

Saturday, April 16, 2016

8:30AM — 4:00PM

University of Idaho

Idaho Commons - Whitewater Room



 **The Palouse Language  
AND Culture Symposium**

LEARNING IN TRANSITION

**University of Idaho**



**Welcome** to the **Palouse Language and Culture Symposium**, hosted by the MA TESL and the American Language and Culture Program at the University of Idaho.

In the field of education, we implement our knowledge and ideas gleaned from courses and research; but, as our classroom diversity and culture change, we must also be proactive in responding to the individual and often unforeseen needs of our students. As our students struggle to find their voice, learn their passion, and develop who they are, the world around them moves and transitions. And we are here to support them in these transitions.

The Palouse Symposium 2016 theme recognizes that learning in transition (for both students and educators) can be unpredictable, yet surprisingly nourishing as we, together, identify strategies for our students' success in an ever-changing, multicultural educational environment.

On behalf of the organizing committee, the volunteers, and the various sponsors, we wish you a great 2016 **Palouse Language and Culture Symposium**.

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Katie Schiffelbein, Committee Chair

Caroline Payant, Past Committee Chair

Dorothy Worden, Faculty Committee Member

Shiao-Wei Chu, Faculty Committee Member

Andrea Mason, Graduate Student Committee Member

Tenzin Dulal, Graduate Student Committee Member

# Manka Varghese, Ph.D.

## Keynote Speaker

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### English Language Learners' College Pathways and Experiences

This presentation draws on three studies spanning university, community college and high school contexts that examine the affordances and challenges to higher education for immigrant English language learners.



The presenter will summarize highlights from these studies and other national studies, offer suggestions for re-conceptualizing teaching and institutional mechanisms, respond to the audience's individual questions, and generally create a forum for discussion on this topic.

**Bio:** My journey as an educational researcher addressing the needs of linguistic minorities began early in my career. I started by teaching English as a foreign language (EFL) and English as a second language (ESL) to a range of LM students of different ages, languages, nationalities, and heritages in Italy, the U.K, and the United States. During this time, I became aware of two key interconnected educational problems influencing my students' social and academic achievement as well as their access to the larger society. The first was the lack of adequate preparation of and support for LM teachers (teachers of LM students) and the second was the obstacles that severely limit LM students' access to academically rich pedagogy and programs. Although my primary line of research has been with LM teacher education and classroom teachers, addressing these two broad but significant issues has served as the impetus for my subsequent empirical work.

# Schedule at a Glance

<b>Registration, Whitewater Room, Idaho Commons, 8:45 – 9:15</b>				
<b>Keynote: 9:15-9:45</b>				
<b>Manka Varghese, Ph.D., University of Washington</b> English Language Learners' College Pathways and Experiences				
<b>Concurrent Sessions 1: 10:00-10:30</b>				
Integrating Reflective Tutoring as a Learning-to-Teach Method in M.A. TESL Programs	Multi-Modal & Modern: The Successful Integration of Image	A Global Approach to Teaching a Spanish for the Professions Course	Developing Intercultural Competence by Stripping Away Stereotypes in FL Classrooms	Listen Up! Using TBLT Methodology to Teach Listening Skills
<b>Poster Sessions and Coffee &amp; Light Snacks: 10:30-10:55</b>				
<b>Concurrent Sessions 2: 11:00-11:30</b>				
Developing Students' Cultural Intelligence via an Experiential Learning Activity	So What? Using Article of the Week with Advanced ESL Students	Matching Teaching Methods to Learning Styles of Arab Student	Training Students in IEP Programs to Give Constructive Peer Feedback	Implementing Pragmatic-Focused Tasks with Language Learners
<b>Concurrent Sessions 3: 11:40-12:10</b>				
Multilingual Composition Classrooms: Identifying Students' Writing Topic Expectations	English 109: An Inclusive, Student-Centered Course for Writing Development	SREC: An Inspired Collaboration for ELL Education	Beyond the IEP: Engaging Students through Service Learning	
<b>LUNCH 12:15-1:00</b>				
<b>Concurrent Sessions 4: 1:10-1:40</b>				
Collaborative Writing and Noticing: Migrant and ESL Learners' Performances Compared	Beyond the IEP: Ally-Building through Faculty Learning Communities	Two EFL Teachers' Stories About Cultural Differences in the Classroom	Using Culture to Engage, Inspire and Inform SLL Students	
<b>Concurrent Sessions 5: 1:50-2:20</b>				
The Dictogloss: Collaborative Writing Tasks, LREs and Article Learning	Utilizing Metacognitive Strategies in L2 Composition Classrooms	Getting Graphic: Using Picture Books and Comics in the Language Classroom	Teaching Language and Culture through YouTube Pop-Culture Realia	
<b>Concurrent Sessions 6: 2:30-3:00</b>				
Modality Development in a Written Learner Corpus: A Cross-Sectional Analysis	A Simple Way to Introduce Metacognition to EAL Students	Developing L2 Language Skills Using Bilingual Materials	When Reading, Listening, and Speaking Successfully Meet Culture	

