

# West Virginia TESOL 23rd Annual Spring Conference



## Culture and Identity in the English Language Classroom

Saturday, April 17, 2021

WV TESOL CONFERENCE AT-A-GLANCE

## Virtual Conference: Saturday, April 17, 2021

<b>9:00-9:15</b>	<ul style="list-style-type: none"> <li>• Welcome from the Conference Chair of WVTESOL – Meriel “Molly” DeLong</li> <li>• Greetings from the President of WVTESOL -- Isaac Willis Larison</li> </ul>
<b>9:15</b>	Introduction of our Keynote Speaker – Molly DeLong, Vice President of WVTESOL
<b>9:15-10:00</b> Keynote Address	<p><b>The Language of Culture: Relationship Building through Transformative Learning</b></p> <p><i>Dr. Amanda K. Stinemetz</i></p>
<b>10:00-10:15 - Break (15 min.)</b>	
<b>10:15 – 11:00</b> <b>BREAKOUT</b> <b>SESSION A</b>	<p><b>45 Minute Concurrent Sessions:</b></p> <ul style="list-style-type: none"> <li>• <b>Lois Jarman, Eva Olsson, and Richard Stonebraker – Shepherd University</b> - “Experiential Learning in the Classroom” Breakout A1 - Experiential Learning in the Classroom</li> <li>• <b>Katie Nestor – Parkersburg South High School</b> - “Cultural Immersion and Expression in the ELA Classroom”</li> <li>• <b>Lindsei Pereira da Silva – West Virginia University</b> - “Using Creative Writing Assignments in ESL Reading Courses”</li> <li>• <b>Katie Mehle – The Adult Learning Center at MTEC</b> – “Do You Know What You’re Saying? Practical and Compassionate Strategies for Communicating with ELs in the Classroom”</li> </ul>
<b>11:00-11:15 - Break (15 min.)</b>	
<b>11:15 – 12:00</b> <b>ROUND TABLE</b> <b>BREAKOUT</b> <b>GROUPS</b>	<p><b>Adult Education and Literacy Round Table Session</b>  <b>Advocacy Round Table Session</b>  <b>Higher Education Round Table Session</b>  <b>K-12 Round Table Session</b></p> <p>Regroup for Board Member Vote at 11:45</p>
<b>LUNCH BREAK - 12:00-12:30 PM</b>	

<p><b>12:30-1:15 BREAKOUT SESSION B</b></p>	<p><b>45 Minute Concurrent Sessions:</b></p> <ul style="list-style-type: none"> <li>• <b>Susan Braid</b> – <b>West Virginia University</b> – “Developing Learner Autonomy through the English Challenge Project”</li> <li>• <b>Mollie Kennedy and Jackie Lozano</b> – <b>ACLU of WV</b> – “Many Roads Home: The Immigrant Experience in West Virginia”</li> <li>• <b>Lanai Jennings-Knotts, Brooke Jennings, and Megan Dewitt</b> – <b>East Carolina University</b> – “Suicide Trends Among School-Age Migrant Children and English Learners: Implication for Classroom Supports” (pre-recorded)</li> <li>• <b>Kellie Bugajski</b> – “Kids Don’t Care How Much You Know... Until They Know How Much You Care”</li> </ul>
<p><b>1:15-1:30 - Break (15 min.)</b></p>	
<p><b>1:30-2:00 BREAKOUT SESSION C</b></p>	<p><b>30 Minute Concurrent Sessions:</b></p> <ul style="list-style-type: none"> <li>• <b>Ming Cheng</b> – <b>Ohio University</b> – “Address Terms in English-Medium Higher Education Instruction in the United States”</li> <li>• <b>Livia Cascao</b> – <b>West Virginia University</b> - “Tips for better online teaching - from course design to online platforms”</li> <li>• <b>Hyochang “Bob” Hong</b> – <b>Marshall University</b> - “Influence of Story Genre on the Genesis of Cultural Meanings and Identity Formation”</li> </ul>
<p><b>2:00-2:10 - Break (10 min.)</b></p>	
<p><b>2:10-2:50 BREAKOUT SESSION D</b></p>	<p><b>40 Minute Concurrent Sessions:</b></p> <ul style="list-style-type: none"> <li>• <b>Lan Wang</b> – <b>West Virginia State University</b> – “Dynamics and Complexity of Chinese Silence in L2 Writing Classrooms”</li> <li>• <b>Joyce Cook</b> – <b>Literacy Volunteers of the Eastern Panhandle</b> - "How our ESL Program not only Survived but Thrived During COVID-19"</li> <li>• <b>Lindsey DeBolt</b> – <b>West Virginia University</b> – “Listen Up! Teaching English and American Culture through Music and Movies”</li> </ul>
<p><b>2:50-2:55 - Break (5 min.)</b></p>	
<p><b>2:55-3:15 BREAKOUT SESSION E</b></p>	<p><b>20 Minute Session:</b></p> <ul style="list-style-type: none"> <li>• <b>Catherine Coleman</b> – <b>The Linsly School</b> – English Studies Course Development: Culture and Identity Studies in Language and Literature” (pre-recorded)</li> </ul>
<p><b>3:15-3:30</b></p>	<p><b>Closing Remarks</b></p>

