

TESOL 2016 International Convention & English Language Expo

5-8 APRIL 2016 • BALTIMORE, MARYLAND, USA



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Reflecting Forward
1966-2016

Doctoral Research Forum & Master's Student Forum

Tuesday, 5 April 2016



tesol international
association

Welcome to the 2016 Doctoral Research and Master's Student Forums!

The 2016 TESOL International Convention & English Language Expo includes a doctoral research forum and a master's student forum for both doctoral students and students enrolled in graduate programs leading to a master's degree in TESOL (or related fields). In these forums students will

- Network with peers and with experienced TESOL researchers and educators
- Discuss doctoral programs and dissertation research
- Attend poster sessions
- Participate in mentoring discussions based on interest
- Experience presentations and demonstrations on hot topics
- Present research, teaching ideas and experiences, and materials

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Overview Schedule

7:45 am-8:45 am	Registration	Outside Holiday 2-3
8:15 am-8:45 am	Welcome from the TESOL Executive Committee	Holiday 2-3

Doctoral Research Forum Schedule

9 am-12 pm	PRESENTATIONS	Key 9-12 and Calloway
12 pm-1 pm	Lunch	Key 7-8
1 pm-2:15 pm	MENTOR ROUND TABLES	Key 7-8
2:30 pm-3:55 pm	POSTER SESSIONS	Holiday 1
4:10 pm -5 pm	Guest Speakers: Bonny Norton and Ron Darvin, 2016 TESOL Award for Distinguished Research	Holiday 2-3

Master's Student Forum Schedule

9 am-11 am	POSTER SESSIONS	Holiday 1
11 am-1 pm	Lunch	Key 7-8
1 pm-4 pm	PRESENTATIONS	Key 9-12 and Calloway
4:10 pm -5 pm	Guest Speakers: Bonny Norton and Ron Darvin, 2016 TESOL Award for Distinguished Research	Holiday 2-3

*All rooms located in the Hilton Baltimore, 2nd Floor

WELCOME FROM THE TESOL EXECUTIVE COMMITTEE

8:15 am–8:45 am, Holiday 2-3

The 2015–2016 TESOL Executive Committee is formed by TESOL President Andy Curtis from Anaheim University, President-Elect Dudley Reynolds from Carnegie Mellon University Qatar, Past President Yilin Sun from Seattle Colleges, and Executive Director Rosa Aronson from the TESOL Staff Office.

GUEST SPEAKERS: Bonny Norton & Ron Darvin

4:10 pm–5 pm, Holiday 2-3

Bonny Norton and Ron Darvin from the University of British Columbia are the recipients of the 2016 TESOL Award for Distinguished Research.



Bonny Norton is a professor and distinguished university scholar, Department of Language and Literacy Education, University of British Columbia, Canada. She is also a research advisor of the African Storybook project. Many of her key ideas are found in the second edition of *Identity and Language Learning* (2013), published by Multilingual Matters. A fellow of the American Educational Research Association (AERA), she was the inaugural recipient of the Senior Research Leadership Award of AERA's Second Language Research SIG.



Ron Darvin is a doctoral candidate and Vanier Scholar at the University of British Columbia. His research focuses on digital literacy and equity, learner investment, and social class. Together with Bonny Norton, he has published in *TESOL Quarterly*, *Annual Review of Applied Linguistics* and *Journal of Language, Identity, and Education*.

Check out Bonny Norton and Ron Darvin's convention session: **Investment and the Right to Speak in the 21st Century, Wednesday, 6 April, 1 pm–1:45 pm**, Key 11, Hilton Baltimore.

Abstract: Drawing on their 2015 model of language learning, which locates investment at the intersection of identity, capital, and ideology, the presenters discuss how language teachers can help learners develop 21st-century literacies that will enable them to claim the right to speak in changing times.

Doctoral Research Forum Schedule

PRESENTATIONS

9 am–12 pm, Key 9–12 and Calloway

Choose from nine consecutive sessions for each time slot

Key 9 Room

9 am Sojourning Experiences: Adolescent Japanese Students in the Midwest

Reiko Akiyama, rakiyama@purude.edu

A case study was conducted with a phenomenographic approach to explore the learning experiences of Japanese sojourner students in the Midwest. Participants included Japanese students attending local and Saturday schools, their parents, and teachers.

9:20 am Wiki-Based Collaborative Writing Activities in ESL Contexts

Abdurrazzag Alghammas, abdurrazzag@gmail.com

Driven by the sociocultural theory and the notion of ZPD, the study investigated how ESL students interact in wiki-based collaborative writing. In addition, the presenters examined students' perspectives toward the integration of wikis in writing activities.

9:40 am Imagined Community and (Dis) Citizenship in Official USCIS Naturalization Test Materials

Jenna Altherr Flores, jaltherrflores@email.arizona.edu

From a (multi)literacies and multimodal perspective, the presenter critically analyzes the USCIS Civics Flash Cards for the Naturalization Test. She contemplates implied ideologies of U.S. citizenship and literacy in reference to adult refugee pre-/early-literate ELLs.

10 am A Narrative Exploration of MA TESOL Participants' Professional Development

Volha Arkhipenka, volha.arkhipenka@gmail.com

I discuss the preliminary findings of my doctoral research, within which I explore, with the use of narrative inquiry, professional development of ELT practitioners taking an MA TESOL programme.

10:20 am Strategic Choices of Scaffolding Strategies: A Route for Helping ELLs

Anisa Ben Idris, abenidri@uark.edu

Reporting teachers' implementation of scaffolding strategies as instructional routines reflects the challenge of aligning classroom practices with literature. This presentation highlights literature and study findings about effective scaffolding strategies for ELLs in mainstream secondary classrooms.

10:40 am A Case Study of an International University's Language Policy

Le Chen, lchen322@uwo.ca

This presentation examines the language policy in a Canadian university from a sociolinguistic perspective by showing how the educational structures of EAP are influenced by declared policy statements, language ideology, and actual language practices.

