



Transitions

**WVTESOL 13th Annual
Spring Conference
Fairmont, West Virginia**

**Friday and Saturday,
April 9 and 10, 2010**

**Hosted by:
Fairmont State University**

Sponsors:

- Fairmont State University College of Education (facilities costs)
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Keynote Address

Immigrant Voices, Helping Us Understand Transitions

Contact between cultures brings about vitality but can also be problematic. Immigrant voices have long enriched American literature and film with their stories. How we listen to these stories, how we understand and approach them can also enrich our understanding of the transitions that occur with cultural contact. In a new location immigrants adapt or fail to, and, to varying degrees, host cultures adapt or fail as well. Immigrant voices tell us much about what happens in between.

This talk will explore some of the insights into immigrant experiences gained through the words of diverse immigrant authors, contemporary and from past generations. Careful attention to these voices can teach us valuable lessons about diversity, living in a new language, acculturation, points of conflict, and the multiple transitions with which our students and their families struggle.

Dr. Miriam Isaacs

Dr. Isaacs has been teaching at the University of Maryland since 1995. Her teaching includes basic Yiddish language and literature in the original and in translation, as well as courses on Yiddish theater and film, fantasy and the supernatural in Yiddish literature and on Holocaust and post-Holocaust literature.

Dr. Isaacs can be reached at misaacs@umd.edu.

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WVTESOL CONFERENCE AT-A-GLANCE

Pre-Conference: Friday, April 9, 2010
The Falcon Center, Third Floor, at Fairmont State University

3:30-4:30	WVTESOL Board Meeting: Board Rm.
5:00-6:00	Concurrent Sessions: <ul style="list-style-type: none"> • Peace Corps: Stories and Opportunities in Service - Board Rm. • Boost Academic Achievement with New On-Line ESL Reading Program: Reading Smart – Computer Lab 2 • Rosetta Stone – Computer Lab 1
6:00-7:30	Reception, Early Registration, Entertainment, Networking: Conference Center Lobby

Conference: Saturday, April 10, 2010
The Falcon Center, Third Floor, at Fairmont State University

8:00-10:00	Registration, Continental Breakfast, and Visit Displays - Conference Center Lobby	
9:00-9:40	Welcome and Keynote Address: Immigrant Voices, Helping Us Understand Transitions/ Miriam Isaacs – Rm. 303/302	
9:40-10:00	Break	
10:00-10:40	40 Minute Concurrent Sessions: <ul style="list-style-type: none"> • You Tube 101 for Language Learners – Board Rm. • Philip Just Arrived in America: Communication Strategies and Motivating Factors – Computer Lab 2 • Enhancing ESL Academic Writing Through Genre and Register Instruction – Computer Lab 1 • Incorporating Culture in the Language Classroom – Rm. 301 	90 Minute Session: <ul style="list-style-type: none"> • Choosing and Using a Picture Dictionary – Rm. 302/303
10:40-10:50	Break	
10:50-11:30	40-Minute Concurrent Sessions: <ul style="list-style-type: none"> • Moodle: Free, Easy Website Creator for Teachers – Computer Lab 2 • Is the ESOL Program Helpful? Teenagers' Voices on the School ESOL Program – Board Rm. • Understanding and Easing the Transition from ESL to Mainstream Classrooms – Rm. 301 • Peer Assessment in Second Language Writing – Computer Lab 1 	
11:30-11:40	Break	
11:40-12:40	Lunch and Membership Meeting – Rm. 303/302	

