

West Virginia TESOL 22nd Annual Spring Conference



Literacy, Languages, and Literature:

TESOL Instruction and Research for all Learners

Marshall University, Huntington, WV

Friday, April 12 and Saturday, April 13, 2019

WV TESOL CONFERENCE AT-A-GLANCE

Pre-Conference: Friday, April 12, 2019 Drinko Library	
1:00-3:00	<ul style="list-style-type: none"> • Pre-Conference Session – Basics of Second Language Acquisition for Language Educators with Echo Ke (Drinko Library Room 138)
3:30-4:30	<ul style="list-style-type: none"> • WV TESOL Board Meeting: Corbly 407
6:00-7:00	<ul style="list-style-type: none"> • Buffet Dinner – Marcos (located in the lower level of the Memorial Student Center)
7:00-7:30	<ul style="list-style-type: none"> • Presentation by Ms. Rajia Hassib, author and speaker
7:45- 10:30	<ul style="list-style-type: none"> • Old Time music and square dancing... Featuring the Stony Point String Band and caller, Abby Higgins
Conference: Saturday, April 13, 2019 Marshall University INTO Center	
8:00-9:00	Registration: INTO Center, first floor hallway Publisher's Displays: INTO Learning Resource Center MU Guest WiFi
9:00-9:15	<p style="text-align: center;">MARCOS – LOWER LEVEL – MEMORIAL STUDENT CENTER</p> <ul style="list-style-type: none"> • Welcome from the Conference Chair of WV TESOL – Dr. Isaac Willis Larison • Greetings from Marshall University – President Jerome Gilbert • Greetings from the College of Education and Professional Development – Dean Teresa Eagle
9:15	Introduction of our Keynote Speaker – Dr. Lois Jarman, President of WV TESOL
Keynote Address	<p>Dr. Sihui (Echo) Ke is an Assistant Professor of Second Language Acquisition at the University of Kentucky, where she teaches in the MATESOL (Teaching English to Speakers of Other Languages) and MATWL (Teaching World Languages) programs. She received her Ph.D. in Second Language Acquisition from Carnegie Mellon University. Her professional areas of interest include second language reading and biliteracy development, and foreign language assessment and instruction. She has published research articles in Applied Linguistics, Language Awareness, Modern Language Journal and System. Dr. Ke has won a research award as part of ACTFL's 2018 Research Priorities Initiative. She has trained EFL and ESL teachers as well as foreign language program instructors. She invites you to visit her website at http://www.sihuike.com/.</p>
10:00-10:10 - Break (10 min.)	
10:10 – 11:00 BREAKOUT SESSION A	50 Minute Concurrent Sessions: <ul style="list-style-type: none"> • Lois Jarman – Shepherd University - “Language Learning through Content Area Reading” INTO 121 • Ryan Angus – Marshall University – “A functional Approach to Focusing on Grammar Instruction in K-12 Classrooms” INTO 227 • Xiangying Jiang – West Virginia University - “Planning a Classroom Assessment: Challenges, Choices, and Consequences” INTO 229 • Susan Braid – West Virginia University - “Language, Culture, and Student Engagement through Literature” INTO 231 • ACLU of West Virginia – “Who Has a Home Here? Immigrants, Refugees, and Hate in WV” INTO 125

