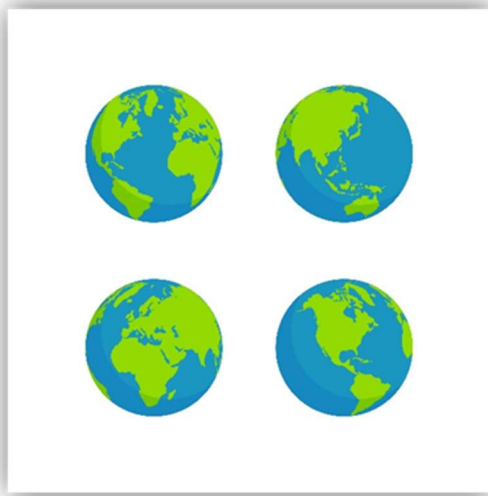


# **West Virginia TESOL 24th Annual Spring Conference**



## **Inclusive Teaching and Learning Communities**

**Saturday, April 9, 2022**

## WVTESOL CONFERENCE AT-A-GLANCE

<b>Virtual Conference: Saturday, April 9, 2022</b>	
<b>9:00-9:15</b>	<ul style="list-style-type: none"> <li>Welcome from the Conference Chair of WVTESOL <b>Hyo-Chang/Bob Hong – Marshall University</b></li> </ul>
<b>9:15</b>	<ul style="list-style-type: none"> <li>Introduction of our Keynote Speaker <b>Amine Oudghiri Otmani – Marshall University</b></li> </ul>
<b>9:15-10:00 Keynote Address</b>	<b>Capturing the Narrative: Educating, Advocating, and Elevating through Storytelling</b> <b>Dr. Amy Hewett-Olatunde</b>
<b>10:00-10:15 - Break (15 min.)</b>	
<b>10:15 – 10:45 BREAKOUT SESSION A</b>	<b>30 Minute Concurrent Sessions:</b> <ul style="list-style-type: none"> <li><b>Yanhe Zhou – Xi’an Eurasia University, China</b> – “An Analysis of Logico-Semantic and Cohesive Relations in Chinese EFL Students’ Writing Samples”</li> <li><b>Na Ouyang and Qi Shuwei - Xi’an University of Architecture and Technology, China</b> – “Bridging the Gap: Raising Cultural Awareness of EFL Teachers in China through Core Chinese Concepts”</li> <li><b>Masaki Shibata – University of Adelaide, Australia</b> – “Reported Speech as Persuasion: Demonstrating Different Lexico-grammatical Realisations between Japanese and English”</li> <li><b>Yueyuan Li – Xi’an University of Architecture and Technology, China</b> - “After Speaking to My Son about Chinese Culture in English Since he was Born”</li> <li><b>Chaehee Park- Sunmoon University, Korea</b> – “Task Involvement Load and Vocabulary Learning”</li> </ul>
<b>11:00-11:15 - Break (15 min.)</b>	
<b>11:15 – 12:00 BREAKOUT SESSION B</b>	<b>45 Minute Concurrent Sessions</b> <ul style="list-style-type: none"> <li><b>Andrea Honigsfeld – Molloy College, Vermont</b> – “Equity Strategies for Collaboratively Teaching Multilingual Learners”</li> <li><b>Lindsei Pereira da Silva - West Virginia University</b> - “Using Game Shows in ESL Vocabulary and Communication Skills Courses”</li> <li><b>WenJuan Mo - West Virginia University</b> – “The Validity of Computer-Based English Speaking Tests”</li> </ul>
<b>11:15 – 11:40 BREAKOUT SESSION C</b>	<b>20 minute Concurrent Sessions</b> <ul style="list-style-type: none"> <li><b>Hwanhee Lee – Yonsei University, Korea</b> – “Use the Merits of the Non-face-to-face Classes to a Maximum”</li> <li><b>Lindsay Anderson– Marshall University</b> – “Three Games to Engage Students in the Physical or Online Classroom”</li> </ul>