11 am A Transformative Approach to Teachers' and Latino/a Families' Biliteracy Interventions

Ileana Cortes Santiago, icortess@purdue.edu

This ongoing transformative study focuses on building collaborations between Latino/a families and literacy teachers. Participants have the opportunity to address community-identified needs through a grass-roots project that incorporates the families' bilingual literacies and cultural practices.

11:20 am Language Teacher Cognition and Teacher Learning: Development and Teacher Change

Vesna Dimitrieska, vdimitri@umail.iu.edu

This presentation explores language teacher cognition and teacher learning on the path of becoming and being an EFL teacher while taking a teacher training course and during the first year of teaching practice.

11:40 am Investigating Factors Influencing ESL Teacher Professional Identity in Language Programs

Rashed Doaa, doaa1@umbc.edu

Using structural equation modeling and the qualitative data analysis software NVivo, the researcher tested eight conceptual models exploring the relationship between the factors of self-efficacy, job satisfaction, motivation, and commitment, and ESL teachers' professional identity.

Key 10 Room

9 am Attitudes and Perceptions of Iranian University EFL Teachers Toward CALL

Mohammad Etedali, etedali@hotmail.com

Based on quantitative and qualitative analyses, the study delves into the attitudes and perceptions of Iranian university EFL teachers in major cities toward computer-assisted language learning.

9:20 am Access to English in Different School Systems in Pakistan

Sham Haidar, shaidar@u.rochester.edu

English plays a number of crucial roles in Pakistan and differential access to English may lead to social stratification. This qualitative study explores access to English in different school systems in Pakistan.

9:40 am General Extenders in Spoken Academic Registers: A Corpus-Based Study

Elnaz Kia, ek325@nau.edu

This presentation examines the use of general extenders (GEs) in American spoken academic English, drawing on three subcorpora from the TOEFL 2000 Spoken and Written Academic Language corpus.

10 am Turn-taking and Silent Learning During Teacher-Fronted Open Class Discussions

Michael Karas, mkaras2@uwo.ca

This presentation discusses turn-taking and silent learning during teacher-fronted open class discussions. Drawing on sociocultural theory, data was collected via classroom observations and interviews from an EAP class. Implications and learning strategies are discussed.

10:20 am Kansas ELLs and Their Performance on State-Mandated Assessments

Christina Kitson, clkkit@ksu.edu

This session will focus on how Kansas ELLs performed on state mandated testing (reading, math, and science) in regards to language proficiency and demographic variables such as free/reduced lunch, gender, and individualized education plans.

10:40 am The Development of Three Chinese Novice EFL Teachers' Practical Knowledge

Delin Kong, stevenkongdelin@hotmail.com

The study focused on the development of three Chinese novice EFL teachers' practical knowledge in practical teaching. The results indicated that they have updated and developed their practical knowledge in accordance with their teaching reality.

11 am Exploring Students' Linguistic Practices during a Student Exchange Program

Ramona Kreis, rkreis@mail.usf.edu

This interview- and observation-based case study focuses on students' linguistic practices during a high school student exchange program. The presenter discusses when, how, and why bilingual students of German and English use translanguaging practices.

11:20 am Toward a Sensorimotor Approach to L2 Adult Phonological Acquisition

Alberto Lima, alberto.lima@asu.edu

This experimental study tests the effect of a sensorimotor approach to pronunciation pedagogy on the L2 speech of five adult learners of American English. Preliminary results indicate improved speech fluency and self-efficacy, warranting further consideration.

11:40 am Student Identities in a Language-Based Cocurricular Program

Alexandra Laletina, alaletina@yandex.ru

The presentation explores identities that students claim and aspire to in the context of a language-based cocurricular program at a large public university in the northeastern United States.

Key 11 Room

9 am Novice and Experienced ESL Teachers' Perceptions of Form-Focused Instruction

Amirhossein Monfared, amirhoseinmonfared@yahoo.com

This presentation focuses on novice and experienced teachers' perceptions regarding input or output based form-focused instruction and their efficacy or potential obtrusiveness quality on teaching language components such as grammar, pronunciation, and vocabulary.

9:20 am On the Benefits of Using Popular Science Articles in ESP Teaching

Olga Muranova, olga.muranova@okstate.edu

This presentation introduces the examples of various language exercises, pre- and postreading or writing tasks, role-plays, creative and project activities based on the use of popular science articles and helping teachers develop student ESP/EAP skills.

9:40 am ZPD and Scaffolding in Second Language Writing

Quang Nam Pham, namquangpham@mail.usf.edu

Vygotsky's zone of proximal development (ZPD) and scaffolding serve as a theoretical framework to study the development of second language writing in an online environment. Results are presented and implications discussed.

10 am Language Socialization in the Multilingual Workplace

Ani Pujiastuti, annesia@gmail.com

This presentation identifies language socialization in the multilingual workplace by examining how immigrant workers use different languages in the workplace, and how they respond to particular language ideologies coopted by the company.

10:20 am Getting Somewhere: Conversations Between an ESL Teacher and Mainstream Teachers

Jane Ragno, jragno@fordham.edu

Rooted in the literature on mainstream teachers' perceptions of emergent bilinguals (EBs), this presentation uses an ethnographic approach to understand one school's collective dealings with EBs, and proposes interventions to strengthen instruction of EBs.

10:40 am Self-alienation and Reunion: An Existential Approach to L2 Metaphor Understanding

Farzaneh Salehi Kahrizsangi, fsale011@uottawa.ca

A cognitive approach directs L2 learners to understand metaphors within a set of conceptual metaphors. This presentation proposes an existential, hermeneutic approach that refers to learners, rather than static domains, to help improve their understanding.

11 am The Portrait of a Proficient English speaker: Positioning and Identification

Mohammad Naseh Nasrollahi Shahri, mxn243@psu.edu

The presentation discusses research which examined an advanced English speaker's positionings in the course of a set of interviews. It reveals the use of distinction by the participant to express his identification.

