workshop IEP 102</p>	<p>Manipulatives are tangible objects that students use as prompts to generate language practice. The aim of this workshop is to demonstrate the use and creation of teacher-made Picture Dominoes, which afford opportunities for creative language practice at all levels to reinforce what has been taught as well as a variety of language skills.</p>
<p>Effective Feedback: Insights and Lessons from Theory and Research Eva Wegrzecka-Kowalewski - kowalewski@duq.edu Duquesne University/University of Pittsburgh</p>	<p>Practice TE 107</p>	<p>The presenter will discuss the principles of giving constructive feedback to help students become independent learners and give examples of evidence-based research. The research on discourse analysis has documented that what we perceive as constructive feedback, such as "great" or "right answer" may shut down our students' cognitive processes and undermine their intrinsic motivation to learn, an effect on students' performance contrary to our expectations.</p>
<p>From Task to Engagement to Learning: Task Design Principles Linh Phung - lphung@chatham.edu Chatham University</p>	<p>Practice IEP 106</p>	<p>In this session, the presenter will share various tasks developed for language courses that follow the criteria and principles of developing and sequencing tasks in task-based language teaching literature. The presentation will demonstrate ways of making the tasks more personally meaningful to learners to facilitate better engagement, performance, and learning.</p>

Posters

Time: 1:30-2:30

Location: Rooms 113 and 110

<p>A Pilot Study on Emotional Writing Genre Characteristics Hind Alzahrani - zbbt@iup.edu Indiana University of Pennsylvania</p>	IEP	<p>The poster reports a pilot study that examines the genre characteristics of emotional writing tasks. It provides a brief literature review about emotional writing. It also shows the participants, data collection sources, and data analysis methods. At the end, it synthesizes the teaching implications</p>
<p>BBC's Learning English Website for the Classroom and Individual Study Ashley Bacher Indiana University of Pennsylvania</p>	CALL	<p>The poster presents aspects of the website BBC's Learning English and how it can be applied in the classroom or individual study. It will demonstrate how the courses and lessons, provided through BBC's Learning English website, can facilitate English language learning.</p>
<p>Corpus of Contemporary American English (COCA) in the EFL Vocabulary Classroom Ebtahal Asiri - hxv@iup.edu Indiana University of Pennsylvania</p>	IEP	<p>The Corpus of Contemporary American English website contains around 400 million words in contexts that have been saved on it from 2008 to nowadays. Therefore, this poster is introduced to EFL vocabulary teachers because the COCA is a valuable source among EFL learners since it will enhance their English vocabulary effectively.</p>
<p>FluentU - Using Media to Teach Languages Anne Ursu - zpwq@iup.edu Indiana University of Pennsylvania</p>	CALL	<p>The poster presents information about the app FluentU. FluentU is a language-learning app that uses multiple forms of media including movie clips, music videos, YouTube videos, etc. to teach students various languages, and the purpose of my poster is to discuss the app and demonstrate all of the features associated with this product.</p>
<p>Meaningful Literacy: Writing a Memoir about a Personal Artifact Nawal Alhodithi - DCJV@iup.edu Indiana University of Pennsylvania</p>	AE	<p>The poster explains the steps of a qualitative research study about the implementation of a specific writing task in a second language classroom. This task is defined as a type of meaningful literacy. The poster includes a brief historical background about using meaningful literacy and memoir writing in language classrooms. Additionally, a methodological design is suggested and some teaching implications are offered.</p>
<p>Mind, Body, Spirit: Yoga, A Wholistic Approach to Language Learning Theresa Arnette - angst@iup.edu Indiana University of Pennsylvania</p>	AE	<p>This poster illustrates techniques for teaching speakers of other languages to master the names, functions and locations of body parts by guiding them in Hatha Yoga Breathing and Asana (Posture) Practice. This technique reinforces concepts holistically by incorporating cognitive, physical, and emotional aspects of language learning.</p>
<p>Prosody or No Prosody Paige Reese - ree5812@calu.edu California University of Pennsylvania</p>	TE	<p>The purpose of this poster is to provide teacher educators with knowledge of semantic prosody for English language learners. Semantic prosody is a word or phrase discourse function in conveying the associated meaning. The presenter will share information on how nonnative speakers of English use words with associated semantic prosody.</p>

<p>Rewordify.com in the Ukrainian ESL Reading Comprehension Classroom Oksana Moroz - fzbv@iup.edu Indiana University of Pennsylvania</p>	CALL	<p>This poster presents concise visual information on the usage of Rewordify.com in the reading comprehension classroom in Ukraine. It gives information and benefits of using the website, provides simple lesson plans, and ideas for integrating this tool into the classroom, in order to differentiate reading activities and improve students' literacy.</p>
<p>Supporting English Language Learners in the Mathematics Classroom Jessica George - foorjessica@b-ssd.org Blairsville-Saltsburg School District</p>	PK-12	<p>The purpose of this poster presentation is to provide teachers with strategies for creating scaffolding and comprehensible input for ELL students in the PK-8 mathematics classroom. In addition, ideas for adapting Common Core aligned mathematics lessons for ELL students will also be shared.</p>
<p>Teaching Grammar "by Ear": A Pedagogical Methodology Case Study Karissa J. Kilgore - kkilgore@setonhill.edu Seton Hill University</p>	HE/ITA	<p>This case study examines the experiences of one student whose formal English education did not begin until college. The researcher will present various classroom methods that are most helpful to students who previously only learned English grammar "by ear" or informally. This case study will tell his story and highlight methods used.</p>
<p>Use of FreeRice.com in ESL Classrooms for Vocabulary Development Toni Corosu - dpcr@iup.edu Indiana University of Pennsylvania</p>	CALL	<p>Technology can be used in the classroom to engage students and facilitate learning. This poster includes an explanation of the website FreeRice.com, step-by-step instruction for the website and sample lesson plans of ways to use FreeRice.com for vocabulary development in ESL classrooms.</p>
<p>Using Edmodo in the ESL classroom Salma Aldukhayil Indiana University of Pennsylvania</p>	CALL	<p>Edmodo is a social network that was founded September 2, 2008. It makes connections easier between teachers, students, and parents. Edmodo also provides the capability of exchanging knowledge between teachers all around the world. Therefore, Edmodo is introduced to ESL teachers to enhance the learning environment outside classrooms.</p>
<p>Videolicious: A Digital Storytelling App in the ESL Classroom Mariia Barulina - mar.barulina@gmail.com Indiana University of Pennsylvania</p>	CALL	<p>This poster presents the effective use of a digital storytelling app Videolicious in an ESL setting. The presenter will give tips for the ESL teachers on how to navigate and help students to create their personal digital narratives.</p>