12:40-12:50	Break		
12:50-1:20	30 Minute Round Table Discussions:		
	<ul style="list-style-type: none"> • K-12 – Board Rm. • Higher Education – Computer Lab 1 • Adult Education and Literacy – Rm. 301 		
1:20-1:30	Break		
1:30-2:10	40 Minute Concurrent Sessions: <ul style="list-style-type: none"> • Boost Academic Achievement with New On-Line ESL Reading Program: Reading Smart – Computer Lab 2 • Tutoring ESOL Students: Practical Activities and Discussion – Rm. 302 • Film in ELT: Refocusing Language Learning Theory – Rm. 303 • Scaffolding Patterns of Korean ESL Learners in Their Dialogic Problem Solving Process – Board Rm. • Getting Down to Business: Using the ACTFL Documents in ESP Curriculum Design – Rm. 301 	90 Minute Session: <ul style="list-style-type: none"> • Expanding the Limits of the ESL Classroom into the Digital World: Practical Implications of Web-Based CALL – Computer Lab 1 	
2:10-2:20	Break		
2:20-3:00	40 Minute Concurrent Sessions: <ul style="list-style-type: none"> • Using Music to Build the Class Community – Board Rm. • Comparing the Effectiveness of Reading Comprehension Activities – Rm. 301 • A Five-Year-Old Bilingual Child’s Code-Switching and Code-Mixing – Computer Lab 2 • Effects of Video Reviewing in Message Relay Activities Among ELLs – Rm. 302 • Rural ESOL Programs: Changing Challenges to Opportunities – Rm. 303 		
3:00-3:10	Break		
3:10-3:50	40 Minute Concurrent Sessions: <ul style="list-style-type: none"> • Teaching Language and Culture with Feature Films – Computer Lab 1 • U.S.A. Learns: A Web Site to Teach English to Adolescent and Adult Learners – Computer Lab 2 • Peace Corps: Stories and Opportunities in Service – Board Rm. • Teaching English in Japan: Effectiveness and Issues of Team Teaching – Rm. 303 • Integrating Music in Second Language Classrooms – Rm. 302 • Returnees’ Tears in the Elementary School Classroom in Korea – Rm. 301 		
3:50-4:00	Break		
4:00-4:30	Closing, Evaluation, Textbook Giveaways: Conference Center Lobby		

SESSION DESCRIPTIONS

Time	Location	Description
FRIDAY PRE-CONFERENCE SCHEDULE		
3:30-4:30	Board Room	WVTESOL Board Meeting
Concurrent Sessions 5:00-6:00 (60 minute sessions)		
5:00-6:00	Audience: All Interest Sections Board Room	<i>Peace Corps: Stories and Opportunities in Service</i> Jason Beach, Peace Corps English teaching is the #1 program requested by host countries requesting Peace Corps volunteers because it broadens professional and educational opportunities for students and advances national development goals on a large scale. There are hundreds of positions available worldwide in English teaching and teacher training.
5:00-6:00	Audience: All Interest Sections Computer Classroom 2	<i>Boost Academic Achievement with New On-Line ESL Reading Program: Reading Smart</i> Stephen P. Chamberlain, Representative for ESL Reading Smart Boost academic achievement with ESL Reading Smart, an effective web-based program for English language learners in upper elementary to high school, adult, and post-secondary education that works as a student-centered stand alone application, or as a blended learning environment, integrating online student work and classroom instruction.
5:00-6:00	Audience: All Interest Sections Computer Classroom 1	<i>Rosetta Stone</i> Bryanne Zihmer
6:00-7:30	Conference Center Lobby	Reception, Early Registration, Entertainment, Networking
SATURDAY CONFERENCE SCHEDULE		
8:00-9:00	Conference Center Lobby	Registration
8:00-4:00	Conference Center Lobby	Refreshments Publishers Books And Materials Displays
9:00-9:40	Room 303/302	Welcome And Announcements <i>WVTESOL Acting President and Conference Chair:</i> Dr. Claudia Nickolson, Assistant Professor of Elementary Education and Reading, Fairmont State University Keynote Address <i>Immigrant Voices, Helping Us Understand Transitions</i> Dr. Miriam Isaacs, University of Maryland
9:40-10:00		Break