<b>LUNCH BREAK - 12:00-12:30 PM</b>	
<b>12:30-1:00 BREAKOUT SESSION D ROUND TABLE BREAKOUT GROUPS</b>	<p><b>30 Minute Round Table Discussions:</b></p> <ul style="list-style-type: none"> <li>• <b>Adult Education and Literacy Round Table Session</b></li> <li>• <b>Advocacy Round Table Session</b></li> <li>• <b>Higher Education Round Table Session</b></li> <li>• <b>K-12 Round Table Session</b></li> </ul> <p><b>1:00 pm – Vote for board members for 2023 conference.</b></p>
<b>1:15-1:30 - Break (15 min.)</b>	
<b>1:30-2:15 BREAKOUT SESSION E</b>	<p><b>45 Minute Concurrent Sessions:</b></p> <ul style="list-style-type: none"> <li>• <b>Sumeeta Patnaik – Marshall University</b> - “Moving English from the Classroom to Online: Five Tips for Creating a Great Online Program”</li> <li>• <b>Tamara Westfall – West Virginia Board of Education</b> - “Bilingual Lessons for People and the Planet”</li> <li>• <b>Joseph Slick – Wheeling University</b> - “The Attitudes of International Students in Writing for College Assignments”</li> <li>• <b>Emil Asanov - West Virginia University</b> – “Teaching like a Feminist: What’s Behind the “Feminist Teacher” Label in TESOL?”</li> <li>• <b>Kristen Williams - West Virginia University</b> - “Strategic Planning? Don’t Forget About the Diversity Strategic Plan!”</li> </ul>
<b>2:15-2:30- Break (15 min.)</b>	
<b>2:30-3:15 BREAKOUT SESSION F</b>	<p><b>45 Minute Concurrent Sessions:</b></p> <ul style="list-style-type: none"> <li>• <b>Lan Wang- West Virginia State University</b> – “Learning to Argue through Arguing to Learn: A Hybrid Model of Teaching Argumentation”</li> <li>• <b>Susan Braid- West Virginia University</b> – “Teaching for Diversity, Equity, and Inclusion”</li> <li>• <b>Hyo-Chang/Bob Hong - Marshall University</b> - “Grammar of Inclusion and Exclusion: Role of Grammar in Identity and Social Construction”</li> <li>• <b>Isaac Willis Larison– Marshall University</b> - “Let’s Explore Outstanding International Books and Literacy Strategies to Promote Inclusion”</li> </ul>
<b>3:15-3:25 - Break (10 min.)</b>	
<b>3:25-3:45</b>	<b>Closing Remarks</b>

# SESSION DESCRIPTIONS

Saturday, April 9, 2022		
9:00-9:15		<p align="center"><b>WELCOME AND ANNOUNCEMENTS</b></p> <p align="center">Welcome from the Conference Chair of WVTESOL  <b>Hyo-Chang/Bob Hong – Marshall University</b></p>
9:15		<p align="center">Introduction of our Keynote Speaker  <b>Amine Oudghiri Otmani – Marshall University</b></p>
9:15-10:00 Keynote Address		<p align="center"><b>KEYNOTE ADDRESS</b></p> <p align="center"><b><i>Capturing the Narrative: Educating, Advocating, and Elevating through Storytelling</i></b>  <b>Dr. Amy Hewett-Olatunde</b></p> <p>Every person has an individual story to tell, and the stories of our ELs, through their words and their voices, are nothing short of transformational. Looking at the ways in which a community can be built, the art of storytelling creates a space of inclusivity, it fosters self-advocacy, and it ties people together. As ESL practitioners and researchers, we have the ability to create spaces for our ELs to flourish and find stronger self-agency. Let's imagine what it would look like if the communities we find in schools and in society honored the experiences, cultures, and stories of ELs the way we do? Prepare to shift some mindsets.</p>
<b>10:00-10:15 - Break (15 min.)</b>		
<b>30 Minute CONCURRENT SESSIONS (10:15-10:45)</b>		
10:15 – 10:45 <b>BREAKOUT SESSION A</b>	<b>Audience:</b> Higher Education	<p><b>Yanhe Zhou – Xi'an Eurasia University, China – “An Analysis of Logico-Semantic and Cohesive Relations in Chinese EFL Students' Writing Samples”</b></p> <p>This presentation reports on an analysis of eight EFL student writing samples written under the new genre-based approach to EFL in China. The presenter will show how logico-semantic relations, grammatical metaphors, and cohesive relations are utilized in their writing as a result of the new approaches to EFL teaching.</p>
	<b>Audience:</b> Pre-K-12, Adult Education & Literacy, Higher Education	<p><b>Na Ouyang and Qi Shuwei - Xi'an University of Architecture and Technology, China – “Bridging the Gap: Raising Cultural Awareness of EFL Teachers in China through Core Chinese Concepts”</b></p> <p>This presentation attempts to bridge the cultural gap between western teachers and Chinese students through the lens of “unity of heaven and man” as the cornerstone of Chinese culture. It demonstrate how deeply this model is embedded in every aspect of Chinese life, including foreign language teaching learning.</p>

