

3rd Annual
Georgia TESOL IEP Mini-Conference
February 21, 2015



Something New, Something Fun, Something Different

The IEP Mini-Conference is the only conference in Georgia focused on the needs of IEP professionals. Engage in professional learning that invigorates your practice and connects you to your community! This year's sessions introduce new and exciting topics in the field, present fun and creative ideas, and consider different approaches to familiar challenges.



Sponsored by Georgia TESOL and coordinated by faculty and administrators from Georgia IEPs

Conference Schedule

8:00 – 9:00



Registration & Coffee
Sponsored by Cambridge University Press & Pearson
English
 Classroom South 505



9:00 – 9:50

506 Classroom South	507 Classroom South	508 Classroom South
<p><u>Advocating for International Women</u> Robin Jordan, English Programs for Internationals, University of South Carolina</p>	<p><u>Listening Journals for Extensive and Intensive Practice</u> Anthony Schmidt, ELI, University of Tennessee</p>	<p><u>Pop Quiz: PollEverywhere and Smartphones in Class</u> Andrew Davis, Georgia State University</p>

10:00 – 10:50

506 Classroom South	507 Classroom South	508 Classroom South
<p><u>Implementing Collaborative Activities in the Writing Classroom</u> Sharon (Seongshin) Kim & Natalie Upshaw, Georgia Tech Language Institute</p>	<p><u>Facilitating Border Crossings: Admissions 101</u> Lauren Lukkarila, Georgia Tech Language Institute</p>	<p><u>Training ESL Learners to Understand Non-Standard Accents</u> Sean Dunaway, Georgia State University</p>

11:00 – 11:50

506 Classroom South	507 Classroom South	508 Classroom South
<p><u>Cultural Transparency as Path to Academic Competency</u> Katherine Samford, Georgia Tech Language Institute</p>	<p><u>Modifying Publisher-prepared Assessment Tools for Writing Classes</u> John Bunting, Georgia State University & James Anderson, Cambridge University Press</p>	<p><u>IEP Directors Town Hall: Hot Topics and Current Trends in Administration</u> Karen Braxley, University of Georgia IEP, Cheryl Delk-Le Good, Georgia State University-IEP, Julie Strecker, Mercer University ELI, Karen Tucker- Georgia Tech Language Institute, Bill Wallace, University of Alabama ELI</p>

12:00 – 12:30

Free catered lunch in 505 Classroom South. Network with your colleagues in any of the classrooms, the lobby, or outside, weather permitting!

This lunch is made possible by a generous donation from Georgia TESOL

12:40 – 1:30

506 Classroom South	507 Classroom South	508 Classroom South
<u>Paradigm Shift: Questioning Constructs for Critical Thinking</u> Suzanne Meyer, University of Tennessee ELI	<u>Lessons in a Collaborative Materials Development Project</u> Alison Camacho, Georgia State University Iman AbdulSattar Abdultif & Sarab Khalil, University of Baghdad	<u>Students Taking Ownership: Learning Pronunciation through Teaching</u> Lauren Lovvorn, University of Alabama ELI

1:40 – 2:30

506 Classroom South	507 Classroom South	508 Classroom South
<u>Using Activity and Movement to Promote Learning</u> Alison Camacho & Jean Daugherty, Georgia State University Iman AbdulSattar Abdultif and Sarab Khalil, University of Baghdad	<u>Using 3-minute Thesis Presentations in Oral Communication Classes</u> Heather Boldt, Emory University	<u>Encouraging Communication through Social Media</u> Kendall Nelson, Georgia Tech Language Institute and Alissa Hooker, Mercer University ELI

2:40 – 3:30

506 Classroom South	507 Classroom South	508 Classroom South	300 Classroom South	310 Classroom South
<u>The Competitive Edge for In-House University IEPs</u> Olivia James, Florida State University	<u>Teaching Idea Generation in a Writing Classroom</u> Elena Emelivanova, Georgia Tech Language Institute	<u>The Independent Learning Project</u> Brittany Cobb, Mercer University	<u>Student Videos and YouTube Enhancing the Language Learning Experience</u> Dr. Jeannie Beard, Kennesaw State University	<u>Creating a Blogging Class: Overview and Workshop</u> Melanie Ruefli & Lorri Shipp, Georgia Tech Language Institute

3:35 – 4:00

Raffle, closing remarks, directions to post-conference meet-up location

Meet in 5th floor lobby for a chance to win a Georgia TESOL membership (new members only), International TESOL membership (new members only), and books from Cambridge University Press and Pearson English! Take the new Atlanta Streetcar to Meehan's Public House (no host), 200 Peachtree St NE.

NOTES:

We thank the hard-working professionals in all of our programs and hope all will continue to collaborate and support each other. We thank Georgia TESOL for subsidizing this 3rd annual conference. If you are interested in getting more involved with the Georgia TESOL IEP Interest Section, please contact Diana Wrenn.

Conference Organizers

*Karen Braxley
Cheryl Delk-Le Good
Lauren Lukkarila
Karen Tucker
Diana Wrenn, Conference Chair*



Advocating for International Women

International women often have needs that don't get met. They are, therefore, unable to give all of the time and attention needed to their studies. A survey of the women in a local IEP showed where needs were not being met. Partnerships formed with university departments, chambers of commerce and local ministries now provide female students with networking opportunities and much needed information. With these connections in place, students can focus on their English programs and succeed more readily.

The Competitive Edge for In-house University IEP's

This workshop is intended to help IEP administrators and advisors prevent corporate takeover by analyzing, maximizing, and publicizing what they have to offer in house that cannot be done by for-profit companies. Activities will include analysis (in small groups or pairs) of budget issues, organizational structure, and political pitfalls.