Time	Location	Description
Concurrent Sessions I 10:00-11:30 (90 minute sessions)		
10:00-11:30	Audience: All Interest Sections Rooms 303/302	<i>Choosing and Using a Picture Dictionary</i> Marjorie Chamberlain, Oxford University Press These picture dictionary programs develop vocabulary with four-skills integration and reinforcement. This demonstration is designed to help educators understand the value and application of picture dictionaries while meeting each student's specific needs. An overview of different dictionaries and specific teaching strategies will be discussed.
Concurrent Sessions I-A 10:00-10:40 a.m. (40 minute sessions)		
10:00-10:40	Audience: All Interest Sections Board Room	<i>You Tube 101 for Language Learners</i> William L. Chambers, Midwest University, Annandale, VA You can use YouTube (and teachertube.com) to do some extraordinary teaching, even if you have never used this site before. From examples the presenter will show, you will walk away from this workshop with great ideas on how to use this site as a valuable teaching tool to build community, spark creative writing, and serve as a dynamic introduction to units.
10:00-10:40	Audience: Higher Education, Adult Education and Literacy Providers Room 301	<i>Incorporating Culture in the Language Classroom</i> Susan M. Braid, WVU Incorporating cultural content in the language classroom may offer adult learners in an ESL setting an increased awareness and understanding of the cultural environment around them. Through demonstrations and activities for grammar, vocabulary, and pronunciation, participants gain a variety of techniques and resources for developing culture-based materials and activities.
10:00-10:40	Audience: Higher Education Computer Classroom 1	<i>Enhancing ESL Academic Writing Through Genre and Register Instruction</i> Dr. Hyo-Chang (Bob) Hong & Dr. Jun Zhao, Marshall University This presentation addresses some of the general problems ESL student writers face in their EAP writing (English for academic purposes), and then provides specific pedagogical suggestions from the perspective of genre and register variation theories in Systemic Functional Linguistics to explicitly enhance students' awareness and writing skills in academic writing.
10:00-10:40	Audience: Higher Education and K-12 Educators Computer Classroom 2	<i>Philip Just Arrived in America: Communication Strategies and Motivating Factors</i> Cho-hui Kim & Kyong Hee Kwon, Midwest University, Annandale, VA An ethnographic case study using both video-taping and audio-taping on a seven-year-old Korean boy who recently moved to the U.S. reveals LEP child's strategies to cope with English speaking environment and motivating factors that ESL teachers and parents can provide to support struggling newly immigrated learners.
10:40-10:50		Break (10 minutes)

Time	Location	Description	
Concurrent Sessions I-B 10:50-11:30 a.m. (40 minute sessions)			
10:50-11:30	Audience: K-12 Educators Board Room	<i>Is the ESOL Program Helpful? Teenagers' Voices on the School ESOL Program</i> Eun Sil Kang, Jin Sook Chung & Min Jung Noh, Midwest University, Annandale, VA A series of interviews with seven individual teenage-Korean-immigrant students about their experiences and views on the school ESOL program reveals their overall perception of their identity as LEP students and how ESOL classes and teachers can effectively support these immigrant students. Desirable ESOL teachers' strategies will be discussed in the presentation.	
10:50-11:30	Audience: Higher Education and K-12 Educators Room 301	<i>Understanding and Easing the Transition from ESL to Mainstream Classrooms</i> Lara Zaaba & Morgan Richards, WVU When ESL learners enter mainstream English-speaking classrooms, they often face significant academic and social challenges due to language and cultural differences. This presentation will emphasize the value of teaching intercultural communication and lessening the communication apprehension of those learners in order to ease their transition into mainstream education.	
10:50-11:30	Audience: Higher Education Computer Classroom 1	<i>Peer Assessment in Second Language Writing</i> Aisulu Raspayeva, WVU Peer review has been found to be effective for improving second language (SL) student's writing quality. Thus, this presentation aims to introduce the crucial elements of its successful integration into SL writing classes and provide some practical guidelines in training students to become effective peer reviewers and better writers.	
10:50-11:30	Audience: All Interest Sections Computer Classroom 2	<i>Moodle: A Free, Easy Website Creator for Teachers</i> Alexander J. Roth, WVU The provision of online content has exploded in recent years; however, a cost-effective means for utilizing this content is often out of reach for many K-12 and higher educational communities. Moodle, a free, open-source course management system, is an excellent choice for such communities. It creates an e-learning platform to aid in development, distribution, and collaboration of quality online materials that can match many of the commercial systems. This workshop will focus on providing teachers with the tools and platform to implement their own e-content classroom using Moodle.	
11:30-11:40		Break (10 minutes)	
11:40-12:40	Room 303/302	Lunch and Membership Meeting (60 minutes)	
12:40-12:50		Break (10 minutes)	
Round Table Interest Sections 12:50-1:20 (30 minute sessions)			
12:50-1:20	<i>K-12 Educators</i> Jane Wagner Board Room	<i>Adult Education and Literacy Providers</i> Kim Jones Cathy Shank Room 301	<i>Higher Education Providers</i> Computer Lab 1