~~**11:20 am Writing Workshop for ELLs: A Neglected Methodology in Literacy Instruction?**~~

~~Jayne Sherman, shermaja@pwcs.edu~~

~~Writing workshop is an effective pedagogical practice that has been demonstrated to increase literacy and language acquisition among all students, but particularly with ELLs. However, too few teachers implement writing effectively.~~

11:40 am Long-Term English Learners and Identity

Jenna Canillas Stein, jennifer.stein@biola.edu

This dissertation research involves a qualitative case study of high school long-term English learners (LTELs) that highlights student voices and issues of identity, focusing on how LTELs make sense of their schooling through lived experiences.

Key 12 Room

9 am Diversity in Discourse

Caroline Tata, caroline_linyor@yahoo.com

In writing a master's dissertation, an "abstract" is inevitable. It can be a lot more enjoyable to explore the diversity in its discourse. How appropriate and elicit students venture into this section is worth attempting.

9:20 am L2 Collaboration and Peer Feedback: Google Docs and Undergraduate L2 Writing

Ashley Velazquez, velazqa@purdue.edu

This presentation explores the effects of collaborative processing—idea and discussion generation—and peer feedback in a synchronous digital space, Google Docs, on the writing process of advanced L2 writers.

9:40 am Lexical Features That Distinguish Candidate Performance on Academic Writing Tests

Sonca Vo, soncavo@iastate.edu

The study compared the use of individual words and formulaic sequences in the English placement test (EPT) written responses across score levels to give further insight into learner lexical development and EPT test validation.

10 am Texting and Language Switching Effects on Performance and Cognitive Load

Daniela Wagner-Loera, daniela.loera@gmail.com

ESL students frequently use their mobile devices in the classroom. However, it is unknown whether this distraction contributes to learning or distracts from it. This session will provide first answers.

10:20 am Professional Identity Construction of EFL Teachers in School-Changing Contexts

Zhiyuan Wang, ryanwang@link.cuhk.edu.hk

This study aims to explore the professional identity construction of four school-changing EFL teachers by using both quantitative and qualitative methods based on Lave and Wenger's framework of learning and identity construction.

10:40 am You're Going to Teach Me English? Student Perceptions of ITAs

Kimberly Watson, kimberlyannewatson@gmail.com

How do American native speakers of English react to International Teaching Assistants as instructors in First Year English programs? This study looks at students' perceptions of ITA teaching effectiveness in the classroom.

11 am Developing Students' English Proficiency via Idiom Translation Strategies

Zhengjie Li, zhengjieli@mail.usf.edu

Though research supports idiom translation in enhancing students' English proficiency, achieving this goal remains a formidable challenge. This presentation suggests several translation strategies and materials proven to promote idiom learning among ELLs whose L1 is Chinese.

11:20 am Chinese International Students' Academic Socialization in Academic Discourse Community

Xia Wu, anson.wu2012@gmail.com

This presentation discusses a case study conducted to understand a group of Chinese international students' academic socialization experience through oral activities at an American university.

~~11:40 am The Impact of Feedback on EFL Learners' Text Revision~~

~~Yong Wu, wendybnu@126.com~~

~~Using the analysis of feedback, text revisions, stimulated recalls, semi-structured interviews, and reflective journals, this presentation investigates the impact of different types of feedback on text revision, and examines the factors that influence text revision.~~

Calloway Room

9 am Chinese EFL Teachers' Written Corrective Feedback Beliefs and Practices

Jing Yang, yangjing33391@gmail.com

The presentation investigates what types of written corrective feedback (WCF) Chinese EFL writing teachers give and what beliefs underlie their WCF work.

9:20 am Building Intercultural Intelligence Through Cultural Synergy in EFL Teacher Training

Ramin Yazdanpanah, ryazdanpanah@admin.fsu.edu

Intercultural competence training that facilitates exchange and reflection is of critical importance within teacher education. The presenter shares his research that analyzes TEFL trainees' intercultural development through culturally synergetic interactions between TEFL trainees and ELLs.

9:40 am The Experience of English Learners with Fear of Negative Evaluation

Tuba Yilmaz, tubaylmz@ufl.edu

This presentation compares college-level ESL students' fear of negative evaluation levels in classrooms with predominantly native speakers and classrooms with predominantly nonnative speakers. It investigates how fear of negative evaluation influences their classroom participation and language production.

10 am English Learning Motivation Under Globalization: Rethinking Teaching and Learning Approaches

Yangyang Yu, yyu30@u.rochester.edu

Globalization is changing attitudes toward the English language(s), English education, and learning motivation. This presentation talks about those changes and discusses how language learners' bicultural identity and imagined community influence their Ideal L2 self.

10:20 am Solving the puzzle of collocation inexplicability

Olga Makinina (Leontea), olga.makinina@gmail.com

This presentation explores characteristics of collocation as a lexical unit as related to its acquisition. This information is then used to design effective collocation-targeted teaching activities.

10:40 am Perceptions of ESL Teachers on ESL Student HS Graduation

Silvia Restivo, Restivos@fcpsk12.net

This presentation examines teachers' perceptions of the effectiveness of ESL programs and their impact on English language acquisition for high school limited English proficiency students, as well as on ESL teaching practices.

11 am WID-Work: What the University Can Teach SLW/TESOL About Academic Writing

Scott Partridge, rscottpartridge@gmail.com

Preliminary exploration of an upper-division chemistry professor's self-initiated writing project suggests that second language writing could benefit by documenting preexisting writing within the disciplines. Such projects serve as models promoting successful writing instruction throughout the university.

11:20 am Supporting Academic Reading and Critical Thinking of College ELLs

Yuwen Deng, deng35@purdue.edu

The presentation examines college ELLs' experiences of academic reading and explores strategies for improving their academic reading skills while cultivating their ability in reading critically and thinking critically.

MENTOR ROUND TABLES (Doctoral Research Forum)

1 pm – 2:15 pm, Key 7-8 Rooms

Attend the mentor discussions based on your interest

POSTER SESSIONS (Doctoral Research Forum)

2:30 pm – 3:55 pm, Holiday 1 Room

Piktochart: How to Engage Adult Language Learners

Aseel Almubaddel, a.f.almubaddel@gmail.com

This poster will demonstrate how Piktochart was used to enhance English language learners' skills. Piktochart is an online tool teachers can use to organize information. Piktochart helps present content in a simple manner.