Creating A Blogging Class: Overview And Workshop

In the first half of the session, the presenters describe their process of creating a syllabus for a blogging class. They include design ideas for academic and creative writing activities for an authentic audience. In addition, they explain how Computer Assisted Language Learning (CALL) criteria are incorporated in lesson plan design. In the second half of the session, they invite participants to brainstorm and share ideas about course ideas that they hope to make a reality in the near future.

Cultural Transparency as Path to Academic Competency

Hidden cultural practices and resources pose a challenge to ESL student success in American schools. This workshop explores using a Pre-MBA ESL course to simulate a university experience for students to develop skills to engage in the culture of soliciting help, utilizing resources, and competently communicating to enhance academic success.

Encouraging Communication Through Social Media

This presentation will focus on easy ways to encourage students to utilize social media, specifically Facebook, Instagram, and Google+, in order to help them connect with students from different backgrounds and practice authentic English. Presenters will give practical examples and discuss the complexities of blurring the academic and social spheres.

Facilitating Border Crossings: Admissions 101

The admissions and application processes of U.S. colleges and universities are not uniform or transparent. IEPs need to offer more guidance for students. This presentation describes Admissions

101, designed to help students understand the processes and develop the skills, strategies, and resources necessary to engage in those processes effectively.

IEP Directors Town Hall: Hot Topics and Current Trends in Administration

This session will provide participants with the opportunity to hear about hot topics and current trends in IEP administration from five directors. The format will allow for participants to ask questions and gain perspectives from five different t.

Implementing Collaborative Activities in the Writing Classroom

This presentation will begin with the benefits and pedagogical implications of collaborative writing in the L2 classroom based on recent research. It will then focus on engaging and innovative ways of incorporating collaborative activities into the IEP writing classrooms. The audience will be invited to participate in discussion and activities.

The Independent Learning Project

Learn how to help your students meet some of their specific learning needs through independent projects. You will learn how to help your students set goals, create and execute an independent project, and reflect on their progress and results. Participants will receive a packet including student forms, student projects ideas, and rubrics.

Lessons in a Collaborative Materials Development Project

In our ever-changing world today, course materials are quick to become outdated, uninteresting, and useless to students. What can teachers do to update and enhance their own teaching materials to better meet the needs of the students and the learning outcomes of the course? This report outlines the evolution of a course materials design and development project, focusing on the collaboration among all of the stakeholders. Emphasis is on the challenges and successes faculty experienced in taking on such a project as well as a description of the final result.

Listening Journals for Extensive and Intensive Practice

Few language learners would argue that listening is an easy skill to learn. Likewise, teaching listening is also not easy. Research shows that listening requires both a great amount of input and a number of key skills to process this input. Listening journals are one technique that focuses on both.

Modifying publisher-prepared assessment tools for writing classes

As IEP teachers we often deal with pre-selected publisher materials. This interactive session will look at assessment tools provided with one grammar/writing textbook and examine if/how they match learning objectives. Small groups will examine and modify materials to better suit specific teaching/learning environments. Materials will be provided.

Paradigm Shift: Questioning Constructs for Critical Thinking

While IEP students often focus on results via test-measured proficiencies, their university-level success depends on their ability to function within the academic context, one grounded in questioning and evaluation (critical thinking). This session presents a continuum of constructs that promote question asking as a learning tool and example classroom applications.

Pop Quiz: PollEverywhere and Smartphones in Class

This presentation shows how one teacher utilized the availability of smartphones and Polleverywhere.com, a polling website, to design quick, informal “pop quiz”-type questions for students to answer. This tool also met a variety of classroom purposes. Activity examples, troubleshooting problems, and student feedback on its use will be shared.

Students Taking Ownership: Learning Pronunciation through Teaching

This presentation discusses a new Pronunciation Skills course design where students become tutors for lower level students not enrolled in the class. Learn how to organize and oversee a successful integration of IEP levels while enhancing student learning and retention of main ideas.

Student Videos and YouTube Enhancing the Language Learning Experience

Learn about the positive experiences with assigning video projects to IEP students. Students create videos on topics of their choice as final project in a variety of courses and often rise to the occasion to produce excellent results with their videos that showcase their language learning in a fun and creative way.

Teaching Idea Generation in a Writing Classroom

Many students find it challenging to create content when faced with random topics on TOEFL, IELTS, or in a writing classroom. This presentation discusses how students’ needs to generate ideas on timed writings can be addressed through a more focused and systematic instruction on idea generation and invention strategies.

Training ESL Learners to Understand Non-Standard Accents

ESL learners often encounter accents different from their teachers' accents outside of class. Exposing learners to regional, ethnic, and international accents in class may improve learners' listening comprehension and language attitudes towards non-standard English speakers. This presentation shares an exploratory classroom research study to test the above claim.

Using 3-Minute-Thesis Presentations in Oral Communication Classes

The 3-Minute-Thesis (3MT) is a competition, now offered at 100+ universities, that challenges graduate students to communicate their research projects to a general audience in under 3 minutes. The presenter will share ways that students, using 3MT videos, can practice effective use of their voices while also learning how body language is used in conjunction with speech.

Using Activity and Movement to Promote Learning

Sitting in a classroom all day listening to someone else lecture is boring and exhausting; nevertheless, instructors often use this traditional approach. Inspired by an article describing an instructor's shadowing experience, the presenters describe five fun motivational ideas to get students out of their chairs and moving.