	<b>Audience:</b> Pre-K-12, Adult Education & Literacy, Higher Education	<b>Masaki Shibata – University of Adelaide, Australia – “Reported Speech as Persuasion: Demonstrating Different Lexico-grammatical Realisations between Japanese and English”</b>  In this presentation, I report on an analysis of 74 online Japanese news articles to investigate the grammatical forms of reported speech, including reporting verbs and evaluative language, and show how reported speech realizes different persuasive functions in Japanese and English.
	<b>Audience:</b> Pre-K-12	<b>Yueyuan Li – Xi’an University of Architecture and Technology, China - “After Speaking to My Son about Chinese Culture in English Since he was Born”</b>  I decided to speak to my son about Chinese culture in English when he was born and see how he would develop his bilingualism and cognitive ability. My report will include why I’m doing this to build his bilingual ability: when and how I do it, results, review, and insights.
	<b>Audience:</b> Adult Education & Literacy	<b>Chaehee Park- Sunmoon University, Korea – “Task Involvement Load and Vocabulary Learning”</b>  The presentation reports the results of the experiment testing involvement load hypothesis (Laufer & Hulstijn, 2001) that the same amount of involvement load in a task, regardless of the degree of each component, would always lead to the same amount of vocabulary learning. In the experiment, learners’ proficiency levels were considered for analysis.
<b>11:00-11:15 - Break (15 min.)</b>		
<b>45 Minute CONCURRENT SESSIONS (11:15-12:00)</b>		
<b>11:15 – 12:00 BREAKOUT SESSION B</b>	<b>Audience:</b> Pre-K-12	<b>Andrea Honigsfeld – Molloy College, Vermont – “Equity Strategies for Collaboratively Teaching Multilingual Learners”</b>  Using an "educational equity portal" metaphor, participants will consider the gateway between the educational world we knew before the pandemic and the next one we are ready to co-create. The session offers four key, post-pandemic equity strategies for multilingual learners and practical ways to implement them in K-12 classrooms.
	<b>Audience:</b> Higher Education	<b>Lindsei Pereira da Silva: - West Virginia University - “Using Game Shows in ESL Vocabulary and Communication Skills Courses”</b>  This presentation will discuss the benefits of using game show episodes in ESL Vocabulary and Communication Skills courses and provide sample activities for a range of English proficiency levels.
	<b>Audience:</b> Pre-K-12, Adult Education & Literacy, Higher Education	<b>WenJuan Mo - West Virginia University – “The Validity of Computer-Based English Speaking Tests”</b>  Computer technology has been widely used in language assessment. In this paper, I focus on English-speaking tests. Admittedly, computer-based tests meet modern society’s needs. However, the tests have some issues, which could have negative impact on test-takers. The purpose of this study is to inquire about the validity and inequity of computer-based speaking tests.