Action Research, Culturally Relevant Pedagogy, and TEFL in Madagascar

Rijaso Andriamanana, rijakik@yahoo.fr

This poster offers a rationale for an action research methodology for a culturally relevant pedagogy in TEFL to be implemented at a public high school in Madagascar.

Individual Accountability in Cooperative Learning in Indonesian EFL Classrooms

Puji Astuti, kasrabowo@gmail.com

The purpose of my dissertation research was to explore the role of individual accountability in cooperative learning in Indonesian secondary school EFL classrooms. The study employed a qualitative case study as the research methodology.

Anglo-Celtic Literacy in Medieval European Settings

Kathleen Broer, kathy.broer@sympatico.ca

A consideration of the Breton lai as a vehicle for language transformation in Anglo-Celt settings.

Understanding the Complexity Identity of Being an International Teaching Assistant

Amy Yun-Ping Chen, ychen74@slu.edu

This poster explores the complexity identity of an International teaching assistant and to investigate how she views her position and responsibility when working with American students in the classroom.

English Language Learners and Disciplinary Literacy: A Discourse Analysis

Ellen Clark, ellencclark@gmail.com

Negative language used to discuss bilingual learners is prevalent in mainstream research. This discourse analysis explores themes of urgency and the savior mentality present in research on disciplinary literacy and bilingual students.

The College-Going Patterns of Hispanic ELLs by National Origin

Mark Emerick, mark.emerick@temple.edu

This study is an analysis of the college-going patterns of Hispanic ELLs using national origin data from ESL: 2002. The purpose is to provide a more nuanced understanding of the college-going patterns of this group.

Technology Enhanced Language Learning: Promoting Classroom Interaction

Melissa Grab, melissagrab@yahoo.com

This study was conducted in a private college. Technology-enhanced language learning (TELL) approaches were incorporated with language learning. The study revealed that technology usage increases students' attention levels and motivations. The TELL approach is beneficial and promotes interactions.

~~**Surveying Labels for Variation in Oklahoman English**~~

~~Meihua Guo, guomeihuacomics@hotmail.com~~

~~This study explored English variation within Oklahoma by surveying local people's perception via language attitude interviews. Content analysis was utilized. Key words were extracted to triangulate the findings from content analysis to enhance variation interpretations.~~

Meeting the Educational Needs of Subgroups of ELL Students

Rachel Hoffman, hoffman.rachel.e@gmail.com

As the ELL population grows, more research is needed on of subgroups of ELLs. These subgroups include students with limited or interrupted formal education, refugees, and students with special learning needs.

The Application of Multimodel-Based Dictation for EFL learners

Xueyan Hu, brittanyhxy@outlook.com

This poster presents results of a pilot study investigating the effects of multimodel-based dictation as a teaching device for the improvement of students' listening comprehension ability with a view to informing future instructional design.

Professional Development to Promote Culturally Responsive Teaching and Intercultural Competency

Christina Kozlowski, ckozlowski@wcskids.net

The use of professional development for teachers of English learners is examined through the literature of culturally responsive teaching, effective professional development, constructivism, and professional development for reform with mixed-methods used for doctoral research.

Language Learning Strategy: Monolingual Korean and Multilingual Moroccan University Students

Ju Seong (John) Lee, jlee682@illinois.edu

How do underresourced multilingual Moroccan university students excel in oral communication whereas fully resourced monolingual Korean students struggle to speak, despite similar colonized histories, language policies, and EFL contexts?

The Use of L1 in Teaching L2: Perceptions and Practices

Samet Tasci, samettasci@anadolu.edu.tr

This poster examines teachers' perception of using L1 in their English classes in a Turkish state primary school context, and discover in what ways their perceptions comply with their actual practices in class.

Beginner-Level IEP Students Language Learning Needs

Lleij Schwartz, l.schwartz@snhu.edu

A needs analysis of beginner-level IEP students will be presented, as well as data concerning the theoretical proposition that marginalization of IEP faculty inhibits their willingness to fully accommodate the needs of this population.

Becoming Bi/Plurilingual: Linguistic and Professional Identity Development Beyond Borders

Patricia Venegas, venegas@wisc.edu

The notion of becoming bi/plurilingual requires delving into teachers' lives. This presentation inspires ESL and bilingual teachers to consider how their linguistic and cultural trajectories have shaped their professional identities as teachers and as bi/plurilinguals.

The Role of Technology During International Doctoral Students' Academic Acculturation

Ya-Li Wu, evelynwu33@gmail.com

This presentation describes the design of my dissertation research project and challenges of data collection and analysis due to few participants who are willing to participate in the study.

Content Analysis: Historical (Dis)Continuities in College English Textbooks in China

Lan Xiao, lanx1014@illinois.edu

This poster presents a historical analysis of college English textbooks for non-English majors in China from 1949 to the present. Based on discussing the historical (dis)continuities in content selection and organization, it analyzes the variables affecting the historical changes.

EFL Pronunciation Teaching: A Case of Universities in Tokyo

Katsuya Yokomoto, k_yokomoto@rikkyo.ac.jp

This presentation reports on the findings of a survey investigating EFL teachers' attitudes toward and degree of confidence in pronunciation teaching. Subsequent teacher cognition research based on this data is also discussed.

ESL Receptive and Productive Collocation Knowledge and Vocabulary Depth

Sarut Supasiraprapa, supasira@msu.edu

The study investigated collocation knowledge and vocabulary depth of Thai ESL learners. Results indicated that their productive knowledge lagged behind their receptive knowledge. Moreover, their vocabulary depth predicted their use of target adjective-noun collocations.

A Micro-Analytic Tracing of the Reflective Practices on Postlesson Conferences

Seniz Yilmaz, sy.senizyilmaz@gmail.com

This study examines postlesson conferences from a conversation analytic and multimodal perspective in relation to how university-based supervisors provide opportunities for preservice teachers of English to reflect on their initial classroom teachings.

