

2018 TALFL Conference Schedule

Sponsored by WCU Languages and Cultures Department & TESOL Program

8:30	9:00	Registration & Breakfast			
9:00	10:00	[Keynote] Neither college, nor career-ready: English learners 'at risk' Yasuko Kanno Associate Professor and Director of Language Education, Boston University Co-Editor, Journal of Language, Identity, and Education Ballroom 117C			
		Room 209 [Paper]	Room 210 [Paper]	Room 252 [Demonstration]	Room 254 [Paper/Student Research]
10:15	10:45	Five Case Studies of Second Language Students' Self-Perceptions of their ESL Identities Barbara Auris Montgomery County Community College <i>Higher Education</i> Paper	Assessing the Benefits of Online Language Learning Versus Face-to-Face: A Case Study Julianne Bryant Biola University <i>Higher Education</i> Paper	Emphasizing the Role of Ownership in Preparing Language Teachers in Using Technology Thomas McCaffrey West Chester University <i>Higher Education</i> Demonstration	L2 writing complexity in early stages of interlanguage development: Collaborative text reconstruction Carla Consolini Ohio University <i>Higher Education, Language Learning and Teaching</i> Student Research
10:50	11:20	Teachers As Learners: An Investigation of Rosetta Stone and Learner Agency Jennifer Ewald Saint Joseph's University Anne Edstrom Montclair State University <i>Higher Education, Language Learning and Teaching</i> Paper	Increasing the Critical Thinking of TESOL Students in Asynchronous Online Discussions Esther Smidt, Emily Dachroeden West Chester University <i>Teacher Trainers, Higher Education, Language Learning and Teaching</i> Paper	"If I Were a Boy": Demonstrating the use of songs to facilitate second language development Diego Zelaya University of Pennsylvania <i>Adult Education, Language Learning and Teaching, ELL/ESL</i> Demonstration	WCU University Students of Spanish Assisting Hispanic Immigrants through Service-Learning Andrea Varricchio, Mairead Barrett, Emily Hunsberger, Hannah Kaptur, and Emily Sheaffer West Chester University <i>Grades K-12, Immigrant/Refugee, Adult Education, Program Admin. Higher Ed., Language Learning and Teaching</i> Paper

11:25	11:55	<p>Podcasts in Writing Classes</p> <p>Inas Mahfouz American University of Kuwait</p> <p><i>Higher Education, Language Learning and Teaching</i></p> <p>Paper</p>	<p>The problem with implicit instruction: Perception of corrective feedback in the ESL classroom</p> <p>Dominik Wolff West Chester University</p> <p><i>Teacher Trainers, Adult Education, Higher Education, Language Learning and Teaching, ELL/ESL</i></p> <p>Paper</p>	<p>New Teachers and Strategies to Support Linguistically and Culturally Diverse Learners</p> <p>Susan Silver, Angela Della Valle Upper Merion Area School District</p> <p><i>Grades K-12, Teacher Trainers, Program Administrators, ELL/ESL</i></p> <p>Demonstration</p>	<p>Entering Academic Discourse Communities: Students Explore Reading, Writing and "Class Participation" in Liberal Arts Courses</p> <p>Carlo Cinaglia Saint Joseph's University</p> <p><i>Higher Education</i></p> <p>Paper</p>
11:55	12:45	Lunch			
12:45	1:15	<p>Learner agency and discursive awareness in second language writing assignments</p> <p>Meg Niiler West Chester University</p> <p><i>Grades 7-12, Immigrant/Refugee, Adult Education, Higher Education, Language Learning and Teaching</i></p> <p>Paper</p>	<p>Teacher and Student Beliefs Regarding Online Language Learning</p> <p>Alyssa Vuono West Chester University</p> <p><i>Higher Education, Program Administration, Language Learning and Teaching, ELL/ESL</i></p> <p>Paper</p>	<p>More than language: the why and how of teaching global issues to ELLs</p> <p>Jessica Maley Perkiomen School</p> <p><i>Grades 7-12, Adult Ed. Language Learning and Teaching, ELL/ESL</i></p> <p>Demonstration</p>	
1:20	1:50	<p>Application of Contrastive Analysis of Wh Questions in English & Arabic to the Teaching of Wh Questions structures to Arabic Native Speakers</p> <p>Mutwakil Ismail University of Sharjah, UAE</p> <p><i>Language Learning and Teaching, ELL/ESL</i></p> <p>Paper</p>	<p>What Multilingual Writers Know: Exploring International Graduate Students' Perceptions of Peer Tutoring Interactions</p> <p>Kristina Lewis University of Pennsylvania</p> <p><i>Higher Education, Language Learning and Teaching</i></p> <p>Paper</p>	<p>No Politics in English Class!: Tackling (or Avoiding) Taboos</p> <p>Alex Pence, T. Leo Schmitt The New School for Public Engagement</p> <p><i>Immigrant/Refugee, Teacher Trainers, Adult Ed., Program Admin. Language Learning and Teaching, ELL/ESL</i></p> <p>Demonstration</p>	