11:00-11:10 - Break (10 min.)	
11:10 – 11:40 BREAKOUT SESSION B and POSTER SESSION	30 Minute Concurrent Sessions: <ul style="list-style-type: none"> • Anke Duerr-McCown – Marshall University “Best Practices: How to Respond to Student Errors in L2 Writing” INTO 215 • Hassan AitMan - sidi ou sidi H. school Taroudant, Morocco and Isaac Willis Larison – Marshall University – “Making Literature Come Alive: English Instruction in Morocco” Drinko Library 138 • Natsuki Fukunaga and Sally Newnham – Marshall University - “Power of Peer Raising Bilingual Children” INTO 227 • Lan Wang-Hiles – West Virginia State University – “The Myth of Plagiarism in L2 Writing” INTO 229 • MoonJung Jang – West Virginia University – “The Effectiveness of Phonetic Training on Pronunciation of Korean ESL Learners” INTO 231 POSTER SESSION / INTO LEARNING RESOURCE CENTER (LRC) <ul style="list-style-type: none"> • Rickey Larkin, Jr., Mark Sakach, and Keira Park - Ohio University – “A Corpus Study of the Effectiveness of Feedback by Teaching Assistants of Differing Cultural-Linguistic Backgrounds” • Aaron Roberts – Marshall University – “German in a Kebab Shop”
11:40-11:45 - Break (5 min.)	
11:45 – 12:30 BREAKOUT SESSION C	45 Minute Concurrent Session <ul style="list-style-type: none"> • Hyo-Chang/ Bob Hong – Marshall University “Grammatical Metaphor and Cohesion: Perspectives from Systemic Functional Linguistics” INTO 115 • Lanai Jennings, Beth Sutfin, and Savana Earnest – Marshall University – “Best Practices in the Assessment of English Language Learners: A Practitioners Conversation Session” INTO 117 • Kathryn Nestor and Chelcie Gore – Marshall University – “Mainstreaming ELLs: Teaching and Accommodation ELLs in the Mainstream Classroom with Limited Resources and Experiences” INTO 119 • Nathalie Franssen - Bergeland VGS, Stavanger, Norway and Isaac Willis Larison – Marshall University – “The Use and Benefits of Drama in Foreign Language Teaching” Drinko Library 138 • Siham Elougli – INTO, Marshall University – “Academic Dishonesty: Opening Up the Discussion about Plagiarism” INTO 125
LUNCH in Harless Hall - 12:30- 1:40 PM Voting for Board Members will be held during lunch. You must have your lunch ticket in order to be served.	
1:45-2:30 BREAKOUT SESSION D	45 Minute Concurrent Session <ul style="list-style-type: none"> • Hyo-Chang/ Bob Hong and Puspa Damai – Marshall University – “Contextual Validation of Language: Does Grammar Change in Different Contexts?” INTO 229 • Richard Hiles – West Virginia State University – “How Can an Administrator Help International Students Survive Their First Semester?” INTO 227 • Marcie Stutzman – Frederick County Public Schools – “How Translanguaging is Changing the Way that Additional Languages are Conceived and Taught” INTO 231 • An Sudiman and Keira Park – Ohio University - “Language Learning Strategies of EFL Students in Korean Cyber University” INTO 115 • Elizabeth ter Haseborg – Monongalia County Schools – “Finding and Working with Leveled Texts” INTO 117 • Timm Johnson – Marshall University – “Increasing Literacy and Comprehension through Video Games” Drinko Library 138
2:30-3:15 ROUND TABLE FOCUS GROUPS	Adult Education and Literacy Round Table Session Advocacy Round Table Session Higher Education Round Table Session K-12 Round Table Session

<p>3:20-4:10 BREAKOUT SESSION E</p>	<p>50 Minute Concurrent Sessions:</p> <ul style="list-style-type: none"> • Ruthann Arneson and Janet Dozier – Marshall University - “The Way Your Spoken Language Informs Your Literacy, Language, and Literature Acquisition” INTO 231 • Susan Braid – West Virginia University – “Targeting Reading Strategies at All Levels” INTO 215 • Cari LeVake – Harrison County Schools - “National Board Certification: Taking Your Teaching Practice to the Next Level” INTO 211 • Connor Kinder – Marshall University – “Plagiarism in the ESL Classroom” INTO 213 • Teddy Mutiga – West Virginia University – “Learning Business English in a Fun Way” INTO 227
<p style="text-align: center;">4:10-4:20 - Break (10 min.)</p>	
<p>4:20-4:50 BREAKOUT SESSION F</p>	<p>30 Minute Concurrent Sessions:</p> <ul style="list-style-type: none"> • Angela Bejarnao – INTO, Marshall University – “Games, Culture, Vocabulary and Other Reading Skills” (20-minute session) INTO 215 • Xiangying Jiang and Jing Liu – West Virginia University “The Effect of Collaboration in Second Language Writing” (30-minute session) INTO 211 • Wen Juan Mo – West Virginia University - “Developing Literacy Through Multiple Intelligences in the FLES Classroom” INTO 231 • Varvara Kurylova and Victor Gavrilov – West Virginia University – “Do We Know What We Assess when We Assess Reading?” INTO 115 • Corentin Mallet-Pont and Ignacio Gimenez Nunez – West Virginia University – “Assessing Productive Skills: Challenges, Choices, and Consequences” INTO 117 • Emma Liva – West Virginia University – “Helping Students Become Autonomous Readers” INTO 119
<p>5:00-5:15 INTO 215</p>	<p>Closing Remarks – Evaluation, Textbook Giveaways and Door Prizes!</p>