# SESSION DESCRIPTIONS

Saturday, April 17, 2021		
9:00-9:15		<p align="center"><b>WELCOME AND ANNOUNCEMENTS</b></p> <p>Welcome from the Conference Chair of WV TESOL – <b>Meriel “Molly” DeLong</b></p>
9:15-10:00		<p align="center"><b>KEYNOTE ADDRESS</b></p> <p><i>The Language of Culture: Relationship Building through Transformative Learning</i> - <b>Dr. Amanda K. Stinemetz</b></p>
<b>BREAK (10:00-10:15)</b>		
<b>45 Minute CONCURRENT SESSIONS (10:15-11:00)</b>		
	<p><b>Audience:</b> Pre-K-12, Adult Education &amp; Literacy, Higher Education</p>	<p><b>Lois Jarman, Eva Olsson, and Richard Stonebraker – Shepherd University – “Experiential Learning in the Classroom”</b></p> <p>Acquiring language through experiences in the classroom; bringing language to life.</p>
	<p><b>Audience:</b> Pre-K-12</p>	<p><b>Katie Nestor – Parkersburg South High School – “Cultural Immersion and Expression in the ELA Classroom”</b></p> <p>Puzzled on how to create authentic cultural experiences for your students? Look no further! Join us for this action and information packed session that covers tips, tricks, techniques for making cultural inclusion and immersion in the English classroom a “fan favorite” for teachers and students alike.</p>
	<p><b>Audience:</b> Higher Education</p>	<p><b>Lindsei Pereira da Silva – West Virginia University – “Using Creative Writing Assignments in ESL Reading Courses”</b></p> <p>This presentation will discuss the benefits of using creative writing assignments in ESL reading courses and provide sample assignments for a range of English proficiency levels.</p>
	<p><b>Audience:</b> Pre-K-12, Adult Education &amp; Literacy, Higher Education</p>	<p><b>Katie Mehle – The Adult Learning Center at MTEC – “Do You Know What You’re Saying? Practical and Compassionate Strategies for Communicating with ELs in the Classroom”</b></p> <p>Attendees will learn about common barriers to clear communication with English Learners. We will explore strategies for educators to avoid confusion commonly caused by idioms, pronunciation in conversational English, language nuances, and cultural differences. Attendees will come away with practical and compassionate strategies for ESOL classroom communication.</p>
<b>BREAK (11:00-11:15)</b>		

