

2016 TALFL Conference: Aim High, Reach High

Descriptions and Bios

Aim High, Reach High

Teachers generally recognize that it is necessary to aim high to attain the desired outcome, but many face the challenge of how to do so effectively in language learning tasks. This year's TALFL Conference is designed to provide a platform for an exchange of views and sharing experiences on the teaching practices that promote language learners' development in the classroom. The conference welcomes presentations that address students' needs and teachers' actions that enhance students' language development. The topic of goal setting and attainment can be examined in a wide range of areas of language learning, including (though not limited to) teaching methodology, materials development, assessment and learning, and technology.

KEYNOTE SPEAKER

Dr. Elizabeth (Betsy) Lavolette

Director of the Language Resource Center (LRC) and Lecturer in Japanese at Gettysburg College



Aim High (tech): Technology in the language classroom

How technology can be used to enhance language teaching and learning, supported by theory and empirical research

Dr. Elizabeth (Betsy) Lavolette is Director of the Language Resource Center (LRC) and Lecturer in Japanese at Gettysburg College. In her capacity as LRC Director, she supports faculty and students in learning and teaching 11 languages, facilitates workshops on language technology for faculty, and hosts events for language students, with the help of her student staff. She is currently teaching an advanced Japanese course that focuses on preparation for the Japanese Language Proficiency Exam.

After earning her BS in mathematics, Betsy spent three years teaching EFL and practicing her Japanese in Tokyo. She then earned her MA in Second Language Studies from the University of Hawai'i while teaching ESL and developing online courses in teacher education. She earned her PhD, also in Second Language Studies, from Michigan State University. On the same day that she defended her dissertation, she was awarded First Place in the Fully Online Course category in the 2014 Michigan State University-AT&T Instructional Technology Awards Competition for her design of a pedagogical English grammar course for preservice teachers.

In the past year, Betsy has facilitated invited workshops on teaching with technology for the Ohio Association of Teachers of Japanese and the Japanese Teachers Association of Michigan. She has presented at numerous conferences, including ACTFL, CALICO, and IALLT. Most recently, she was awarded the International Association for Language Learning Technology (IALLT) Sheppard Memorial Award in 2015 for her service to the IALLT Journal. Betsy's research focuses on computer-assisted language learning. Her dissertation investigated the role of the timing of feedback in formative assessment of ESL grammar. Her research with Dr. Charlene Polio and Dr. Jimin Kahng on automated writing feedback for ESL learners was recently published in *Language Learning and Technology*. Currently, Betsy's research interests have shifted to action research in the Japanese classroom and to the evaluation of language centers and language programs.

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10:15 to 10:45

Incorporating Art Using Picture Word Inductive Model and the Five C's for Foreign Language Learning

Presented by: Ana Sanchez and María Elena Arias-Zelidón, M.A., West Chester University and Temple University

This presentation will demonstrate how to use the Picture Word Inductive Model to incorporate Art and the 5 C's for Foreign Language Learning in the Spanish Classroom. This approach uses art as the main input to teach cultural and linguistic skills while providing various ways to meet the learning needs of at-risk students.

Bios: Andrea Sanchez is an assistant Professor at the Languages and Cultures Department of West Chester University. She has taught Spanish and culture cluster courses. She has been involved with International programs and has led several study programs to Costa Rica. Sanchez has presented in various conferences locally, nationally and internationally. She has been the recipient and co-recipient of local and state grants.

Maria Elena Arias-Zelidón has been teaching courses in Spanish language and literature about Latin America and Spain. She earned an M.A. in Hispanic Studies from Villanova University. Currently, she is working on her dissertation on Colonialism in Latin America. Arias-Zelidón has presented in conferences locally, nationally and internationally. She has been recipient and co-recipient of several local and state grants.

Room: 305

Tell and Show: The Impact of Realia on ELL Language Development

Presented by: Hope Blecher and Dianna Sefchik, North Plainfield School District

Through books and hands-on items, participants will be engaged in examples about the importance of using realia with ELLs as a proven method of increasing vocabulary and comprehension. Participants can use these the next day in their classrooms.

Bio: Hope Blecher has 31 years in education as a teacher, supervisor and presenter. She is the author of five books and has presented at NJTESOL, NJEA and other venues.