SESSION DESCRIPTIONS

TIME	LOCATION	DESCRIPTION
FRIDAY Pre-Conference Schedule		
1:00-3:00	Drinko Library Room 138	Dr. Sihui (Echo) Ke Basics of Second Language Acquisition for Language Educators This session provides an introduction to Second Language Acquisition (SLA) for language educators. It begins with an overview of SLA as a relatively young research field, and then prompts participants to (1) reflect on the effective ways of learning and teaching a second language (L2), (2) explore the implications of SLA theories and research findings for classroom language teaching, (3) assess the validity of commonly used teaching methods in L2 classrooms using SLA research, and (4) apply the results and findings of SLA research to L2 classrooms and L2 teaching methods. Attending this session? Dr. Ke encourages you to read this article in advance.
3:00-4:30	Corbly Hall 407	WV TESOL Board Meeting
6:00-7:00	Memorial Student Union Marcos	Buffet Dinner: Baked Chicken, Bowtie Pasta, Vegetable Medley, House Salad, and Assorted Desserts – Iced Tea, Lemonade, and Water to Drink
7:00-7:30	Memorial Student Union Marcos	Presentation by Ms. Rajia Hassib , author and speaker: Ms. Hassib is a graduate of Marshall University. Her debut novel, <i>In the Language of Miracles</i> was published in 2015. Her second novel, <i>A Pure Heart</i> will be released in September 2019.
7:45-10:30	Memorial Student Union Marcos	Old Time music and square dancing featuring the Stony Point String Band and caller, Abby Higgins “The Stony Point String Band is keeping history alive by playing traditional music from the mid to late 19 th century” 
Conference: Saturday, April 13, 2019 Marshall University INTO Center		
8:00-9:00	INTO Lobby	REGISTRATION
8:00-9:00	INTO Learning Resource Center	Breakfast Sampler PUBLISHERS’ BOOKS AND MATERIALS DISPLAYS
9:00-9:15	Memorial Student Union Marcos	WELCOME AND ANNOUNCEMENTS Welcome from the Conference Chair of WV TESOL – Dr. Isaac Willis Larison Greetings from Marshall University – President Jerome Gilbert Greetings from the College of Education and Professional Development – Dean Teresa Eagle