Exploiting Collocational Knowledge in Second Language Teaching and Learning

Adel Alshaikhi, alshaikhi@mail.usf.edu

Research on collocations has revealed diverse strands, conceptual frameworks, and pedagogical perspectives for language acquisition. This presentation addresses this work and presents new findings on the importance of collocations for second language teaching and learning.

Young Adult Literature: Facilitator for Language Development and Social Awareness

Youngji Son, yson2191@gmail.com

This presentation shows the potential of young adult literature as a facilitator for English language learners' linguistic development and their social awareness.

CAF Measures and Compensatory Strategies: Predictors of ITA Test Performance

Shahriar Mirshahidi, s.mirshahidi@okstate.edu

The study investigates the role of CAF measures and strategic competence in ITA test performance. Multiple regression analyses, along with follow-up qualitative scrutiny, will help determine the differential effects of such variables.

Master's Student Forum Schedule

POSTER SESSIONS

9 am–11 am, Holiday 1 Room

Theme–Rheme Structure Analysis in L2 Argumentative Writing

Anh Nguyen, Minnesota State University, Mankato, USA
toanh1989@gmail.com

This presentation examined the ESL students' choices of theme–rheme structure to identify their coherence difficulties in argumentative writing. Four high scoring and four low scoring papers written by ESL undergraduate students at a Midwestern university were examined to compare their theme–rheme choices. Teaching strategies are provided to develop ESL writing curriculum.

Teachers' Self-Positionings through Interaction with Students

Chuqiao Zhao, University of Pennsylvania, USA
chuqiaoz@gse.upenn.edu

This study explains the relationship between teachers' self-positionings and the ways in which students may take up their teachers' positions through classroom interaction. The poster displays and analyzes classroom speech events between two teachers and their students, aiming to invite teachers' reflection on the socially constructed nature of teacher–student interaction.

Uses of Digital Storytelling in Language Learning

Marie-Louise Koelzer, University of Texas at San Antonio, USA
marielouisekoelzer@yahoo.com

This poster presentation illustrates four ways educators can utilize digital storytelling to foster expository writing, speaking, listening, and reading skills in an ESL classroom at the secondary or postsecondary level. The activities target ESL students at the beginning to advanced proficiency levels and have been empirically tested by CALL.

Investigating EFL Learners' L1 and L2 Interaction

Mitsuko Suzuki, University of Hawai'i at Manoa, USA
msuzuki3@hawaii.edu

This presentation compares language learners' L1 and L2 turn-taking processes during peer interaction. Fifteen pairs of Japanese EFL learners carried out decision-making tasks in both languages. Analyzed quantitatively and qualitatively, the data imply that learners' L1 speaking styles might affect their L2 performance.

Teaching Hedging in Academic Writing

Raisha Sastri Utami and Itha Priyastiti, Northern Arizona University, USA
urs2@nau.edu

This pedagogical tip is developed based on needs for second language learners to familiarize themselves with the use of hedging in academic writing. Using communicative language teaching (CLT), this poster presentation displays varieties of classroom activities to promote the use of appropriate hedging devices in academic writing class.

~~Techniques for Teaching Pronunciation Online~~

~~Stephanie N. Brown, School for International Training (SIT), USA
snb10@hampshire.edu~~

~~Teaching online is becoming increasingly popular for international students interested in learning and practicing English as a foreign language. This interactive poster session dives into the world of teaching English, and specifically pronunciation online. Poster visitors will reflect, learn, observe, and share to deconstruct techniques of best online teaching.~~

Gender Performativity: Theorizing the TESOL Classroom

Alexandra Berrie, California State University, Los Angeles, USA
alexandraberrie@gmail.com

The presentation briefly addresses the theoretical underpinnings of gender performativity. The presenter points to the lack of investigation into how gender is performed in the TESOL classroom, especially as it applies to transgender students. The presenter hypothesizes what barriers exist to conducting such research.

Leveraging Viral Content in Student Writing Activities

Audra Hilterbran, Ohio University, USA
ah178810@ohio.edu

Getting ESL students to read and organize complex ideas is challenging in part because of the novel rhetorical patterns. Viral Internet content can provide an optimal template for student writing activities. Attendees will look at samples of student-generated writing and will see how BuzzFeed videos can foster high-quality student writing.

Dramatic Monologue to Ease L2 Identity Tensions

Ayaka Ihara, San Francisco State University, USA
a-ihara@hotmail.co.jp

Drama enables learners to try out new identities while expressing their true selves safely with the mask of the role they play. Centering on The Freedom Writers Diary, this model project for young adult learners aims at facilitating students' L2 identification and expansion of their "selves."

Classroom Code-Switching: An Advantage or a Disadvantage?

Elsa Gutierrez, California State University, Los Angeles, USA
egutie76@calstatela.edu

The presenter discusses study findings in code-switching and participants' perceptions about why code-switching is an advantage or disadvantage in the classroom. Effective code-switching practices for introducing difficult topics in subject matter, clarifying concepts that may not exist in students' first language, and introducing new vocabulary will also be shared.

An Empirical Framework for Culturally Adaptive Pedagogy

John Whalen, Colorado State University, USA
whalen.johnm@gmail.com

The researcher presents the results and statistical analysis of a survey on classroom norms administered to university English classes around the world. A specialized framework is developed for helping instructors prepare for success abroad.

Developing Oral Fluency through Dramatic Scripts, Improvisation

Muhammet Çağrı Güzel, California State University, San Bernardino, USA
m.cagrigozel@hotmail.com

The goal of the research is to discover effective speaking strategies using dramas and improvisations that are practiced and presented. Plays and rehearsals will be video recorded as part of the data collection. This research will take a dynamic, dramatic approach to the acquisition of oral language development and fluency.

Improvisational Drama for Learner's Willingness to Communicate

Pelin ÇOBAN, Bilkent University, Turkey
pelincbn@gmail.com

This study explores the effect of improvisational drama activities on EFL learners' willingness to communicate. Specially chosen activities are applied for four weeks in a state university in Turkey and learners' participations are observed and their attitudes are measured with questionnaires and interviews.