### **Integrating Reflective Tutoring as a Learning-to-Teach Method in M.A. TESL Programs**

Andrea Mason, Caroline Payant, & Polixenia Tohaneanu, MA TESL, University of Idaho

*Target Audience: TESL Teacher Trainers; TESL Students*

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Implementing tutoring practice within the M.A. TESL classroom provides students an opportunity for authentic teaching experience. This session reports on pre-service teacher and instructor attitudes towards tutoring as a learning-to-teach approach. Recommendations for implementing tutoring programs will be discussed, along with suggestions for identifying ESL students' needs and preparing supportive materials.

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### **Multi-Modal & Modern: The Successful Integration of Image**

April Strawn, Department of English, Washington State University

*Target Audience: Adult Education; Composition Rhetoric*

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Published in magazines like TIME and National Geographic, photo-essays have the ability to capture our minds with both text and image. In transferring this project to ELL students, they have the opportunity to create a critical narrative with cohesion and critical thinking.

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### **Spanish for the Professions: A Global Approach to Teaching a Spanish for the Professions Course**

Lori Celaya & Marta Boris, Department of Modern Languages & Culture, University of Idaho

*Target Audience: K-12, Intermediate/Advanced Spanish Instructors*

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This program will outline a Spanish for The Professions course and curriculum development based on a new text by the same title and is intended for programs and instructors who are interested in creating a curriculum for the intermediate/advanced student of Spanish who wishes to augment his or her language skills in Spanish.

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## Developing Intercultural Competence by Stripping Away Stereotypes in FL Classrooms

Erika Gallegos & Diana Diaz, Washington State University

*Target Audience: Adult Education - Community College*

A practice-oriented presentation aimed to develop "intercultural competence" in FL students by using Reporte Cultural. This tool will help decrease the ethnocentrism, offering a space for observation, interpretation, and reflection by covering culture from a holistic point of view where the students can reach intercultural level by stripping away stereotypes.

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## Listen Up! Using TBLT Methodology to Teach Listening Skills

Lorrae Fox, Department of English, University of Idaho

*Target Audience: Intensive English Programs*

Listening skills can be difficult to teach to ELLs in meaningful ways. This presentation showcases 2 creative tasks that have been developed using TBLT methodology to help students learn listening for, and comparing details, two skills essential for those studying English for Academic Purposes as they engage in academic listening.

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### Poster Presentations – TLC Lounge @ 10:30-10:55

Snacks, Coffee, & Tea provided

Second Language Socialization in  
Massively Multi-Player Online Games  
*Seyed Abdollah Shabrokni & Mohamed Elbess*

A Transaction with Postmodern Pictures --  
A Case from Taiwan  
*Ying-Hsuan Lee*

Using YouTube in ESL Classrooms  
*Mohammed Alzabrani*

Phrasal Verbs: Problems and Solutions for  
Arabic ESL learners  
*Nadia Alshebri*

Can Learners Use Prosody  
in Comprehension  
to Anticipate Upcoming Content?  
*Jeffrey Klassen*

## Concurrent Sessions 2: 11:00-11:30

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### **Developing Students' Cultural Intelligence through an Experiential Learning Activity**

Lada Kurpis & James Hunter, Gonzaga University

*Target Audience: Intensive English Programs; Inter-Departmental Collaboration*

This study proposes an approach to developing students' cultural intelligence that is based on the CQ model, Experiential Learning Theory, and Contact Theory. Effectiveness of this approach was tested by developing an experiential learning activity (cross-cultural consumer behavior interview) and measuring its learning outcomes.

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### **So What? Using Article of the Week with Advanced ESL Students**

Jennie Sevedge, Gonzaga University

*Target Audience: Adult Education; Intensive English Programs*

The Article of the Week (AoW) assignment helps students focus on So What? as they read and write, understand argumentation, and develop habits of mind that make them more critical (and curious) readers. Templates and resources will be provided to help teachers develop their own AoW assignments.

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### **Matching Teaching Methods to Learning Styles of Arab Student**

Debbie Johnson, IALC, Washington State University

*Target Audience: K-12, Adult Education, Intensive English Programs*

This workshop demonstrates the challenges that Arabic students may face due to the mismatch between their learning styles and teaching methods in the ESL classroom. The presenter offers strategies to help match their instruction to Arabic students' learning styles to create an equitable classroom environment for all students.