TIME	LOCATION	DESCRIPTION
9:15-10:00	Memorial Student Union Marcos	<p style="text-align: center;">KEYNOTE ADDRESS</p> <p>Dr. Sihui (Echo) Ke</p> <p>Contributions of morphological awareness to L2 English literacy development: Implications from a meta-analysis</p> <p>Morphological awareness is an important predictor of L2 English literacy development. This session reports the research findings from a meta-analysis regarding the contribution of morphological awareness to L2 English reading acquisition, discusses implications for evidence-based practices, and provides suggestions for instructional applications.</p>
BREAK (10:00-10:10)		
50 Minute CONCURRENT SESSIONS (10:10-11:00)		
	Audience: Pre-K-12 INTO 121	<p>Lois Jarman – Shepherd University – “Language Learning through Content Area Reading”</p> <p>Participants will discover how to use a whole language approach to language learning by incorporating texts in specific content areas to engage students in language learning.</p>
	Audience: Pre-K-12 INTO 227	<p>Ryan Angus – Marshall University – “A functional Approach to Focusing on Grammar Instruction in K-12 Classrooms”</p> <p>This workshop gives participants a practical approach to planning grammar instruction in K-12 classrooms. Based in a functional linguistic approach, it gives suggestions for integrating grammar instruction into content teaching. Participants should bring lessons that either they struggle to teach or that their L2 learners struggle to learn.</p>
	Audience: Higher Education INTO 229	<p>Xiangying Jiang – West Virginia University – “Planning a Classroom Assessment: Challenges, Choices, and Consequences”</p> <p>The presentation aims to demonstrate the importance of planning in the assessment process. Planning an assessment means to decide on purpose and type of assessment, decide on the content to be tested, and create specifications. The presenter will illustrate ways to ensure content and construct validity in classroom assessment.</p>
	Audience: Higher Education INTO 231	<p>Susan Braidt – West Virginia University – “Language, Culture, and Student Engagement through Literature”</p> <p>Literature offers ESL teachers an alternative resource for teaching language, introducing culture, and engaging students. The session includes the benefits of using literature, guidelines for text selection, and the examination of language, culture, personal engagement, and extension activities built around a young adult novel, <i>The Giver</i>, by Lois Lowry.</p>
	Audience: Pre-K-12, Adult Education and Literacy and Higher Education INTO 125	<p>ACLU of West Virginia – “Who Has a Home Here? Immigrants, Refugees, and Hate in WV”</p> <p style="text-align: center;">Special Session</p>

TIME	LOCATION	DESCRIPTION
BREAK (11:00-11:10)		
30 Minute CONCURRENT SESSIONS (11:10-11:40)		
11:10-11:40 30 Minutes	Audience: Pre-K-12, Adult Education and Literacy INTO 215	Anke Duerr-McCown – Marshall University “Best Practices: How to Respond to Student Errors in L2 Writing” How can teachers provide error treatment most effectively? This session aims to give Second Language writing teachers the pedagogical and practical tools they can implement immediately in L2 writing classes at the intermediate or advanced level.
	Audience: Pre-K-12 Drinko Library 138	Hassan AitMan - sidi ou sidi H. school Taroudant, Morocco and Isaac Willis Larison – Marshall University - “Making Literature Come Alive: English Instruction in Morocco” Mr. AitMan will discuss the book he has written and published and share ideas for inspiring his high school students to learn English.
	Audience: Pre-K-12 INTO 227	Natsuki Fukunaga and Sally Newnham – Marshall University - “Power of Peer Raising Bilingual Children” The presenters will discuss what the literature has to say about raising bilingual children and present their own ideas regarding the power of peer groups. How can parents offer environment to maintain both languages when their bilingual children become teenagers?
	Audience: Adult Education and Literacy Higher Education INTO 229	Lan Wang-Hiles – West Virginia State University - “The Myth of Plagiarism in L2 Writing” Plagiarism is a complex topic in the context of L2 writing. The recognition of plagiarism as a scholarly issue varies according to different cultures, which requires L2 writing instructors to realize that different cultures view the possession or ownership of ideas differently and to provide explicit instruction in avoiding plagiarism.
	Audience: Higher Education INTO 231	MoonJung Jang – West Virginia University - “The Effectiveness of Phonetic Training on Pronunciation of Korean ESL Learners” A session designed with the itinerant K-12 ESL teacher in mind. Emphasis will be placed on mobile and effective teaching tools such as: handouts, valuable websites, iPad apps, supplies, and lessons for instructing K-12 ELLs.
	Poster Session Learning Resource Center (LRC)	Rickey Larkin, Jr., Mark Sakach, and Keira Park - Ohio University – “A Corpus Study of the Effectiveness of Feedback by Teaching Assistants of Differing Cultural-Linguistic Backgrounds” This study investigates the ratio of praise-to-criticism given by teaching assistants from an American university to the learners enrolled in a business English course at a Korean online university. A corpus was created using feedback given by English L1 and English L2 teaching assistants to written responses by the Korean L1 learners. Arron Roberts – Marshall University - “German in a Kebab Shop” My presentation is about experiences I had while living in Germany speaking to other non-native speakers. I will use these anecdotes to explain why I think practicing with other learners is beneficial and can encourage risk taking.

