

Three

Rivers

TESOL

# THE THREE RIVERS TESOL 2016 FALL CONFERENCE

Saturday, October 22, 2016

8:30am - 4:00pm



Hosted by

The Slippery Rock University Language Center

1 Morrow Way Slippery Rock, PA 16057

Three

Rivers

TESOL

## CONFERENCE THEME

It Takes Two:

Learning With, From, and For Our Students

TEACHING ENGLISH  
TO SPEAKERS OF  
OTHER LANGUAGES

TESOL



### Conference Schedule

8:30-9:00	Breakfast/Check in
9:00-10:30	Breakout Sessions
10:40-11:20	Interest Group Meetings
11:30-12:30	Plenary Speaker - Dr. James Lantolf
12:30-1:30	Lunch (not included)
1:40-2:00	Teaching Tips
2:00-2:50	Poster Session
2:10-3:40	Breakout Sessions

## Three Rivers TESOL

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.

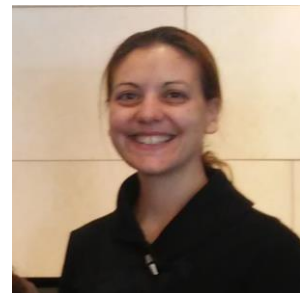
## Conference Committee and 3RT Board Members



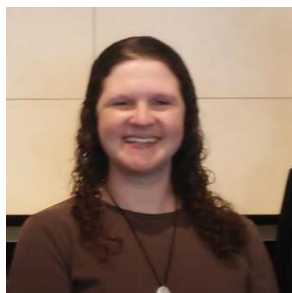
Seungku "Steve" Park  
President



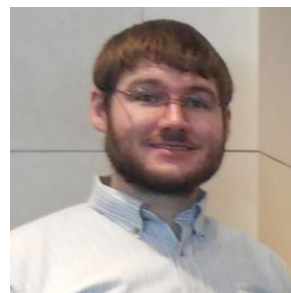
Ying Zhang  
Vice President



Ece Ulus  
Past President



Brianne Harrison  
Secretary



Bill Price  
Web Master

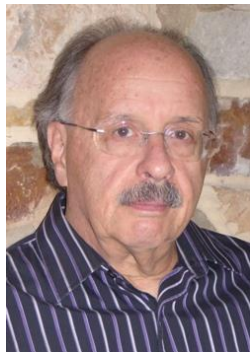
## Plenary Speaker: Dr. James P. Lantolf

Greer Professor in Language Acquisition and Applied Linguistics, Penn State University

**[Plenary session theme] Enhancing the Teacher-Learner Partnership to Promote Learner Development**

**October 22, 11:30 am-12:30 pm  
Vincent Science Center, Room 105**

**Abstract:** In at least one prominent version of communicative language teaching the assumption is that language acquisition takes place if and when teachers provide learners with comprehensible input (Krashen) or, alternatively, engage learners in tasks where they have the opportunity to negotiate meaning (Long). The assumption is that if learners can understand the input their “natural psychological” processes that appear to guide acquisition in the everyday world will do the same in the educational setting. I will argue that this assumption is problematic when dealing with adult learners in the “artificial” setting of the language classroom. I propose instead, following the writings of L. S. Vygotsky on developmental education, that the role of the teacher requires more than the provision of opportunities for input to be made comprehensible. To be effective educational partners, teachers must provide learners with useful explicit knowledge for aspects of the L2 that are complex and not easily discovered in comprehensible input. Using examples from at least two studies of Vygotskian developmental education, I will explain how instruction can be properly organized to enhance language development beyond what can be made available through comprehensible input alone.