Chinese ESL learners' Written English Article Errors

Qingli Lei, Central Michigan University, USA
lei1q@cmich.edu

This study discusses several reasons for common errors with English articles that Chinese ESL learners make. Using both qualitative and quantitative methods, the study shows the factors that influence English article usage errors of Chinese ESL learners and provide suggestions for Chinese ESL teachers.

Teaching Culture and Vocabulary through Conceptual Metaphors

Veronica Wright, Northern Arizona University, USA
vlw48@nau.edu

This presentation offers a pedagogical intervention that aims to teach conceptual metaphor to ESL students. Building on the theoretical understanding of conceptual metaphor, the presenter describes how a pedagogical unit covering intercultural conceptualizations of medicine can help combine the teaching of culture, vocabulary, and textual analysis in reading and writing classes.

Finding a Voice Using Blogs

Jenny Lynda Seng, University of Pennsylvania, USA
jseng@sas.upenn.edu

This presentation focuses on helping students develop reading and writing skills by integrating blogs into IEP classrooms. Relevant cultural and community-based blogs expose beginner-level IEP students to writings that encompass a voice. The presenter shares reading and writing activities that use blogs.

PRESENTATIONS *(Master's Student Forum)*

1 pm–4 pm, Key 9–12 and Calloway

Choose from eight consecutive sessions for each time slot

Key 9 Room

1 pm Changing Written Student Registers in Writing

Allison Bruins, Jorge Larios, and Zainab Parekh, California Polytechnic University, Pomona, USA
ambruins@cpp.edu

Teachers commonly encourage students to use various descriptors in their compositions, but too often teachers' comments include repetitive vocabulary. This presentation examines the effects on multilingual student writing when teachers discard written feedback, such as "good job" and progress into commentary reflective of higher education in nonnative-English-speaker freshman composition courses.

1:20 pm Providing Directions for English Learners Successfully

Alejandra Pulido, Carey Minnis, and Corinne Barley,
California Polytechnic University, Pomona, USA
alejandrap@cpp.edu

Directions are imperative to successful student understanding of tasks, assignments, and projects. But English learners often fail to read or follow the directions. This research project conducted in multiple higher education settings explains a variety of causes for this issue with classroom implications and reliable teacher responses.

1:40 pm Fostering Communicative Repertoire Awareness Through Small Talk

Amanda Swearingen, The University of Texas at San Antonio, USA
amanda.j.swearingen@gmail.com

The presenter looks at a small talk lesson where EFL teachers compare first and second language standards and vernaculars, enabling English language learners to better understand how sociolinguistic norms differ across speech communities. The lesson flouts English-only expectations by encouraging students to critically examine all of their communicative repertoires.

2 pm EFL Elementary School Students' Inferencing Skills Development

Yan-Yi Lee, University of Pennsylvania, USA
yanlee@gse.upenn.edu

This three-year longitudinal study considers the inferencing strategies in reading of 30 Taiwanese EFL elementary school students. This research explores their metacognitive awareness of inferencing and how their inferencing skills grow over the years from fourth to sixth grade.

2:20 pm Designing a Hybrid CBI Instructional Unit

Annamarie Hehir and Pablo Garcia, California State University, Los Angeles, USA
pgarci58@calstatela.edu

This curriculum design presentation demonstrates a hybrid CBI unit for adult English language learners on the First Amendment and free speech. It provides a promising model of curriculum design for a hybrid course combining dynamic web-based audiovisual content with a variety of creative listening, reading, and viewing activities.

2:40 pm "Introductions," an Online Unit for Marketing Professionals

Anya Frammolino, California State University, Los Angeles, USA
anyarahman@yahoo.com

This presentation briefly outlines the theoretical basis for theme-based instruction and then demonstrates an online business English unit on introductions, which helps students develop an understanding of some norms, expectations and language necessary to operate in a U.S.-based business environment. Learner strategies and online activities will be discussed.

3 pm Warmers and Fillers to Spice Up Your Classes

Asena Cifci, Winona State University, USA
ACifci14@winona.edu

The goal of this practical session is to provide teachers of English as a foreign or second language with weekend warmer and filler activities to make their classes more attractive and effective. The presenter discusses how, when, why and how often these activities should be used in class.

3:20 pm Skype to Help Students' Speaking and Listening

Atiyeh Hussein Atiyeh Al Habal, Ministry of Palestinian Education, Palestine
atiyehhussein@gmail.com

The secondary students I teach in Palestinian governmental school lack the opportunity to use English meaningfully. This presentation invites participants to consider using Skype as an effective and motivating strategy on Palestinian students' speaking and listening.

Key 10 Room

1 pm Pop Culture and Technology in Adult Education

Brittany King, Community Refugee and Immigration Services, USA
bking@cris-ohio.org

This presentation shows teachers how to make English fun relevant and enjoyable for adult and teen students by using pop culture and technology. Relevant websites and practical classroom ideas for low-literacy ELLs will be shared.

1:20 pm Social Media in Classroom and Students' Participation

Cansu KOCATÜRK, Bilkent University, Turkey
cansu.kocaturk@bilkent.edu.tr

This presentation reports on how use of social media tools as materials in the classroom motivates students and increases their participation. The two participant groups are Turkish EFL learners in a preparatory program, and they are compared by their exposure to social media tools in classroom.

1:40 pm Focusing on Students' Voices in the Classroom

Carlo Cinaglia, University of Pennsylvania Graduate School of Education, USA
ccina@gse.upenn.edu

This paper presents action research conducted to examine different types of teacher language use and its influence on student language use in an adult ESL classroom. Classroom discourse analysis revealed that certain types of teacher language were more effective in recognizing students' ideas and promoting interaction among students.