TIME	LOCATION	DESCRIPTION
BREAK (11:40-11:45)		
45 Minute Concurrent Session (11:45-12:30)		
11:45-12:30 45 Minutes	Audience: Adult Education and Literacy Higher Education INTO 115	Hyo-Chang/ Bob Hong – Marshall University - “Grammatical Metaphor and Cohesion: Perspectives from Systemic Functional Linguistics” Drawing on the systemic functional linguistic perspective on lexis as most delicate grammar, the presenter will examine some of the most fundamental lexico-grammatical features of the language of academia, and argue that lexico-grammatical features should be an integral part of ES/FL writing instruction.
	Audience: Pre-K-12 INTO 117	Lanai Jennings, Beth Sutfin, and Savana Earnest – Marshall University - “Best Practices in the Assessment of English Language Learners: A Practitioners Conversation” The aim of the presentation is to review best practices in the evaluation of English language learners with suspected disabilities, as well as assessment instruments for these evaluations. Facilitators will engage participants in discussion about practices in their districts, and the successes and obstacles they face in implementing nondiscriminatory assessments.
	Audience: Pre-K-12 INTO 119	Kathryn Nestor and Chelcie Gore – Marshall University - “Mainstreaming ELLs: Teaching and Accommodation ELLs in the Mainstream Classroom with Limited Resources and Experiences” Teaching English is dense, teaching English to a non-native speaker in a mainstream classroom if you lack resources and experience seems nearly impossible. Never fear- it can be done! This session covers tips and tricks for creating a literacy environment where everyone has the ability to be happy and successful.
	Audience: Pre-K-12 Drinko Library 138	Nathalie Franssen - Bergeland VGS, Stavanger, Norway and Isaac Willis Larison – Marshall University – “The Use and Benefits of Drama in Foreign Language Teaching” Presentation of the drama workshops organized every year in the French classes of Bergeland High School in Stavanger Norway. Discussion with the audience about the different types of activities that can be used in the classroom to engage all the students of the class.
	Audience: Adult Education and Literacy Higher Education INTO 125	Siham Elougli – INTO Marshall University - “Academic Dishonesty: Opening Up the Discussion about Plagiarism” An opportunity to show a language center’s proactive way to combat the issues of increased cases of students’ academic dishonesty charges.
LUNCH in Harless Hall - 12:30- 1:40 PM Voting for Board Members will be held during lunch. You must have your lunch ticket in order to be served.		

TIME	LOCATION	DESCRIPTION
45 Minute CONCURRENT SESSIONS (1:45-2:30)		
1:45-2:30 45 Minutes	Audience: Adult Education and Literacy Higher Education INTO 229	Hyo-Chang/ Bob Hong and Puspa Damai – Marshall University - “Contextual Validation of Language: Does Grammar Change in Different Contexts?” The presenters will illustrate how different contexts affect both distinct lexical items and distinct patterns of grammar, and argue that raising ESL students’ awareness of the contextual features of lexico-grammar should be crucial in target language instruction.
	Audience: Higher Education INTO 227	Richard Hiles – West Virginia State University - “How Can an Administrator Help International Students Survive Their First Semester?” From an administrator’s perspective, this presentation discusses different ways in helping newly arrived international students survive their first semester and adapt to the new culture at the university. Common non-academic difficulties and confusions that international students encounter as well as strategies to overcoming them are discussed.
	Audience: Pre-K-12, Adult Education and Literacy and Higher Education INTO 231	Marcie Stutzman – Frederick County Public Schools - “How Translanguaging is Changing the Way that Additional Languages are Conceived and Taught” Recent scholarship illuminates the ways that translanguaging can increase language fluency by intentionally drawing upon a student’s known language(s) to inform the one that he or she is learning. This presentation will seek to explain the theory and discuss how it is affecting pedagogy in K-20 classrooms.
	Audience: Higher Education INTO 115	An Sudiman and Keira Park– Ohio University - “Language Learning Strategies of EFL Students in Korean Cyber University” This study investigates the learning strategies used by EFL learners in online language classrooms. Findings from the study provide a better understanding of factors related to students’ success to instructors of online language courses. Coded data from learners’ experience helps build up a scale for online language learning strategies.
	Audience: Pre-K-12, Adult Education and Literacy INTO 117	Elizabeth ter Haseborg – Monongalia County Schools - “Finding and Working with Leveled Texts” In this presentation we will explore free resources to help teachers find texts at multiple reading levels. Many of these sites offer both fiction and nonfiction texts, offer built in assessments, audio, and some of them have Spanish texts for beginning students. These resources can also be utilized in the regular classroom to help grade-level teachers make topics more accessible to ELs.
	Audience: Pre-K-12, Adult Education and Literacy and Higher Education Drinko Library 138	Timm Johnson – Marshall University - “Increasing Literacy and Comprehension through Video Games” Video games are a new, and powerful medium that play a bigger role than ever in the lives of young people. Learn about how video games can be used both inside and outside of the classroom to improve students’ comprehension and use of a second language.