**Presenter:** James P. Lantolf, PhD. the Greer Professor in Language Acquisition and Applied Linguistics in the Department of Applied Linguistics at the Pennsylvania State University. He is Director of the Center for Language Acquisition, and Director of CALPER (Center for Advanced Language Proficiency Education and Research) Penn State’s Title VI Language Resource Center. He was president of the American Association for Applied Linguistics (2005), served as co-editor of Applied Linguistics (1993-1998), and is founding editor of Language and Sociocultural Theory, Equinox Press. He is recipient of the AAAL Distinguished Scholarship and Service Award (2016). His research focuses on sociocultural theory and second language development in classroom settings. He is co-author of Sociocultural theory and the genesis of second language

development (2006), Oxford University Press. His 2014 co-authored book, Sociocultural theory and the pedagogical imperative: Vygotskian praxis and the L2 research/practice divide (Routledge) was awarded the Mildenerger Prize of the Modern Language Association of America for its contribution to the teaching of language and culture. He edited Sociocultural theory and second language learning (2000), Oxford University Press, and co-edited Vygotskian approaches to second language research (1994), Ablex Press, and Sociocultural theory and the teaching of second languages (2008), Equinox Press. He has been visiting professor at several international universities and currently holds honorary professorships at the University of Hong Kong and Xi’an JiaoTong University in China. In 2016 he was named Yangtze River Professor in Applied Linguistics at JiaoTong University by the Chinese Ministry of Education.

# Directions & Campus Map

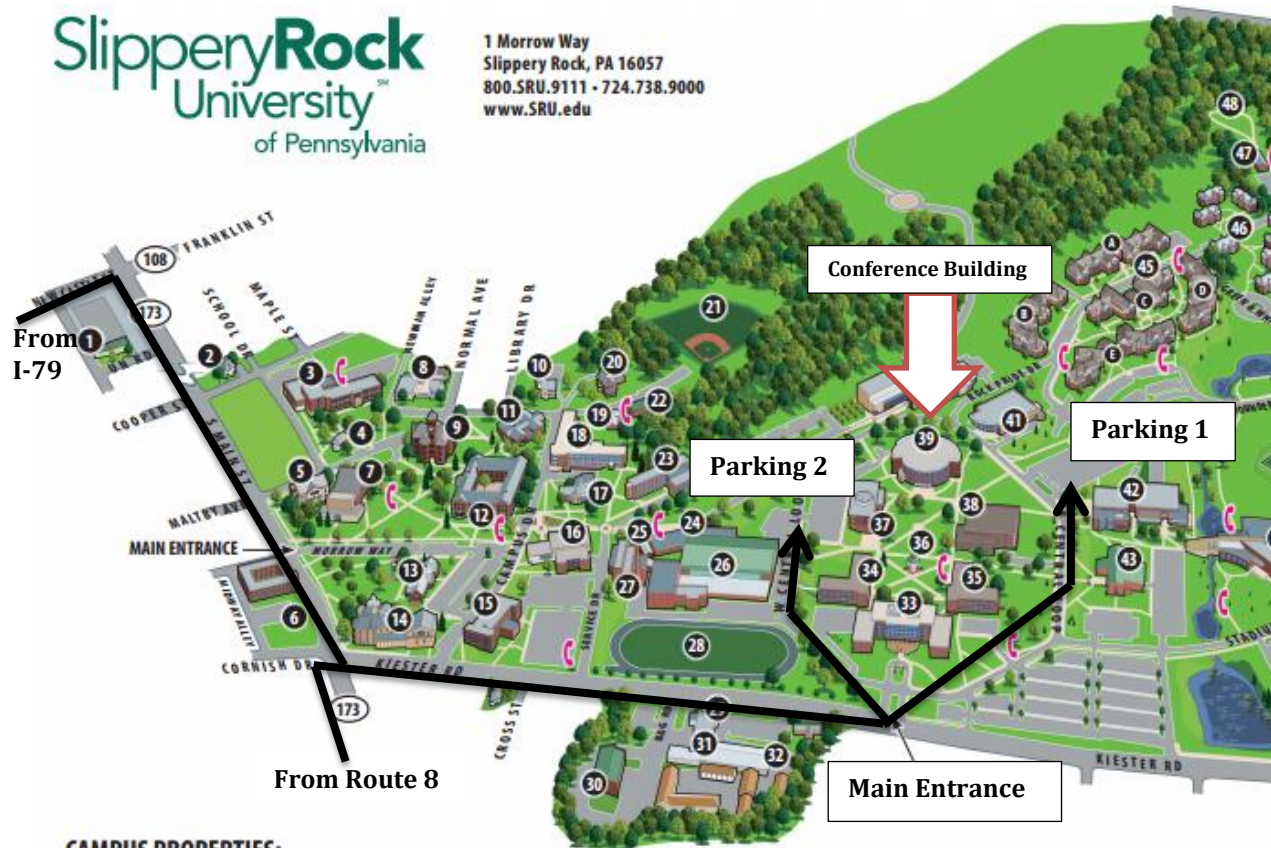
**\*Slippery Rock U Homecoming Parade 10:00-10:30 am**