2 pm An Ethnographic Approach to Doing Academic Literacy

Dmitri Detwyler, The Pennsylvania State University, Department of Applied Linguistics, USA
dtd144@psu.edu

This presentation discusses use of selected ethnographic methods as a pedagogical tool for developing academic literacy in an IEP at a large public university in the United States. The participants are primarily first-language speakers of Arabic or Chinese preparing to enter degree programs.

2:20 pm Interactional Factors Affecting L2 Acquisition in MMOGs

Eda Aladagli Yoon, American University, USA
aladagliyoon@hotmail.com

The presenter demonstrates a case study on an EFL gamer's interactions and L2 learning experiences in massively multiplayer online games (MMGOs). The results describe different types of sociocultural competence in several chatrooms and highlight the positive correlation between gaming and the gamer's L2 development.

2:40 pm Lexical Inferencing Strategies of Advanced ELLs

Erin McManus, Salem State University, USA
e_mcmanus@salemstate.edu

This presentation reports on research conducted to examine the lexical inferencing behavior of advanced ESL students. Specifically, this study investigated adult learners' use of cognitive strategies and knowledge sources when guessing the meanings of unknown words in context. The presenter discusses the relationship between students' strategy use and inferential success.

3 pm Hedging Under Pressure

Jennifer Brooke, Michigan State University, USA
brookej1@msu.edu

Research indicates that ESL writers utilize fewer hedges, such as seem, than native speakers. However, most data has been collected in timed writing contexts, which differ in significant ways from untimed contexts. This study compares hedging between timed and untimed writing corpora and discusses implications for research and assessment.

3:20 pm A Corpus-Based Approach to Vocabulary in CBI

Jesse Conway, Northern Arizona University, USA
jc2984@nau.edu

This research report considers the efficacy of a corpus-based approach to vocabulary instruction and practice in content-based instruction (CBI). Emphases are on corpus creation, text analysis, vocabulary teaching techniques, assessment practices, and software tools that teachers can use in their CBI class planning, with authentic materials.

3:40 pm Strategies to Reduce Students' Foreign Language Anxiety

Zahra Atefi, California State University, Los Angeles, USA

zatefi@gmail.com

Foreign language anxiety has a negative impact on students' achievements and performances. So, it is important to identify students who are anxious in language classrooms. This presentation offers language teachers strategies to help students overcome foreign language anxiety, which can foster motivation and increase foreign language performance.

Key 11 Room

1 pm Successful Minimal-Pair Activities for EFL Classrooms

Julia Amalia Daley, Northern Arizona University, USA

jad269@nau.edu

This teaching workshop guides participants through several classroom activities that can help EFL middle school students build mastery in recognizing and distinguishing between minimal pairs. The showcased activities, easily adaptable to many instructional contexts, feature minimal pairs that are traditionally difficult for Japanese EFL students.

1:20 pm Teaching Email Pragmatics to IEP Students

Kevin Hirschi, Northern Arizona University, USA

Krh32@nau.edu

This short presentation reports on a two-lesson series that taught and assessed pragmatic norms in email communications between upper-intermediate IEP students and faculty. The presentation focuses on the theory of pragmatic norms and concepts of pragmatic instruction. It also includes teacher observations of the impact of instruction.

1:40 pm Practical Multilevel Adult Community-Based Lesson Plans

Kimberley A. Herndon, American University, USA

kaherndon@hotmail.com

Multilevel English language instruction is challenging! Reflective teachers apply pedagogic theory, but what happens when theory in practice is a bit off, like a shoe a half-size too small? This hybrid lesson blends respected instructional approaches to survival English instruction in a unique, practical template providing scaffolding and differentiation.

2 pm ESL and EFL Perceptions of Grammar Instruction

Laura Eickhoff, Michigan State University, USA

eickhof6@msu.edu

This study investigates how both ESL and EFL students and teachers perceive differences between native-speaker norms and prescriptive grammar found in most textbooks, and how varying attitudes and classroom expectations have influenced instruction in American and Chinese university contexts.

2:20 pm Teaching an Online-Based Curriculum to Afghan Students

Lea Gabay, San Francisco State University, USA
lgabay@mail.sfsu.edu

This presentation describes an EFL online curriculum that was designed and piloted during summer 2015 with a female student from Afghanistan who is studying English online. Findings focus on the analysis of the participants' use of VoiceThread to foster self-authoring through language and critical literacy development.

2:40 pm Comparison of Two Long-Term Vocabulary Retention Techniques

Lilimar Lunar, Azusa Pacific University, USA
llunarderovainal3@apu.edu

Beginning English learners sometimes have difficulty learning new L2 words. The presenter compares two vocabulary learning techniques, the keyword method and semantic mapping, to activate students' long term vocabulary retention. The results of the study are shared with suggestions on applications for the classroom.

3 pm Promoting Language Learning by Using Augmented Reality

Matthew Espino, Teachers College, Columbia University, USA
me2507@tc.columbia.edu

This teaching workshop introduces using Aurasma, an augmented reality mobile application, through project-based learning. Participants will learn how to integrate AR into the classroom and discuss its strengths and limitations. Through the demo, practitioners will gain a better understanding of how learners can use this technology to increase language-learning opportunities.

3:20 pm Perspectives on In-Service Teacher Training Programs

Minh Pham Thi Ngoc, Lehigh University, Pennsylvania, USA
phamngocminhlc@gmail.com

The study evaluated how training programs for in-service EFL teachers in Cambodia, Indonesia, and Vietnam influence teachers' content knowledge, pedagogical skills, and cultural consciousness. The participants are EFL teachers in the three countries. World culture, contextualization, and critical literacy theories are used to frame the research.

Key 12 Room

1 pm Improving Intelligibility with Kazoos and Reading Aloud

Nancy Kwoh, University of Arizona, USA
nkwoh@email.arizona.edu

This demonstration introduces an innovative teaching technique that paired playing kazoos with reading paragraphs aloud in a 40-hour intensive course designed to improve adults' speaking intelligibility. Students subsequently reported noticeable improvement in listening skills, increased confidence using English outside of class, and compliments on improved intelligibility from native speakers.