TIME	LOCATION	DESCRIPTION
2:30-3:15 Round Table Focus Groups	Adult Education Representatives: Bryan Ortez and Malyka Knapp-Smith bryanortez@gmail.com and mnappsmith@k12.wv.us INTO 227	
	Advocacy: Amine Oudghiri-Otmani oudghiriota@marshall.edu INTO 231	
	Higher Education Representatives: Tracy Dingess Tracy.dingess@mail.wvu.edu INTO 115	
	K-12 Representatives: Heidi Griffin and Elizabeth ter Haseborg hgriffin@k12.wv.us and shaseborg@k12.wv.us INTO 117	
50 Minute CONCURRENT SESSIONS (3:20-4:10)		
3:20-4:10 50 Minutes	Audience: Pre-K-12 INTO 231	Ruthann Arneson & Janet Dozier – Marshall University - “The Way Your Spoken Language Informs Your Literacy, Language, and Literature Acquisition” This session will examine the importance of learning about culture and language and provide teachers strategies to support their students and their families
	Audience: Higher Education INTO 215	Susan Braid – West Virginia University - “Targeting Reading Strategies at All Levels” Although reading offers learners a valuable language learning resource, students at all levels struggle with issues of vocabulary, language proficiency, background knowledge, and purpose. This session explores techniques for developing level-appropriate reading strategies to deal with these challenges.
	Audience: Pre-K-12 INTO 211	Cari LeVake – Harrison County Schools - “National Board Certification: Taking Your Teaching Practice to the Next Level” Interested in learning about the most valuable and transformative professional development as a K-12 teacher? This session will focus on giving a brief overview of the English as a New Language (ENL) certification area along with the requirements, process, and benefits of becoming Nationally Board Certified in WV. The presenter will also share her own professionally fulfilling journey toward earning this rigorous certification.
	Audience: Adult Education and Literacy and Higher Education INTO 213	Connor Kinder – Marshall University - “Plagiarism in the ESL Classroom” This research tries to configure the reasons why ESL/EFL and international students commit plagiarism in their assignments, and how professor can prevent this type of academic dishonesty from occurring in the classroom.
	Audience: Adult Education and Literacy INTO 227	Teddy Mutiga – West Virginia University - “Learning Business English in a Fun Way” This session shows the numerous ways Business English vocabulary can be learned in a fun, contextualized way by incorporating games and tailoring the activities around the students’ interests and needs.
BREAK (4:10-4:20)		