<b>20 Minute CONCURRENT SESSIONS (11:15-11:40)</b>		
<b>11:15 – 11:40 BREAKOUT SESSION C</b>	<b>Audience:</b> Pre-K-12, Adult Education & Literacy, Higher Education	<b>Hwanhee Lee – Yonsei University, Korea – “Use the Merits of the Non-face-to-face Classes to a Maximum”</b>  The session will cover a couple of non-face-to-face teaching methods: live classes and recorded classes. It will address the pros and cons of each type of class and will also provide advice on which to adopt for different themes of lessons.
	<b>Audience:</b> Pre-K-12, Adult Education & Literacy, Higher Education	<b>Lindsay Anderson– Marshall University – “Three Games to Engage Students in the Physical or Online Classroom”</b>  Would you like to see more engagement in your online courses? Games are a wonderful way to help students be more involved in an online class. This short presentation will provide audience members with explanations and templates for three simple games that lend themselves well to the online classroom.
<b>LUNCH BREAK - 12:00-12:30 PM</b>		
<b>30 Minute Round Table Discussions (12:30-1:00)</b>		
<b>12:30-1:00 BREAKOUT SESSION D ROUND TABLE BREAKOUT GROUPS</b>		<b>Adult Education Representatives:</b> Malyka Knapp-Smith & Carrie Edgell  <b>Advocacy Representatives:</b> Puspa Damai, Mollie Kennedy & Amine Oudghiri-Otmani  <b>Higher Education Representatives:</b> Lan Wang-Hiles, Siham Elougli & Susan Braid  <b>K-12 Representative:</b> Ruthann Arneson  <b>1:00 pm – Vote for board members for 2023 conference.</b>
<b>1:15-1:30 - Break (15 min.)</b>		
<b>45 Minute Concurrent Sessions (1:30-2:15 )</b>		
<b>1:30-2:15 BREAKOUT SESSION E</b>	<b>Audience:</b> Higher Education	<b>Sumeeta Patnaik – Marshall University - “Moving English from the Classroom to Online: Five Tips for Creating a Great Online Program”</b>  Successful online ESL programs must not only help a student improve their English proficiency, but they must also teach them how to successfully use an online platform to learn English. This presentation will provide the listener with five tips for creating a great online program.
	<b>Audience:</b> Pre-K-12	<b>Tamara Westfall – West Virginia Board of Education - “Bilingual Lessons for People and the Planet”</b>  Introduce environmental stewardship to students while building literacy skills for dual-language learners. Engage in games, an interactive story, and data representation for academic enrichment in science, mathematics, social studies and language arts.

	<b>Audience:</b> Higher Education	<b>Joseph Slick – Wheeling University - “The Attitudes of International Students in Writing for College Assignments”</b>  This presentation posits that the attitudes of first year international students are shaped by their knowledge of cohesion, verbs as signals of their attitude and dropping you. With examples from these students, this presentation portrays a snapshot of writing in a first year college composition classroom.
	<b>Audience:</b> Pre-K-12, Adult Education & Literacy, Higher Education	<b>Emil Asanov - West Virginia University – “Teaching like a Feminist: What’s Behind the “Feminist Teacher” Label in TESOL?”</b>  This study explores how ESL and EFL instructors in the US and Russia respectively feel toward feminist pedagogy, a critical approach to teaching and learning. By interviewing different teachers from the US and Russia, I investigate how they understand feminist pedagogy and how and why they apply it while teaching.
	<b>Audience:</b> Pre-K-12, Adult Education & Literacy, Higher Education	<b>Kristen Williams - West Virginia University - “Strategic Planning? Don’t Forget About the Diversity Strategic Plan!”</b>  This paper presentation looks at the value of diversity strategic planning, the creation of a plan, and the implementation plan and resources needed to make it a reality in the English Language Learning Institute at West Virginia University.
<b>2:15-2:30- Break (15 min.)</b>		
<b>45 Minute Concurrent Sessions (2:30-3:15 )</b>		
<b>2:30-3:15 BREAKOUT SESSION F</b>	<b>Audience:</b> Higher Education	<b>Lan Wang- West Virginia State University – “Learning to Argue through Arguing to Learn: A Hybrid Model of Teaching Argumentation”</b>  Through an intercultural rhetoric lens, this study explores the philosophical values that shape Chinese students’ understanding of argumentation. It also proposes a “learning to argue through arguing to learn” hybrid model to teach argument as an inquiry process.
	<b>Audience:</b> Higher Education	<b>Susan Braid- West Virginia University – “Teaching for Diversity, Equity, and Inclusion”</b>  The current focus on social justice issues in the U.S. highlights how our students can be affected by issues such as identity, equity, and inclusion. The session provides guidelines and practices aimed at facilitating teacher preparation and student engagement in ESL/EFL classes focused on promoting diversity, equity, and inclusion.
	<b>Audience:</b> Higher Education	<b>Hyo-Chang/Bob Hong - Marshall University - “Grammar of Inclusion and Exclusion: Role of Grammar in Identity and Social Construction“</b>  Taking critical discourse analysis as its starting point, this presentation attempts to bridge the gap between traditional sentence grammar instruction and text understanding by examining ways in which textual grammar embodies and contributes to the formation of social self and the construction of communities.
	<b>Audience:</b> Pre-K-12	<b>Isaac Willis Larison– Marshall University – “Let’s Explore Outstanding International Books and Literacy Strategies to Promote Inclusion”</b>