## Round Table Focus Groups

**11:15-12:00 Round Table Focus Groups**

**Adult Education Representatives:** Carrie Edgell

**Advocacy:** Amine Oudghiri-Otmani, Puspa Damai, Amelia Hsu

**Higher Education Representatives:** Tracy Dingess, Lan Wang-Hiles, Siham Elougli

**K-12 Representatives:** Jessica Rowan (guest moderator)

## LUNCH BREAK - 12:00-12:30 PM

### 45 Minute CONCURRENT SESSIONS (12:30-1:15)

**12:30-1:15 45 Minutes**

<b>Audience:</b> Higher Education	<p><b>Susan Braid</b> – West Virginia University - “Developing Learner Autonomy through English Challenge Project”</p> <p>The presentation outlines the development of a pilot project of individualized study, English Challenge, in which students identify their reading and/or listening challenges, develop strategies to address the challenges, and set individual challenge goals. The aim is to help students develop learner autonomy in line with their individual goals.</p>
<b>Audience:</b> Pre-K-12, Adult Education & Literacy, Higher Education, any individuals interested in advocacy	<p><b>Mollie Kennedy and Jackie Lozano</b> – ACLU of WV - “Many Roads Home: The Immigrant Experience in West Virginia”</p> <p>The ‘Many Roads Home’ campaign seeks to raise awareness of the positive impact immigrants have on West Virginia, dispel myths, and challenge bigotry. Learn about the campaign, report and key findings, and resources here in the state.</p>
<b>Audience:</b> Adult Education and Literacy and Higher Education	<p><b>Lanai Jennings-Knotts, Brooke Jennings, and Megan Dewitt</b> – East Carolina University - “Suicide Trends Among School-Age Migrant Children and English Learners: Implication for Classroom Supports”</p> <p>The adolescent suicide rate is alarmingly high. Some migrant children and ELs demonstrate even heightened risk. The aim of this presentation is to outline suicide rates among these special populations and the practical strategies educators can take to identify risk factors, refer for treatment, and monitor suicide risk in schools.</p>
<b>Audience:</b> Pre-K-12, Adult Education and Literacy	<p><b>Kellie Bugajski</b> - “Kids Don’t Care How Much You Know... Until They Know How Much You Care”</p> <p>Carl Rogers (1980) pioneered "unconditional positive regard" which means to accept another human being without judgment as one to be prized simply because he or she was a human being. Unconditional positive regard can be a powerful mindset which creates a positive learning environment. Participants will learn strategies for creating a positive environment and building student relationships.</p>

## BREAK (1:15-1:30)

### 30 Minute CONCURRENT SESSIONS (1:30-2:00)

<b>1:30-2:00</b>  <b>30 Minutes</b>	<b>Audience:</b> Higher Education	<b>Ming Cheng – Ohio University</b> - “Address Terms in English-Medium Higher Education Instruction in the United States”  In higher education, appropriate use of address terms is important in classroom communication. The research objective was to investigate the types of address terms used by Chinese students in the United States to address their professors. This research utilized questionnaire surveys and interviews. Names were used most frequently in addresses.
	<b>Audience:</b> Pre-K-12, Adult Education & Literacy	<b>Livia Cascao – West Virginia University</b> – “Tips for better online teaching - from course design to online platforms”  Teaching online comes with a level of stress and uncertainty. In this presentation, I plan to share personal strategies and easy-to-use tips to help make online teaching more effective and engaging.
	<b>Audience:</b> Higher Education	<b>Hyochang “Bob” Hong – Marshall University</b> -- “The Influence of Story Genre on the Genesis of Cultural Meanings and Identity Formation”  This presentation reports on a genre-based appraisal analysis of English, Korean, and Japanese stories. The presenter argues that different degrees of the intrusion of the authorial voice in the evaluation of ideational meanings is a culture-specific phenomenon that may contribute to culture-specific ways of forming a sense of one’s identity.
<b>BREAK (2:00-2:10)</b>		
<b>40 Minute CONCURRENT SESSIONS (2:10-2:50)</b>		
<b>2:10-2:50</b>  <b>40 Minutes</b>	<b>Audience:</b> Higher Education	<b>Lan Wang – West Virginia State University</b> - “Dynamics and Complexity of Chinese Silence in L2 Writing Classrooms”  Chinese students are commonly perceived silent in classrooms, being criticized as lack of participation. This study, however, finds that influenced by both Chinese and Western cultures, Chinese students are able to adjust themselves cross-culturally in American writing classrooms and even utilize silence as a tool to improve linguistic and writing skills.