TIME	LOCATION	DESCRIPTION
20/30 Minute CONCURRENT SESSIONS (4:20-4:50)		
4:20-4:50 20/30 Minutes	Audience: Adult Education and Literacy INTO 215	Angela Bejarnao – INTO Marshall University - “Games, Culture, Vocabulary and Other Reading Skills” (20-minute session) Games, culture, vocabulary and other reading skills is a reflection that includes teaching examples based on the need of making the vocabulary class interesting and engaging through activities that are local or crossed- cultural games. This session is aimed to share a reading -vocabulary teaching experience that could help other skills.
	Audience: Higher Education INTO 211	Xiangying Jiang and Jing Lui – West Virginia University - “The Effect of Collaboration in Second Language Writing” (30-minute session) This study investigates whether collaboration in writing makes a difference in the quality of writing compared with independent writing and how proficiency pairing in collaboration (same-ability pairing vs. different-ability pairing) and writing task (descriptive vs. argumentative essay) may influence the quality of writing.
	Audience: Pre-K-12, Adult Education and Literacy and Higher Education INTO 231	Wen Juan Mo – West Virginia University - “Developing Literacy Through Multiple Intelligences in the FLES Classroom” In accordance with MI, I employed various strategies for utilizing students' multiple intelligences to develop Chinese linguistic understanding in the American Foreign Language Elementary School classroom. I discuss how visually and musically-oriented material can support students' verbal-linguistic proficiency in the Chinese language.
	Audience: Pre-K-12, Adult Education and Literacy and Higher Education INTO 115	Varvara Kurylova and Victor Gavrilov – West Virginia University - “Do We Know What We Assess when We Assess Reading?” The presenters investigate the factors that should be considered in reading assessment, including the correct identification of skills to be assessed and the choice of tasks and texts for different purposes, reading strategies, and the effect of the students' L1 reading abilities on the effectiveness of reading in L2.
	Audience: Pre-K-12, Adult Education and Literacy and Higher Education INTO 117	Corentin Mallet-Pont and Ignacio Gimenez Nunez – West Virginia University - “Assessing Productive Skills: Challenges, Choices, and Consequences” The session will deal with practical techniques on how to use different tasks to evaluate productive language skills, the different types of scoring and administration of such tools, and alternative assessment options.
	Audience: Higher Education INTO 119	Emma Liva – West Virginia University - “Helping Students Become Autonomous Readers” Teaching reading implies dedicating a specific time to it in class which is not always possible. This session will focus on how to teach reading strategies adapted to the learner's motivations and goals in a limited amount of time in order to make them autonomous in their future reading.
5:00 - 5:15 - INTO 215 Closing Remarks – Evaluation, Textbook Giveaways and Door Prizes!		

**Keynote Speaker:
Dr. Sihui (Echo) Ke**

Dr. Sihui (Echo) Ke is an Assistant Professor of Second Language Acquisition at the University of Kentucky, where she teaches in the MATESOL (Teaching English to Speakers of Other Languages) and MATWL (Teaching World Languages) programs. She received her Ph.D. in Second Language Acquisition from Carnegie Mellon University. Her professional areas of interest include second language reading and biliteracy development, and foreign language assessment and instruction. She has published research articles in Applied Linguistics, Language Awareness, Modern Language Journal and System. Dr. Ke has won a research award as part of ACTFL's 2018 Research Priorities Initiative. She has trained EFL and ESL teachers as well as foreign language program instructors. She invites you to visit her website at <http://www.sihuike.com/>.

WVTESOL Executive Board (2018-2019)

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K-12 Representatives: Heidi Griffin and Elizabeth ter Haseborg
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WVTESOL would like to thank...

Julian Lahdelma for the logo design...



Our WVTESOL conference committee:

Lois Jarman, Isaac Willis Larison, Maria Skowronski, Sumeeta Patnaik, Bryan Ortez, Malyka Knapp-Smith, Amine Oudghiri-Otmani, Tracy Dingess, Heidi Griffin, and Elizabeth ter Haseborg

Special Thanks to:

- Sumeeta Patnaik: conference/site coordinator, registration, rooms and facilities
- Katie L. Mehle: publicity, website updates, registration, and certificates
- Isaac Willis Larison: program, publisher displays, rooms and facilities
- Amine Oudghiri-Otmani: rooms and facilities
- "Olivia" Wen Xin Yeow: Graduate Student/Administrative Assistant
- Connor Kinder: Volunteer
- Buskirk Residence Hall Council for Marcos Decorations

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Conference Notes