Dianna Sefchik has 38 years of experience in ESL as teacher, supervisor, teacher trainer and adjunct professor. She has presented at conferences throughout the United States with NJTESOL and TESOL.

Room: 306

College Access for Hispanic ELLs From Different National Origins: Considerations for Secondary Teachers

Presented by: Mark Emerick, Temple University

This session begins with a review of the literature on the college access of Hispanic ELLs and data about the college-going patterns of Hispanic students from different national origins. The session concludes with considerations for secondary teachers and counselors.

Bio: Mark Emerick is a PhD student in Education and Applied Linguistics at Temple University. Previously, he worked as a high school ESL teacher and a consultant for PDE.

Room: 320

Improving Oral and Aural Skills with Faculty-led Study Abroad Immersion: WCU Vienna Summer Program

Presented by: Joseph W. Moser, West Chester University

This paper examines the successes and challenges of improving students' oral and aural skills in German through the WCU Vienna Summer Program with examples from the 2015 session.

Bio: Joseph W. Moser is Assistant Professor of German in the Department of Languages and Cultures at West Chester University. He received his Ph.D. in German from The University of Pennsylvania.

Room: 325

10:50 to 11:20

Synchronous Video Chat Sessions in a TESOL Online Graduate Course: Instructor Roles and Best Practices

Presented by: Ashley McAndrew, Esther Smidt, and Brian McDyre, West Chester University

This qualitative case study investigates instructor roles and best practices in the synchronous video chat sessions of a TESOL online graduate course. Discussion will center on first time online facilitators' comfort with their roles and styles of facilitation, the obstacles of initial uncertainty and bandwidth problems, and pedagogical and technological best practices.

Bios: Esther Smidt is an Assistant Professor of TESOL in the Department of Languages and Cultures, West Chester University.

Ashley McAndrew is an ESL teacher and an MA TESOL student at West Chester University.

Brian McDyre is an ESL teacher and an MA TESOL graduate of West Chester University.

Room: 305

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How Can Warm-Ups be Used to Maximize Time and Motivate Students in the Spanish Classroom?

Presented by: Ashley Shaffer, Temple University

This action research project sought to address time maximization in an eighth grade Spanish class during warm-ups. Triangulated data were collected to analyze the relationship between warm-ups types, student interest and time usage. Outcomes show greatest effectiveness using spoken pair warm-ups.

Bio: Ashley is a Hispanic Linguistics graduate student at Temple University. Previously, she taught K-12 Spanish and English. Her research interests include second language acquisition and instruction and L2 student motivation.

Room: 306

Development of Complexity and Abstractness in EFL Textbooks

Presented by: Yuya Kaneko, Marshall University

On the basis of the presenter's systemic functional research of EFL textbooks, the presenter will review the concept of grammatical metaphor, report on the findings in the textbooks, and provide ways to unpack grammatical metaphor for reading and writing instruction.

Bio: Yuya Kaneko is a Japanese graduate student working on a master's degree in TESOL at Marshall University. His academic interests include TESOL, Education, and Systemic Functional Linguistics.

Room: 320

Making Narrative Writing Comprehensible for English Language Learners

Presented by: Patricia George, Red Bank School District

Patricia will demonstrate R.A.F.T. instructional methods in this hands-on workshop for ELL educators. R.A.F.T. writing has been highly successful in providing English Language Learners with the tools and confidence they need to compose effective narrative writing essays.

Bio: Patricia George has taught English to students from a wide range of linguistic backgrounds, learning styles, and levels of academic preparation (K through post-secondary) in the United States and China.

Room: 325

11:25 to 11:55

Teaching Persuasive Writing to Immigrant Teens: What are the Implicit Cultural Assumptions in Academic Writing?

Presented by: Brian Tauzel, International High School at Union Square

Focusing on a case study from a 12th grade Civics classroom in a New York City high school for immigrant teens, participants will consider how instructional methods can equip ELLs to identify and master tacit expectations in academic writing.

Bio: Brian Tauzel's work focuses on the intersection of linguistic and cultural competencies in diverse environments including adult language programs, professional graduate programs, public high schools and international teacher training.

Room: 305

The Development of JFL Learners' Lexical Perception Ability

Presented by: Harumi Miyake, Emory University

This session features novice to pre-intermediate Japanese language learners and the development of their perception of Japanese sounds. The results of dictation tests and analyses of participant answers will be discussed.