Coming from I-79 between 9:30 and 10:30 am?

Make a right onto Elm St. before S Main St.

**SlipperyRock**  
University<sup>SM</sup>  
of Pennsylvania

1 Morrow Way  
Slippery Rock, PA 16057  
800.SRU.9111 • 724.738.9000  
www.SRU.edu



## CAMPUS PROPERTIES:

- |   |  |  |  |
|---|--|--|--|
| 1. Extended Learning Center   | 14. Pearl K. Stoner Instructional Complex (East/West Gym)                        | 27. Art Ceramics Building / Heating Plant          | 42. University Union (Parking Office)                |
| 2. Counseling and Development Training Facility                                 | 15. Strain Behavioral Science Building   | 28. Old Thompson Field                             | 43. Swope Music Hall                                 |
| 3. McKay Education Building   | 16. <u>Weisenfluh Dining Hall</u>  | 29. University Police                              | 44. Robert N. Aebersold Student Recreation Center    |
| 4. Hickory Corner Schoolhouse   | 17. Art Building   | 30. Maintenance Center                             | 45. Residential Suites*                              |
| 5. Drs. Paul and Carolyn Camruth Rizza Hall                                     | 18. Rhoads Hall* (McLachlan Student Health Center and Student Counseling Center) | 31. Printing Services/Mailing Services             | A. Building A*                                       |
| 6. Kraus Hall Parking   | 19. Art Metals Building  | 32. Central Receiving / Stores Building 1          | B. Building B*                                       |
| 7. Miller Auditorium  | 20. President's Residence  | 33. Advanced Technology and Science Hall           | C. Robert J. Watson Hall*                            |
| 8. Rock Catholic Center   | 21. Wally Rose Field   | 34. Sports World Culture Building                  | D. Building D*                                       |
| 9. Old Main   | 22. James C. Myford Art Sculpture Building                                       | 35. Eisenberg Classroom Building                   | E. Building E*                                       |
| 10. Robert A. Lowry Center  | 23. Patterson Hall   | 36. Student Government Association Gazebo          | F. Building F*                                       |
| 11. Maltby Center (Financial Aid, Martha Gault Art Gallery, Sheehe Theatre)     | 24. Jack C. Dinger Building  | 37. School of Physical Therapy Building            | 46. R.O.C.K. Apartments                              |
| 12. North Hall Welcome Center (Admissions, Residence Hall*, SCALE-UP Classroom) | 25. Jack C. Dinger Annex   | 38. Bailey Library                                 | 47. Ski Lodge  |
| 13. Russell Wright Alumni House / Conference Center                             | 26. Morrow Field House   | 39. <u>Vincent Science Center</u>                  | 48. Susie Knerim Leadership Institute, Reach Program |
|   |  | 40. Robert M. Smith Student Center (SGA Bookstore) |  |
|   |  | 41. <u>Boozel Dining Hall</u>                      |  |