1:20 pm Students' Perceptions of Screen-Captured and Face-to-Face Feedback

Nese Demir and Seyma Toker, Syracuse University and Pennsylvania State University, USA
nesedmr@gmail.com

This action research examines perceptions students have about screen-captured feedback compared to face-to-face feedback, and reveals the teachers' reflections. Data gathered through questionnaires and teachers' diaries demonstrate that students have a positive attitude toward both types of feedback, and teachers suggest that screen-captured feedback could be more practical for particular writing objectives.

1:40 pm Impact of Note-Taking Format on Speaking

Nigina Boltaeva, Minnesota State University, Mankato, USA
boltaevanigina@gmail.com

This study in progress is aimed at identifying whether taking versus not taking notes influence the speaking production in audio journals, and analyzing students' perceived effectiveness of certain note-taking formats. The participants are International ESL students at an American university.

2 pm Language Learners' Perceptions of Teachers' Accentedness

Olga Pavlovna Kouznetsova, California State University, Los Angeles, USA
olga.p.kouznetsova@gmail.com

The presenter discusses the results of a study that showed that even though international students couldn't differentiate native English-speaking teachers (NESTs) from nonnative English-speaking teachers (NNESTs), they had positive attitudes toward NNESTs; however, they still preferred to be taught by NNESTs. Pedagogical implications will be discussed.

2:20 pm Flipping the Classroom for Grammar Learning

Omur Belce, Bilkent University, Turkey
omur.belce@bilkent.edu.tr

This presentation explores effects of the flipped classroom on grammar learning of ESL students. The participants are Turkish university students at the English preparatory program of a state university.

2:40 pm Keeping Mobile-Based Vocabulary Notebooks Through Quizlet

Özlem Zengin Ünal, Bilkent University, Turkey
zengin@bilkent.edu.tr

There is little research showing the effects of use of mobile applications on English vocabulary achievement. This talk presents the findings of a study on the effects of using mobile-based vocabulary notebooks on students' vocabulary achievement level and suggests some practical ideas for teachers to use in their own context.

3 pm Request and Refusal Strategies in Low Proficiency Level Students

Öznur Alver Yücel, İhsan Dođramacı Bilkent University, Turkey
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This presentation reports on research carried out to analyse how Internet-based materials can be used to help low level learners of English make a request and a refusal. The participants were EFL learners in a state university in Turkey who need to improve their pragmatic competence.

3:20 pm Teaching Media Skills in the ESL Classroom

Peggy Olson, The University of Maryland, USA
olsonpeggyo@gmail.com

Teaching media skills in the ESL classroom helps students develop their ability to use language skills in real-world contexts. By utilizing blogging, video creation, and social media campaigns teachers can easily integrate media technology into the classroom. The presenter describes her experience teaching an ESL media class at Towson University.

Calloway Room

1 pm Native English-Speaking Teachers' Professional Identity Construction

Pinar Kocabas Gedik, Bilkent University, Turkey
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This longitudinal case-study explores in what ways novice native English-speaking teachers' emotions and tensions contribute to their professional identity construction. Using interviews, journals, and the researcher's notes, the study examines two American teachers' emotions and tensions in relation to the teachers' identity construction.

1:20 pm Negotiating ESL Collaborative Creative Writing Through Wikis

Rima El abdali, Portland State University, USA
elabdali@pdx.edu

This presentation explores research analyzing wiki negotiations during collaborative creative writing tasks in an ESL class. The research also compared collaborative and individual short stories on three dimensions: creativity, accuracy, and complexity. Participants leave the presentation with practical guidelines for using collaborative creative writing tasks.

1:40 pm Technology-Based Integrative Writing and Speaking Course

Sanghee Kang, Georgia State University, USA
skang30@student.gsu.edu

This presentation provides technology-based approaches for teaching integrative English writing and speaking to ELLs. This curriculum is based on innovative educational technologies (i.e., Voki, animation-based dialogue, podcasting, and video-based presentation), which is supported by task-based language teaching and cooperative learning.

2 pm Reading Comprehension Strategies Used by Saudi Students

Sarah Alshehri, Salem State University, USA
alshehris1407@hotmail.com

This study investigated reading comprehension strategies used by Saudi ESL university students. A case study for seven Saudi students showed the most and the least frequently used strategies in reading an academic text in L2. Vocabulary discovery strategies are also discussed.

2:20 pm NNESTs' Positionings and Negotiations of Teacher Identities

Shaheda Akter, York University, Canada
shaheda.akter@hotmail.com

This study focuses on three nonnative-English-speaking teachers' (NNEST) positionings, reflection of those positionings on their agency, and the (re)negotiation of their teacher selves in relation to classroom practices in Canada. It demonstrates some significant strengths of NNESTs for teaching English as a second language.

2:40 pm Promoting Sustained Reading Through Book Club Roles

Tina-Marie Freeman and Taisa Haluszka, University of San Diego, USA
tinamarielifreeman@sandiego.edu

Presenters demonstrate techniques for implementing member roles for increased commitment to an English language learners' book club. Multiple member roles are described, along with approaches for scaffolding student responsibility for these roles. The participants gain the ability to create a self-sustaining social book club within a classroom or community.

3 pm Fostering Learner Autonomy Through Sociocultural Perspectives

Tzu-Hua Chen, National Taiwan Normal University, Taiwan
baileychen517@gmail.com

This session reports on a qualitative multiple case study that explores L2 learners' autonomy development in a speaking course. Drawing on Oxford's sociocultural perspectives on autonomy, the presenter reveals the teacher's and peers' roles and discusses pedagogical implications regarding group/individual work, grouping techniques, and the use of assessment tools.

~~**3:20 pm TOEFL PBT Texts Help Teaching TOEFL iBT?**~~

~~Xin-Qiao, University of Pennsylvania, USA
xin.qiao56@gmail.com~~

~~This study reports on the textual differences between TOEFL iBT and TOEFL PBT reading texts with the aim of discerning the value of TOEFL PBT in teaching the TOEFL iBT reading test. Samples were gathered from TOEFL tests materials and statistical tools were used to compare many linguistic aspects.~~

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