Bio: Harumi Miyake has been working as an instructor at Emory University and is currently responsible for an intermediate-high level Japanese language course.

Room: 306

Supporting Novice Teachers through Mentoring and Peer-Coaching

Presented by: Carlo Cinaglia, Lynn Nakazawa and Wichayapat Piromsan, The University of Pennsylvania, Graduate School of Education

This study seeks to understand the experiences of novice teachers who participate in a semester-long team-teaching program, assessing whether their learning goals are achieved and recognizing best practices for peer-coaching and mentoring support.

Bios: Carlo Cinaglia is a TESOL M.S.Ed. student at The University of Pennsylvania's Graduate School of Education and a Lecturer with Penn's English Language Programs. Lynn Nakazawa is a second-year master's student, currently pursuing her M.S.Ed in TESOL at The University of Pennsylvania Graduate School of Education. Wichayapat Piromsan is a TESOL M.S.Ed. student at University of Pennsylvania's Graduate School of Education and a Lead Facilitator with the PEDAL@GSE program.

Room: 320

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Plagiarism, the Important Conversation: Understanding the Conversation Around Academic Integrity

Presented by: Deryn Verity, The Pennsylvania State University

International students are often surprised by the intensity and breadth of the conversation about academic integrity on campus. This workshop will introduce and practice three ways of structuring that conversation so that it makes sense to this target population.

Bio: Deryn Verity is Director of ESL/EAP Programs at The Pennsylvania State University. After many years in language teacher education overseas, she now coordinates an ESL writing program and teaches MATESL students.

Room: 325

12:00 to 12:30

L2 Creative Writing as Engaging Classroom Action

Presented by: Justin Nicholes, Indiana University of Pennsylvania

L2 creative writing is discussed in light of theoretical and empirically suggested benefits. Audience members will receive a step-by-step lesson sequence for a scaffolded short-story writing assignment.

Bio: Justin Nicholes is currently researching L2 creative writing as engaging and transformative classroom action. Empirical studies link creative writing with engagement, self- and other-identification, and motivation conceived of as vividly imagined future possibilities.

Room: 305

Best Practices for Identifying and Supporting English Language Learners (ELLs) with Learning Disabilities

Presented by: David J. Thomas and Melanie Boston, University of the Arts

Building on a framework outlined in The Journal of Special Education Leadership (Ortiz and Yates, 2001), the presenters discuss “Best Practices” for this group of students, combining Educational Accessibility practices and English as a Second Language methods. This presentation addresses evaluation of ELLs, the referral process, approaches to class assignments, and faculty development. Directions for further research are also considered.

Bios: David J. Thomas is the Director for Educational Accessibility at the University of the Arts and an Adjunct Assistant Professor of English at Temple University.

Melanie Boston is the ESL Coordinator at the University of the Arts where she teaches courses in the ESL Institute (ESLI) and Division of Liberal Arts.

Room: 306

International Non-native English Speakers in a TESOL Study Abroad Program: Disrupting the Paradigm in American Pre-service ESL Education

Presented by: Daniela Martin and Isaac Bretz, The Pennsylvania State University

The principal goal of this presentation is to raise awareness and encourage action in the promotion of pre-service ESL teacher education informed by research on the benefits of bilingual practices in the teaching of English and content.

Bios: Daniela Martin’s research on multicultural education investigates connections between social identity and cognitive development and more generally, educational opportunities fostered by the increasingly diverse student bodies attending today’s schools.

Isaac Bretz is a PhD candidate in the College of Education at The Pennsylvania State University. His research interests include infusing environmental and social justice education into ESL/EFL teaching.

Room: 320

Using Poetry to Improve ESL Students’ Abilities to Read and Write English

Presented by: Joanna Labov, Community College of Philadelphia

ESL students need to improve their abilities to read and write English essays. Learn how to use inspirational poetry about life changes to improve your ESL students’ abilities to read, write essays, and expand their vocabulary.

Bio: Joanna Labov an Assistant Professor at the Community College of Philadelphia teaches ESL to immigrant students. She earned an M.S. in TESOL and a Ph.D. in Educational Linguistics from The University of Pennsylvania.