		Participants in this session will be introduced to the United States Board on Books for Young People (USBBY) and the Outstanding International Books (OIB) Award. Several literacy strategies will be introduced and demonstrated for the participants and online resources will be shared. Participants will have an opportunity to examine books and discuss how the strategies could be adapted to address the needs of specific age and grade levels.
<b>3:15-3:25 - Break (10 min.)</b>		
<b>3:25-3:45</b>		<b>Closing Remarks</b>

	<b>Keynote Speaker: Meet Dr. Amy Hewett-Olatunde</b>	
	<p>Dr. Amy Hewett-Olatunde has been an ESL teacher for St. Paul Public Schools in Minnesota since 1999, and she is also an instructional coach (ELM Coach). She has taught middle school and high school academic and creative writing, along with co-teaching 11th grade chemistry. Prior to that, she taught adult ESL and workforce ESL in Canada, Norway, and here in the US. She holds a doctorate in educational leadership and her Ed.S. degree with a K-12 Admin License. She is also an adjunct professor at a number of universities, teaching post-secondary ELs, pre-service ESL teachers and content teachers, and is a freelance writer and consultant. Her LLC is called "Advocacy for English Learners". Her students have published Green Card Youth Voices: Immigrant Stories from a St. Paul High School and We Are America. She is a former president of MinneTESOL, the 2015-16 Minnesota Teacher of the Year, St. Paul Rotary Club Teacher of the Year, Minnesota Monthly Magazine Teacher of the Year, received the Land-o-Lakes/WNBA Lynx Aspiring Women Award, Harvard Women in Leadership Scholarship and the Mary Diaz Advocacy Award. She is an outspoken and firm advocate for the rights of English learners and their communities. In her free time, she is a visual artist and poet, and hopes to one day publish a series of children's books that reflect the ELs she has in her own classroom. Follow her on Twitter @MNTTOY15.</p>	



## WVTESOL Executive Board (2019-2021)

**President:** *Temporarily vacant*

**Vice President:**

Hyo-Chang/Bob Hong [hong@marshall.edu](mailto:hong@marshall.edu)

**Past President:**

Isaac Willis Larison [larison@marshall.edu](mailto:larison@marshall.edu)

**Secretary:**

Roxanne Aftanas [kirkwoor@marshall.edu](mailto:kirkwoor@marshall.edu)

**Treasurer:**

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**Higher Education Representatives:**

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Susan Braid [sbraid@wvu.edu](mailto:sbraid@wvu.edu)

**K-12 Representative:**

Ruthann Arneson [arneson1@marshall.edu](mailto:arneson1@marshall.edu)

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

- Our WVTESOL Executive Board
- The Marshall University IT Team, especially **Eric Himes**, Director of Digital Media Services

**Special Thanks to:**

- **L. Katie Mehle:** publicity, website updates, registration, and certificates



## Conference Notes