	<b>Audience:</b> Pre-K-12, Adult Education & Literacy, Higher Education	<b>Joyce Cook – Literacy Volunteers of the Eastern Panhandle</b> - "How our ESL Program not only Survived but Thrived During COVID-19"  We began teaching online! How?
	<b>Audience:</b> Adult Education & Literacy, Higher Education	<b>Lindsey DeBolt – West Virginia University</b> - "Listen Up! Teaching English and American Culture through Music and Movies"  This presentation aims to provide a new avenue for teaching both listening and American Culture/Identity through a combined area of media such as music (modern and folk) and movie clips.

**BREAK (2:50-2:55)**

<b>2:55-3:15</b>  <b>20 Minutes</b>	<b>Audience:</b> Pre-K-12	<b>Catherine Coleman – The Linsly School</b> - "English Studies Course Development: Culture and Identity Studies in Language and Literature"  The English Studies courses were designed to support non-native speakers in skills necessary for academic success, and how cultural and identity diversity can be an asset to students. This session will share the process of how these courses were created, challenges faced, as well as resources and materials used.
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**3:15-3:30**  
**Closing Remarks**

	<b>Keynote Speaker:</b> <b>Dr. Amanda K. Stinemetz</b>
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**Dr. Amanda K. Stinemetz** holds a Ph.D. in Education with a concentration in Second Language Acquisition from Northcentral University in San Diego, CA. Her background experience in language instruction is comprised of composition, rhetoric, grammar, literature, English as a Second Language (ESL), English as a Foreign language (EFL), Teaching English to Speakers of Other Languages (TESOL), and Teaching English as a Foreign Language (TEFL); not only has she taught to students, but she has also taught to and formally trained language instructors in the United States as well as abroad. Further, Dr. Stinemetz's involvement with internationalization includes international TEFL presentations in Korea and Paraguay, global education initiatives, internationalization of curriculum and campus activities, international recruitment, cultural sensitivity and awareness training, teacher training, teacher assessment, and Sociocultural Theory.

Prior to joining the Fairmont State Falcon Family in August 2018, Dr. Stinemetz (a Kansas native) fulfilled many roles, including ESL Program Director, ESL Program Assistant Director, and consultant for internationalization, ESL Program development, teacher training, and cultural awareness training for various institutions abroad (China, Brazil, Paraguay, and South Korea) as well as in the regional Midwest and East Coast. Her areas of expertise include creating, building, and strengthening programs and collaborative engagement initiatives that are relevant to internationalization. Within the field of ESL, Dr. Stinemetz is an advocate for Sociocultural Theory and cross-cultural engagement through social interactive learning.

Dr. Stinemetz served as the Director of Educational Pathways for International Centers and Students (EPICS) at Fairmont State University from August 2018 until December 2020, during which time she oversaw an assortment of dealings, including international student services, recruitment, partnership development, and program articulation. Like many others, she was impacted by COVID and resigned from her position to return to Kansas and care for her elderly parents. She currently teaches online and partakes in international recruitment and program development via remote measures.

## WVTESOL Executive Board (2019-2021)

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**K-12 Representatives:**

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## **WVTESOL would like to thank...**

### **Our WVTESOL conference committee:**

Isaac Willis Larison, Molly DeLong, Sumeeta Patnaik, Amine Oudghiri-Otmani, Malyka Knapp-Smith, Carrie Edgell, Tracy Dingess, Lan Wang, Siham Elougli, and Elizabeth ter Haseborg

### **Special Thanks to:**

- Katie Mehle: publicity, website updates, registration, and certificates

## **Conference Notes**