

William Paterson University of New Jersey
The 40th Annual WP Bilingual / ESL Conference
and
The 12th Annual WP Educational Technology Conference

Friday, December 3, 2021
8:30 AM - 3:10 PM, EST (**ONLINE**)

Leveraging Emergent Technologies to Support Multilingual Learners

How can we use emergent technologies to support English Learners (ELs) in their language development while promoting student engagement and cultivating classroom equity? The goal of this year's online conference is to share best practices for multilingual classrooms grounded in computer-assisted language learning (CALL) theory, effective pedagogical methods, emergent technology tools, and resources for ELs. Thought-provoking sessions will empower PreK-12 teachers, teacher leaders, technology coordinators, and administrators to transform the learning experience of all learners.

Chairs: Heejung An, Gladys Vega, and Pei-Lin Weng

Conference Schedule

Virtual Meeting Place: Zoom will be used for the entire conference. The links will be sent to the registrants via email one week prior to the conference.

8:30 AM – 8:40 AM: Welcome (10 minutes)

- 8:40 AM – 9:40 AM: Concurrent Session I (60 minutes)
- 9:50 AM – 10:50 AM: Concurrent Session II (60 minutes)

11:00 AM – 12:20 PM: Keynote Session (80 minutes)

- 12:50 PM – 1:50 PM: Concurrent Session III (60 minutes)
- 2:00 PM – 3:00 PM: Concurrent Session IV (60 minutes)

3:10 PM - 3:30 PM: Q&A Session with the Keynote Speaker (20 minutes)

8:30 am – 8:40 am: Welcome (10 minutes)

Welcome Remarks: Dr. Amy Ginsberg, Dean, College of Education, William Paterson University

House Keeping: Dr. Pei-Lin Weng

8:40 AM – 9:40 AM: Concurrent Session I (60 minutes)

Workshop 1: Guiding Principles and Best Practices for Biliteracy

Lucia Buttarò (Fordham University)

The development of biliteracy requires attention to the distinct literacy processes of two languages. This workshop will focus on how to develop biliteracy by engaging students in translanguaging strategies that facilitate cross-linguistic transfer. Strategies and resources for Spanish language arts will be presented. The workshop will be interactive and hands-on, allowing participants to share their experiences in teaching Spanish literacy in bilingual and dual language settings. Enough time will be provided for small group discussion and reflection as well.

Target audience: K-8 Educators

Workshop 2: Using Open Pedagogy to Support English Language Learners' Reading and Writing Development

Chaoran Wang (Colby College) and Pengtong Qu (Indiana University)

In this workshop, we will introduce approaches to incorporating student-created Open Educational Resources (OERs) assignments in language classes for ESL and Bilingual learners. Open pedagogy is beneficial for ESL/Bilingual learners as students are provided with authentic tasks and are exposed to active and inclusive learning. We will firstly introduce the concept of open pedagogy and relevant classroom practices. Then, we will focus on two specific open pedagogy practices to support ESL/Bilingual learners' reading and writing development that can be used across grades—one involving student-created videos and one related to student-created open publishing books. Both will allow students to develop their language skills, communication and collaboration abilities, as well as multimodal and digital literacies. Participants will have the opportunity to familiarize themselves with open pedagogy, understand the benefits and challenges of adopting it in class, practice relevant technological tools, and develop an initial plan for using open pedagogy in their own classes.

Target audience: K-12 Educators

Workshop 3: Dialogue and Beyond: The Dos and Don'ts of Assessment

Rebecca Zolotkovsky (Northern Regional Education Services Commission)

This presentation will focus on identifying the difference between dialectal variation and language disorder. Focus will be on understanding cultural differences, determining what is and is not acceptable with regard to assessment, and highlighting the importance of exposure. Attendees will participate in simulated assessments and enhance their ability to determine the difference between dialect and disorder.

Target audience: K-12 Educators, Speech-Language Pathologists

Workshop 4. A Multilingual Culturally Responsive Video-based Arts Integration and Digital Storytelling Tool to Support Bilingual Classrooms

Heejung An (William Paterson University) and Maria Lanni (Passaic Public Schools)

Drawing upon the theoretical lens of Gay (2002)'s culturally responsive pedagogy, we developed Learning Art at Home (LAH)" (<https://www.learningartsathome.com/>) in which videos were narrated in English and Spanish. For this project, a teacher read children's books and demonstrated art creation with tools that could easily be found at home, with no need for purchasing new materials.