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1:15 to 1:45 Posters Third Floor Lobby

The Benefits of Cooperative Learning in FLES (K-5)

Education: An Action Research Study

Presented by: Keith Corbitt, Amy Liermann, West Chester University, Westtown School

This poster presents data collected from a study that investigated the effects of cooperative learning on the acquisition of Spanish by students in a FLES classroom. Research findings and pedagogical implications will be presented. Classroom materials and example activities will be provided via handouts, URLs and QR Barcodes.

Bios: Keith Corbitt is the Supervisor of Teacher Education at West Chester University and a former K-5 Spanish Teacher.

Amy Liermann is a K-5 Spanish Teacher at Westtown School in West Chester, PA.

Use Scaffolding to Facilitate Interaction to Negotiate In Groups

Presented by: Yuqi Cai, The University of Pennsylvania

For the students with low education and language background, they usually have the problem to initiate the interaction in class. In this case, teachers might facilitate their interaction in class for the goal of negotiation by using scaffolding.

Bio: Yuqi Cai is a candidate for the M.S. Ed., TESOL Program in The University of Tsylvania. She is interested in adult practical teaching and second language development.

Making Connections and Building Communities: Meeting ACTFL Standards through Bilingual Service-Learning Internships

Presented by: Andrea Varriccio, Rachel Plank and Grace Valareso, WCU

Bilingual service-learning internships promote learning within the ACTFL National FL Standards. The internship advisor and interns, who serve as ESL assistants in a local middle school, will demonstrate how the internship fulfills the Connections and Communities Standards.

Bios: Andrea Varricchio, professor of Spanish and Linguistics in the Department of Languages and Cultures at West Chester University, works in the fields of foreign-language methodology and functional linguistics.

Rachel Plank served as a bilingual ESL assistant intern at Upper Merion Area Middle school in the Fall 2015 semester. She will complete the Masters in Language and Culture in May 2017.

Grace Valareso serves as a bilingual ESL assistant intern at Upper Merion Area Middle school. She will complete a B.A. degree in Spanish in May 2016.

1:45 to 2:15

Aiding Adult Language Students with Possible Undiagnosed Learning Disabilities in Reading Comprehension

Presented by: Candace Lake, Spring International Language Center

Adult language programs lack resources to aid instructors with students not diagnosed with a learning disability in relation to reading skills. This demonstration will help instructors become aware, identify signs, and learn strategies to provide additional support for these students.

Bio: Candace Lake has been working as an EAP instructor. She has started taking steps toward furthering her education and professional career.

Room: 305

Metacognitive Strategy Training and Style Stretching: Techniques to Facilitate Learning for Students with Special Needs

Presented by: William Keith Corbitt, West Chester University

This paper summarizes the literature that addresses the teaching of foreign and second languages to students with special needs. Empirical research will be presented, recommendations for future research and pedagogical implications will be discussed. Attendees will leave with techniques, strategies and activities that they can use in their classrooms.

Bio: Keith Corbitt is the Supervisor of Teacher Education for the Department of Languages and Cultures at West Chester University and a former Modified Foreign Language Program (MFLP) instructor.

Room: 306

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The Effectiveness of Focused and Unfocused Corrective Feedback on Japanese Orthography

Presented by: Taichi Yamashita, Texas Tech University

Present research investigates the effectiveness of focused and unfocused corrective feedback (CF) on L2 writing in Japanese. The two types of CF display the different effects on accuracy for Japanese orthography, overall accuracy, fluency, complexity, and learners' perception.

Bio: Taichi Yamashita is a second-year master candidate majoring in applied linguistics at Texas Tech University. His primary interest is corrective feedback and measurement in second language writing.

Room: 320

Before and After: A Better Way to Teach Idiomatic Expressions

Presented by: Walt Babich and Mary Beth Worrilow, University of Delaware

Participants will see older methods of teaching idioms contrasted with a more practical method of selecting the idioms and a better method of contextualizing them so that students will find the lessons useful and meaningful.

Bios: Walt Babich is a faculty member at the English Language Institute at the University of Delaware and has been teaching ESL for over 20 years.

Mary Beth WorriLOW is the Business ESL Coordinator and faculty member at the English Language Institute at the University of Delaware and has been teaching for over 30 years.

Room: 325

Notes