**All sessions are in the conference building:** Vincent Science Center (#39 in the map)

**Lunch:** Best Option: Boozel Dining Hall (#41 in the map)

Other Options: Weisenfluh Dining Hall (#16 in the map), 2<sup>nd</sup> floor Student Center (behind conference building), Starbucks (1<sup>st</sup> floor Student Center)

**Parking: FREE!** Recommended parking lots are on the map (Parking 1 and 2)

**Wifi info:** Find network "SRU-GUEST"

## **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)

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

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

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

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

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

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

### **Slippery Rock University of Pennsylvania Graduate TESOL Program**

Website: [http://www.sru.edu/academics/graduate-programs/tesol-\(master-of-arts\)](http://www.sru.edu/academics/graduate-programs/tesol-(master-of-arts))

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

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

## Conference Schedule at a Glance

Time/ Room	102	103	201 (2nd floor)	205 (2nd floor)	114	115
8:30-9:00	<b>Check-in and Continental Breakfast: Inside main entrance of Vincent Science Center</b>					
9:00-9:40	Information Literacy in ESL Education	Building Reading Competence Using Graded Audiobooks in the Classroom	Utilizing Writing Forms to Teach and Learn about Your Students	Autobiographical Narrative in ELL/ELT Education		Publishers and Institutional Members
9:50-10:30	Recorded Speaking Activity (RSA): Pedagogy, Implementation, Evaluation and Creation	Text Reconstruction: A Reading Strategy for ELLs	What You Wish You Already Knew	Creative Peer Tutoring with English Language Learners	Personalized Approach to Teaching Grammar through Systematic Error Treatment	
10:40-11:20 Interest Section Meetings	AE	IEP/HE	PK-12	TE	CALL	
11:30-12:30	<b>Plenary</b>					
12:30-1:30	<b>Lunch (not included)</b>					
1:40-2:00	Enhancing Students' Literacy Practices Through More Ecologically Appropriate Responding Styles	Constructing Social Media Memes to Benefit ESL Students	How to Make a Multi-level ESL Creative Writing Class Interactive	Individualized Learning Through Critical Annotated Bibliographies	Posters 2:00-2:50	Publishers and Institutional Members
2:10-2:50	Meaning-making Approach to Grammar: Intention or Lack of It.	Multilingual Student-writers' Self-scaffolding Processes and their Perceptions of Motivational Scaffolding	ESL Students' Classroom Management of Floor: A Case Study	English for Special Purposes: Meeting the Needs of Students and Teachers		
3:00-3:40	Virtual Communities of Practice for EFL Writers Outside the Classroom	Can Loanwords Scaffold ESL Learners? Arabic as a Case Study	Togolese High School Students' Attitudes and Motivation for Learning English	Discussion of Utilizing an Identical Test for Placing/Exiting ESL Students		

## Schedule of Breakout Sessions

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

<b>Information Literacy in ESL Education</b> Janine Carlock - carlockj@duq.edu Rachel McTernan – mcternan@duq.edu Duquesne University	Practice IEP 102	In this session, presenters will introduce activities they use in a freshman information literacy class at Duquesne University and discuss their application in developing information literacy in students in an ESL program. They will discuss how they adapted class activities, designed for NES students, to suit international students' needs.
<b>Building Reading Competence Using Graded Audiobooks in the Classroom</b> Sylvia Shipp - sshipp@chatham.edu Chatham University	Practice IEP 103	The purpose of this session is to provide teachers with guidelines to create engaging multi-sensory reading lessons using graded audiobooks to increase overall linguistic competence and develop an appreciation for reading.
<b>Utilizing Writing Forms to Teach and Learn about Your Students</b> Janet L. Pierce – jlpierce494@gmail.com Franklin Regional School District	Practice PK-12 201	In this session teachers learn how to use cartoons, postcards and letter writing to help ESL students learn these writing forms as well as lower their affective filter so they are less worried about new situations and learning English. Simultaneously, it helps teachers know the students, their interests and culture.
<b>Autobiographical Narrative in ELL/ELT Education</b> Jun Akiyoshi – kbvv@iup.edu Indiana University of Pennsylvania	Research HE/ITA 205	This presentation will provide a literature review on relatively recent studies pertaining to autobiographical narrative in ELL/ELT education. Primary contents of this presentation will be twofold: (1) summary of purposes/functions of autobiographical narrative in ELL/ELT education, and (2) introduction of autobiographical narrative as a pedagogical suggestion for ELT education programs.