Time	Location	Description
1:20-1:30		Break (10 minutes)
Concurrent Sessions II 1:30-3:00 (90 minute sessions)		
1:30-3:00	Audience: Higher Education Computer Classroom 1	<i>Expanding the Limits of the ESL Classroom into the Digital World: The Practical Implications of Web-Based CALL</i> Joern-Timo Riepel, Alexander Roth, Patricia Patton, Natalya Kuznetsova, & Aisulu Raspayeva, WVU This workshop explores current CALL practices in language teaching. It introduces the use of technological tools such as chat, blogs, podcasts, and online corpora in a learner-centered constructive learning environment, provides training on the use of a course management system, and presents a variety of web-based resources for language teaching.
Concurrent Sessions II-A 1:30-2:10 (40 minute sessions)		
1:30-2:10	Audience: Higher Education Board Room	<i>Scaffolding Patterns of Korean ESL Learners in Their Dialogic Problem Solving Process</i> Dr. Eunmee Lee, Midwest University, Annandale, VA A qualitative case study in a socio-cultural framework of two Korean teenage ESL learners in their dyadic problem solving process reveals that ESL learners dynamically apply a variety of scaffolding strategies, and form intersubjectivity between them. Scaffolding patterns and speech patterns revealed in the study will be discussed in this presentation.
1:30-2:10	Audience: Higher Education and K-12 Educators Room 303	<i>Film in ELT: Refocusing Language Learning Theory</i> Dr. Douglas Goodwin, Universidad de Guanajuato, This paper proposes a shift in current language teaching methodology using film as a pedagogic device in order to promote more genuine communicative practice. The focus shifts from language itself to life experience' and the 'whole person' whereby language becomes a by-product. Film is a potential catalyst for this reform.
1:30-2:10	Audience: K-12, Adult Education and Literacy Providers Room 302	<i>Tutoring ESOL Students: Practical Activities and Discussion</i> Christie Hand, Literacy West Virginia This is a practical session designed to help ESOL tutors with new ideas and activities. The session will be interactive, encouraging participants to share their own experience and expertise. The focus is on adult learners but application can also be made for K-12.
1:30-2:10	Audience: Higher Education Room 301	<i>Getting Down to Business: Using the ACTFL Documents in ESP Curriculum Design</i> Gabriel Brito Amorim, WVU This presentation will outline a theoretical rationale for an ESP curriculum in which the three pillars that support the achievement of communicative competence are: 1) contextualized communication in the TL, 2) cultural competence in business, and 3) praxis-oriented learning. A four-semester course curriculum will be provided, including assessment ideas.

Time	Location	Description
1:30-2:10	Audience: All Interest Sections Computer Classroom 2	<i>Boost Academic Achievement with New On-Line ESL Reading Program: Reading Smart</i> Stephen P. Chamberlain, Publisher Representative for ESL Reading Smart Boost academic achievement with ESL Reading Smart, an effective web-based program for English language learners in upper elementary to high school, adult, and post-secondary education that works as a student-centered stand alone application, or as a blended learning environment, integrating online student work and classroom instruction.
2:10-2:20		Break (10 minutes)
		Concurrent Sessions II-B 2:20-3:00 (40 minute sessions)
2:20-3:00	Audience: All Interest Sections Board Room	<i>Using Music to Build the Class Community</i> William L. Chambers, Midwest University, Annandale, VA Whether or not you are musically inclined, everyone loves music. Music is fun, relaxing, energizing and a great way to bring people together. In this session, the presenter will provide practical tips and ideas for using music as a means of building community. Handouts will be provided.
2:20-3:00	Audience: Adult Education and Literacy Providers Room 303	<i>Rural ESOL Programs: Changing Challenges to Opportunities</i> Shalom Tazewell, WVABE/ESL and Literacy WV The number of immigrants moving to rural communities in the United States is increasing significantly, presenting unique challenges for students, instructors, and communities. Participants will learn how some rural adult ESOL programs in West Virginia responded to these challenges. Techniques that foster a sense of community within the classroom will also be described.
2:20-3:00	Audience: Higher Education, Adult Education and Literacy Providers Room 302	<i>Effects of Video Reviewing in Message Relay Activities Among ELLs</i> Dr. Eunmee Lee, Midwest University, Annandale, VA Video clips of a classroom case study show erroneous information transfer process among adult ELLs and how participants figure out causes of errors through reviewing the video record. Effects of video-taping and reviewing it and learners' strategies to convey the given message correctly will be discussed in the presentation.
2:20-3:00	Audience: All Interest Sections Room 301	<i>Comparing the Effectiveness of Reading Comprehension Activities</i> Dr. Xiangying Jiang, WVU Awareness of discourse structure in texts is an important part of a reader's overall comprehension ability, but the discourse component has often been lacking in comprehension instruction. This presentation addresses how a graphic organizer activity compares with other classroom activities in raising students' text structure awareness and promoting reading comprehension.
2:20-3:00	Audience: Higher Education Computer Classroom 2	<i>A Five-Year-Old Bilingual Child's Code-Switching and Code-Mixing</i> Miyoun Im, Midwest University, Annandale, VA This ethnographic observation in a socio-cultural framework reveals how a Korean-American bilingual kindergartener dynamically employs code-switching and code-mixing in conversations with his Korean family. Code-switching and code-mixing modes that this particular bilingual child employs will be discussed in the presentation along with voice clip and transcript data.