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### **Training Students in IEP Programs to Give Constructive Peer Feedback**

Rachel Bright, Department of English, University of Idaho

*Target Audience: Intensive English Programs*

This practice-oriented presentation will discuss how instructors can use training activities to help intermediate-level students in IEP writing courses give more effective peer feedback. The two training activities focused on will be the use of models and small group collaboration.

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### **Implementing Pragmatic-Focused Tasks with Language Learners**

Derek Reagan & Caroline Payant, Dept. of English, University of Idaho

*Target Audience: Adult Education; Intensive English Programs*

Second language acquisition (SLA) research promotes the benefits of task-supported language teaching as well as pragmatic-focused lessons. Yet, few discussions focus on how to carry out such lessons within the language learning classroom. In this session, we demonstrate the process of developing and implementing pragmatic-focused tasks.

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## Concurrent Sessions 3: 11:40-12:10

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### **Multilingual Composition Classrooms: Identifying Students' Writing Topic Expectations**

Tomie Gowdy-Burke & Daniela Miranda, Department of English,  
Washington State University

*Target Audience: Composition and Rhetoric*

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This presentation analyzes the results of a survey measuring multilingual students' expectations regarding writing topics in a first-year composition course. The researchers will offer suggestions for addressing students' expectations in ways that can help to disrupt entrenched patterns of power and privilege in the multilingual classroom.

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### **English 109: An Inclusive, Student-Centered Course for Writing Development**

Zachary Williamson & Barbara Kirchmeier, Department of English,  
University of Idaho

*Target Audience: Composition and Rhetoric*

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English 109 is a student-centered course focused on the development of writing skills connected with required freshman composition courses at the University of Idaho. As a writing tutor of English 109, I show how this course benefits students and their writing development through differentiated and accommodated instruction.

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### **SREC: An Inspired Collaboration for ELL Education**

Joan Johnston Nelson & Gina Mikel Petrie, Washington State University

*Target Audience: K-12, Adult Education, Teacher Preparation Programs*

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This session introduces a grassroots effort to harness the energies of community organizations, higher education, adult literacy, and K-12 to improve the education of English language learners throughout the Spokane Region.

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### **Beyond the IEP: Engaging Students through Service Learning**

Jenica Draney, College of Western Idaho

Tasha Souza, Boise State University

*Target Audience: Adult Education, Composition & Rhetoric, Language Acquisition*

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The presenters will share the cross-institutional Intercultural Dialogue Partners program--a service-learning project--that matches students at CWI with students at BSU. This project connects educators, and supports students through reinforcing course content and success, both in and out of the classroom.

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# **Lunch & Awards Ceremony**

12:15-1:00 Whitewater Room

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## **Menu**

Marinated Chicken with Sautéed Peppers and Onions

Warm Flour Tortillas

Homemade Tortilla Chips

Assorted Salsa, Pico, Verde Salsa

Shredded Lettuce & Cheese

Rice and Black Beans

## **TLC Lounge**

Coffee & Tea

Mexican Wedding Cookies

## **Awards**

Best Presentation Proposal by a Teacher

Best Presentation Proposal by a Graduate Student

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## Concurrent Sessions 4: 1:10-1:40

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### **Collaborative Writing and Noticing: Migrant and ESL Learners' Performances Compared**

Ann Beebe, Department of English, University of Idaho

*Target Audience: Adult Education, Composition & Rhetoric*

Building on research that shows that collaborating writing draws learners' attention to language, the present study compares what migrant learners of English and ESL graduates from an intensive English program notice as they engage in collaborative writing tasks. Pedagogical implications for composition teachers working with these student populations are provided.

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### **Beyond the IEP: Ally-Building through Faculty Learning Communities**

Gail Shuck, Boise State University

*Target Audience: Adult Education, Intensive English Programs, Program Support*

The presenter will describe the success of the Language Diversity and Teaching Community--a faculty learning community (FLC) program that TESOL professionals can implement with faculty across the curriculum. The FLC model can develop buy-in from non-TESOL faculty, deepen learning about multilingual-friendly educational practices, and lead to institutional change.

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### **Two EFL Teachers' Stories About Cultural Differences in the Classroom**

Intissar Yahia & Anna-Karin Roo, College of Education,  
Washington State University

*Target Audience: K-12, Intensive English Programs*

An American teacher who taught in Hong Kong and China and a Libyan teacher who taught in Libya will present their experiences in teaching EFL. The purpose of this presentation is to demonstrate how cultural differences may play a role in the classroom and to draw the attention to the importance of creating a curriculum that helps teaching authentic English language in the context of the local cultural.