9:50 – 10:30

<p><b>Recorded Speaking Activity (RSA): Pedagogy, Implementation, Evaluation and Creation</b>                  Heather McNaught – hlm44@pitt.edu                  Christine O’Neill – mco3@pitt.edu                  William Price – wcp5@pitt.edu                  University of Pittsburgh English Language Institute</p>	<p>Practice                  IEP                  102</p>	<p>This session will present the Recorded Speaking Activity (RSA), a computer-mediated speaking task designed to enhance student fluency, self-monitoring, and accuracy. The presenters will discuss the theoretical basis and pedagogy of the task; the assessment process; and the implementation of the task using readily-available software.</p>
<p><b>Text Reconstruction: A Reading strategy for ELLs</b>                  Ying Zhang - zhang@rmu.edu                  Robert Morris University</p>	<p>Practice                  PK-12                  103</p>	<p>The presenter introduces a reading strategy - text reconstruction - to help ESL and/or content area teachers to address the needs of ELLs. The presenter reviews the literature on reading difficulties and effective reading strategies for ELLs, and demonstrates how to use the text reconstruction strategy to aid students’ reading comprehension.</p>
<p><b>What You Wish You Already Knew</b>                  Ellen Zlotnick – ellen@englishcentral.net                  English Central</p>	<p>Workshop                  IEP                  201</p>	<p>Take a tour of the great resources available at English Central, distributor of innovative, award-winning publishers. From general English courses like American Jetstream to EAP resources like the Transferable Academic Skills Kit to digital products like EnglishCentral.com, we have at least one thing that could be perfect for your classroom!</p>
<p><b>Creative Peer Tutoring with English Language Learners</b>                  Cole Lowe – clowe40@lakers.mercyhurst.edu                  Janelle Newman - jnewman@mercyhurst.edu                  Justin Ross - jross@mercyhurst.edu                  Mercyhurst University</p>	<p>Practice                  HE/ITA                  205</p>	<p>Providing peer tutoring support for English Language Learners can positively affect students’ confidence levels, awareness of personal academic development, and ultimately act as a guide towards graduation. This presentation offers pedagogical tactics and highlights the benefits of having the combination of the teacher-to-class dynamic supplemented by less-structured mentor-to-mentee relationships.</p>
<p><b>Personalized Approach to Teaching Grammar through Systematic Error Treatment</b>                  Linh Phung – lphung@chatham.edu                  Chatham University</p>	<p>Practice                  IEP                  114</p>	<p>This presentation will explain some major components of a grammar for writing course that aims to facilitate learners’ accuracy in writing. These include the use of engaging texts as input and models, systematic corrective feedback, and learners’ error analyses. Course materials and learners’ writings will be used as illustrations.</p>