Time	Location	Description
3:00-3:10		Break (10 minutes)
Concurrent Sessions III 3:10-3:50 (40 minute sessions)		
3:10-3:50	Audience: All Interest Sections Board Room	<i>Peace Corps: Stories and Opportunities in Service</i> Jason Beach, Peace Corps English teaching is the #1 program requested by host countries requesting Peace Corps volunteers because it broadens professional and educational opportunities for students and advances national development goals on a large scale. There are hundreds of positions available worldwide in English teaching and teacher training.
3:10-3:50	Audience: Higher Education and K-12 Educators Room 303	<i>Teaching English in Japan: Effectiveness and Issues of Team Teaching</i> Mayu Kataoka, WVU This presentation explores the possibilities of maintaining a good learning environment and the potentials for native and non-native teachers to complement each other in class. Most of the contentions between native and non-native English teachers come from communication problems. The presenter aims to discuss the specific Japanese team-teaching pedagogy.
3:10-3:50	Audience: Higher Education and K-12 Educators Room 302	<i>Integrating Music in Second Language Classrooms</i> Juan Julie Yu, WVU The purpose of the presentation is three-fold: to discuss the theoretical background of the effectiveness of integrating music in ESL classrooms; to explore various approaches for ESL teachers to relate music to language; and to demonstrate creative teaching activities of how music can be used in second language classrooms.
3:10-3:50	Audience: Higher Education and K-12 Educators Room 301	<i>Returnees' Tears in the Elementary School Classroom in Korea</i> Soo Jin Lim, Midwest University, Annandale, VA Participants will focus their attention on returnees, those students who move abroad for a time and then return and re-enter the classroom. The presenter will introduce how she has successfully dealt with the challenges of Korean returnees and will suggest implications for American returnees. Although returnees are only a small percentage of the total students, any help they receive is especially useful for them.
3:10-3:50	Audience: All Interest Sections Computer Classroom 1	<i>Teaching Language and Culture with Feature Films</i> Natalya Kuznetsova, WVU The integration of feature films in language learning has been found to increase motivation, facilitate comprehension, improve language skills and develop sociocultural competence. This presentation will demonstrate a pedagogical implementation of feature media in the language learning curriculum.
3:10-3:50	Audience: All Interest Sections Computer Classroom 2	<i>U.S.A. Learns: A Web Site to Teach English to Adolescent and Adult Learners</i> Cathy Shank, WV Adult Basic Education Participants will visit the U.S.A. Learns website and preview the free online content. The presenter will demonstrate how to create and manage a class. Participants will see what information is available regarding student progress. WVABE instructors will learn how this program can be used for Distance Education proxy hours.
3:50-4:00		Break (10 min.)
4:00-4:30	Conference Center Lobby	Closing, Evaluation, Textbook Giveaways

WV TESOL would like to thank...

- Our WV TESOL conference committee
 - Claudia Nickolson: conference/site coordinator
 - Shalom Tazewell: registration
 - Jane Wagner: publisher displays and certificates
 - Cathy Shank: program
 - Sandy Miller: presentations and speakers
 - ??: publicity and gifts

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 - Reading Smart, Stephen Chamberlain, chamberlain6271@cox.net
 - Rosetta Stone, Bryanne Zihmer, Zihmer@rosettastone.com , Shawn Leed, sleed@rosettastone.com
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