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### **Using Culture to Engage, Inspire and Inform SLL Students**

Sonia Lopez & Edurne Beltran de Heredia, College of Education,  
Washington State University

*Target Audience: K-12, High School Teachers*

Keeping our students engaged and motivated is not an easy task. Culture can be a very useful tool not only to teach about a second language, but also to keep our students informed, engaged, and inspired while learning. In this presentation we will provide attendees with examples and ideas that can be used when teaching languages and culture to inspire, engage, and inform our students.

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### **The Dictogloss: Collaborative Writing Tasks, LREs and Article Learning**

David Stanciu, Department of English, University of Idaho

*Target Audience: Adult Education, Intensive English Programs*

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This research expands the use of collaborative writing tasks and the acquisition of the English article system.

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### **Utilizing Metacognitive Strategies in L2 Composition Classrooms**

Derek Reagan, Department of English,

University of Idaho

*Target audience: Intensive English Programs, Composition and Rhetoric*

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Metacognition and composition research promotes the benefits of including metacognitive strategy instruction in composition classrooms. Yet, few discussions focus on how to design and carry out such instruction within L2 composition courses. In this talk, the presenter demonstrates how to create and implement metacognitive strategies in various composition contexts.

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### **Getting Graphic: Using Picture Books and Comics in the Language Classroom**

Janine Darragh & Meagan Foote, College of Education,

University of Idaho

*Target Audience: K-12*

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This session will offer a selection of texts that feature characters who are culturally and linguistically diverse. Ways in which to incorporate these texts into the language classroom and various resources available for teachers to guide their own students in creating picture books and digital stories will be shared.

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### **Teaching Language and Culture Through YouTube Pop-Culture Realia**

Kurt Queller, Department of Modern Languages & Culture,

University of Idaho

*Target Audience: Adult Education*

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An internet-text-based approach to teaching Italian language and culture is discussed. A commercial in which a miser gets tricked into buying drinks illustrates cultural differences (in Italy, "what are you having?" means offering to pay). A rap song indicting environmental degradation elicits discussion of cultural notions like furbizia and omertà.

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## Concurrent Sessions 6: 2:30-3:00

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### **Modality Development in a Written Learner Corpus: A Cross-Sectional Analysis**

Eman Elturki, & Tom Salsbury, IALC, Washington State University

*Target Audience: Intensive English Programs*

Modality is used to communicate diverse meanings through various linguistic devices. The complex nature of English modality poses challenges to L2 learners. The presenters share findings on the development of modality in a learner corpus. The study adopts the Concept-Oriented Approach to SLA and offers pedagogic recommendations to teaching modality.

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### **A Simple Way to Introduce Metacognition to EAL Students**

Adam Kessler, Department of English, University of Idaho

*Target Audience: Adult Education*

Getting students to engage in metacognition is often a difficult and monumental task to conquer. This session revolves around a short technique designed to help students engage in metacognition without being too inauthentic or obtrusive to other class goals.

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### **Developing L2 Language Skills using Bilingual Materials**

Debbie Johnson, IALC, Washington State University

*Target Audience: K-12, Adult Education, Intensive English Programs*

The presentation contributes to the discussion about the importance of mother tongue on learning the second language for adult learners. This presenter will show how bilingual materials can be a useful resource for classrooms with students from different linguistic backgrounds.

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### **When Reading, Listening, and Speaking Successfully Meet Culture**

Maria Serenella Previto & Vilma Navarro-Daniels, Department of Foreign Languages and Cultures, Washington State University

*Target Audience: Foreign Language*

This session focuses on the improvement of students' reading, listening, speaking, and intercultural skills by using songs as texts. Songs help students develop language skills and improve their vocabulary and grammar while make them more receptive to cultural differences, and question the place of the "Self" in relation to the "Other."

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# Notes

## Primary Presenter Contact Email

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# Palouse Language and Culture Symposium

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## Sponsors

Graduate & Professional Student Association

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## Honors & Acknowledgements

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Dr. Manka Varghese

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Website Coordinator

*Tim Roberts*

Graphic Design

*Lucy Zoe Jones*

## Donations

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Would you like to help us keep this event affordable and available to regional and local participants? The Palouse Language & Culture Symposium is accepting donations from individuals, departments and institutions for the 2017 Symposium.

Checks can be made out to:

### **UI Bursar – Palouse Language & Culture Symposium**

Send to:

**ALCP, University of Idaho  
875 Perimeter Drive  
Moscow, ID, 83843**

Or

**Leave a check at the Registration Desk**

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Air Vandal Guest (On-line access): **GoVandals!**

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