1:40 – 2:00

<p><b>Enhancing students’ literacy practices through more ecologically appropriate responding style</b>                  Abdullah S. Darwish – mwhv@iup.edu                  Indiana University of Pennsylvania</p>	<p>TT                  HE/ITA                  102</p>	<p>The purpose of this session is to spotlight how to enhance students’ literacy practices and academic identity through teachers’ response. I will first discuss some traditional paradigm practices on responding to students. Then, I will introduce an activity-theoretical approach which might guide better responding styles and empower students’ practices.</p>
<p><b>Constructing Social Media Memes to benefit ESL Students</b>                  Mohamed A. Yacoub – nbv@iup.edu                  Indiana University of Pennsylvania</p>	<p>TT                  PK-12                  103</p>	<p>This presentation shows how to teach students to create social media memes, how to make "awesome" memes that show students’ problems with learning any aspect of the language with ways of solving them, and how to make activities that make the best out of these memes.</p>
<p><b>How to Make a Multi-level ESL Creative Writing Class Interactive</b>                  Sukanto Roy – s.roy2@iup.edu                  Indiana University of Pennsylvania</p>	<p>TT                  TE                  201</p>	<p>The purpose of this session is to provide teachers with some practical tips for teaching creative writing to facilitate multi-level ESL classes. The presenter will share some ways to make a multi-level ESL writing class interactive through some effective strategies which will ensure that each student feels actively involved.</p>
<p><b>Individualized Learning Through Critical Annotated Bibliographies</b>                  Marnie Jo Petray - marnie.petray-covey@sru.edu                  Slippery Rock University</p>	<p>TT                  TE                  205</p>	<p>This session offers TESOL educators guidelines to create an effective and practical short-term research assignment appropriate for a myriad of courses and timeframes, the Critical Annotated Bibliography. The presenter will share how to structure the assignment and provide sample student papers demonstrating how learning goals and objectives are met.</p>

**2:10 – 2:50**

<p><b>Meaning-making Approach to Grammar: Intention or Lack of It.</b>                  Eva Wegrzecka-Kowalewsk - kowalewski@duq.edu                  Clare Connors - connors@duq.edu                  Duquesne University</p>	<p>Workshop                  IEP                  102</p>	<p>This workshop will focus on the power of language proficiency coming from manipulating lexico-grammatical structures. The presenters will discuss examples from literature and real life. Participants will co-construct further examples of such language artistry. The presenters will discuss how languages require or bar speakers from showing his intention and/or involvement.</p>
<p><b>Multilingual Student-writers' Self-scaffolding Processes and their Perceptions of Motivational Scaffolding</b>                  Amal Alharthi – a.a.alharthi2@iup.edu                  Nouf Alshreif - n.f.alshreif@iup.edu                  Indiana University of Pennsylvania</p>	<p>Research                  HE/ITA                  103</p>	<p>This presentation will discuss findings of an empirical study concerning multilingual students' motivational scaffolding at the writing center. The researchers will discuss how writing tutors' motivational scaffolding relate to students' self-scaffolding processes in terms of their (1) awareness of their learning processes, (2) self-evaluation as writers, and (3) self-regulation processes.</p>
<p><b>ESL Students' Classroom Management of Floor: A Case Study</b>                  Jialei Jiang - jiangjialeicn@gmail.com                  Riza Elfana - riz4elfana@gmail.com                  Indiana University of Pennsylvania</p>	<p>Research                  HE/ITA                  201</p>	<p>Successful floor management empowers students' classroom participation. This presentation examines undergraduate ESL students' perceptions of managing their floor in classroom interactions. Through a focus group discussion, the presentation reveals that factors influencing ESL students' conversational floor management are more complex than suggested by current studies.</p>
<p><b>English for Special Purposes: Meeting the Needs of Students and Teachers</b>                  Rob Mucklo – rom17@pitt.edu                  University of Pittsburgh                  Ilvira Aleshkina – ilviraaleshkina@mail.ru                  North Kazakhstan State University                  Raushan Zhunussova – zh_rau63@mail.ru                  North Kazakhstan State University</p>	<p>Practice                  HE/ITA                  205</p>	<p>This session will discuss the growing need for ESP programs and will provide tips for how to create interesting and engaging ESP lessons without being intimidated by the content. The presenters will share various activities to make ESP lessons more interesting for students and less intimidating for instructors.</p>

**3:00 – 3:40**

<p><b>Virtual Communities of Practice for EFL Writers Outside the Classroom</b>                  Daewoo Jin – dvzv@iup.edu                  Indiana University of Pennsylvania</p>	<p>Research                  HE/ITA                  102</p>	<p>Drawing upon the theories of virtual communities of practice, this presentation will provide insights into how communities of practice for EFL writers could be facilitated in the English classroom and then extended to the outside world, thanks to the advent of Web 2.0 technologies</p>
<p><b>Can Loanwords Scaffold ESL Learners? Arabic as a Case Study</b>                  Mohamed A Yacoub – nbvv@iup.edu                  Indiana University of Pennsylvania</p>	<p>Research                  AE                  103</p>	<p>Almost every language on earth has either borrowed words from or lent to other languages. This presentation discusses how we as teachers can use this treasure of loanwords to help motivate beginner or intermediate level ESL learners to expand their lexicon and motivate them.</p>
<p><b>Togolese High School Students' Attitudes and Motivation for Learning English</b>                  Tewero Tchekpassi - hjyr@iup.edu                  Indiana University of Pennsylvania</p>	<p>Research                  TE                  201</p>	<p>This survey documenting students' attitudes towards learning English and the relationship between attitudes and learning in Togo involved 136 high school students. Based on the findings, which reveal that student attitudes affect learning motivation, attendees will debate about best ways to improve teacher-student communication and student motivation in EFL classroom.</p>
<p><b>Discussion of Utilizing an Identical Test for Placing/Exiting ESL Students</b>                  Lan Wang – lwang@wvstateu.edu                  West Virginia State University</p>	<p>Discussion                  IEP                  205</p>	<p>This session draws audience's opinions of whether or not an identical test should be utilized in placement and exit tests for ESL students and what is a credible assessment to address the concern that "an apple should only be compared with an apple", but also accurately identifies students' linguistic improvement.</p>

## Institutional Members and Publishers

9:00-3:40

Room 115

## Interest Group Meetings

10:40-11:20

<b>102</b>	<b>103</b>	<b>201</b>	<b>205</b>	<b>114</b>
Adult Education Chair: Vanessa MacKinnon	IEP/HE Chair: Linh Phung	PK-12 Chair: Ying Zhang	TE Chair: Susan Todhunter	CALL Chair: Bill Price

## Posters

2:00-2:50

Room 114

<b>Teaching English in Refugee Camps: Challenges and Possibilities</b> Vanessa MacKinnon - mackinnon@calu.edu California University of Pennsylvania	AE	This presentation will provide an overview of programs offering English instruction in refugee camps worldwide. It will raise awareness of the need for English instructors for such programs and discuss opportunities for those who may be interested. Concerns and challenges will also be addressed.
<b>Gendered Influence on English Language Teacher Identity in Ukraine</b> Oksana Moroz - fzbv@iup.edu Indiana University of Pennsylvania	TE	The poster presents succinct information of the study on the gendered impact on the English language teacher identity in Ukraine. The main topics discussed on the poster include the background of the study and study context, research questions, methods of research, and data sources used in the study.
<b>Exploring the Ideological Stance Towards the Relationship of L1 &amp; L2</b> Julie Teixeira - teixeira@pitt.edu University of Pittsburgh	IEP	The purpose of this qualitative research is to examine the values and beliefs of an English language learner (ELL) towards their first language. What is primarily being explored is the concept of translanguaging and any apparent connections between translanguaging and a learner's affective filter, or openness to receiving input.
<b>Assessing Turkish-speaking EFL learners' comprehension of idiomatic expressions through idiom comprehension techniques</b> Burcu Aydin - burcuaydin03@yahoo.com Adnan Menderes University Foreign Language Teaching Department	HE/ITA	The purpose of this presentation is to provide foreign language teachers with guidelines to choose the most effective technique in teaching idioms. The presenter will share how to choose an appropriate technique taking into account the learners' proficiency level and their cognitive style preferences.