The goals of LAH are as follows:

- (1) provide students with opportunities for culturally responsive digital storytelling and art creation.
- (2) support teachers to use the videos with their students as teaching tools.
- (3) use arts integration as a means to teach content areas, especially literacy and social studies.
- (4) provide bilingual students and families with virtual access to art related videos.
- (5) facilitate mental health via social connections and the arts for students and families.

In this session, we will describe why and how we created the LAH program along its core components, including the publicly available online videos. We will also discuss how this tool can be used in your classroom.

Target audience: PreK-8 Educators

Workshop 5: Fostering Social Presence with the Synchronous Online Flipped Learning Approach – SOFLA

Helaine Marshall (Long Island University)

Being socially present while in online or blended classroom contexts can pose a major challenge to both educators and their students. Yet, it is this social presence that most serves the need to engage meaningfully in accessing, developing, and mastering new course concepts and materials. The Synchronous Online Flipped Learning Approach (SOFLA®) is an active learning model that includes structured, interactive, multimodal activities, both asynchronous and synchronous, in an 8-step learning cycle that reframes and re-energizes our approach to instruction in all learning contexts. Participants will learn how to implement the cycle and will receive resources for following up with the presenter.

Target audience: 9-16 Educators and Adult Educators

9:40 AM – 9:50 AM: Break (10 minutes)

9:50 AM – 10:50 AM: Concurrent Session II (60 minutes)

Workshop 1: Communicating & Collaborating: Give Every Student A Voice

Noemi Rodriguez (Pascack Valley Regional High School District)

It's time to give EVERY student a voice in your classroom-digitally! Learn how to use unique assessment tools through this hands-on presentation that allows learners the opportunity to showcase their interpretive, interpersonal, or presentational skills & knowledge! Different websites will be modeled and participants will have the opportunity to engage in using these formative technology tools during the presentation. Activities will be modeled in English and participants will collaborate to share additional ideas & tools that have proven successful to grow language proficiency.

Target audience: 6-12 Educators

Workshop 2: Using WIDA’s Key Language Use of Narrate in Digital Biography

Margaret Churchill (Closter Public Schools/NJTESOL-NJBE President)

Learn how to implement the WIDA Key Language Use of Narrate, which features prominently in the 2020 WIDA Standards Framework for multilingual learners, through a biography unit designed for digital teaching and learning. Participants will learn key features of narration, digital resources for biography, and ways to capture student speaking and foster online interaction in virtual classrooms.

Target audience: K-12 Educators

Workshop 3: Using Social Media (Instagram) to Teach English as a Second Language

Sarah Alqasem (University of Northern Colorado)

This workshop will provide tips on how an Instagram account can be used to teach English as a second language. The workshop will go over how to teach in an entertaining way through the use of pop culture, memes, and gifs. Also, you will learn how to create engaging posts with questions and Instagram story polls and exams. In addition, the workshop will provide best practices for creating your own educational videos based on recent research that you can post on Instagram. You will also learn how to incorporate learners' first language and culture in videos and how to teach English vocabulary in a fast and short way that appeals to most young people online. This workshop aims to give you tools on how to teach English as a second language in a non-academic setting.

Target audience: 6-12 Educators

Workshop 4: Developing Metapragmatic Awareness: How Can We Help Others Communicate Successfully Across Languages and Cultures?

Miriam Eisenstein Ebsworth (New York University) and Timothy John Ebsworth (Kean University)

Many people assume that if they know how to be polite in one language, the same approach will succeed in another language and culture as long as the vocabulary, grammar, and pronunciation are correct. But it doesn't always work that way. Each "languagculture" has its own norms and strategies for how to send particular messages to others. For example, a comment intended as a helpful suggestion when translated literally might be misunderstood as negative criticism. In this workshop, we will explore how to guide learners from different cultures to be more successful in cross-cultural communication through a second language or variety. We will share our intercultural pragmatics research on communities in contact and offer activities to promote intercultural pragmatic awareness.

Target audience: 9-16 Educators and Adult Educators

Workshop 5: Supporting English Learners’ Self-Confidence in Speaking with Flipgrid

Arely Lima (Paterson Public Schools) and Heejung An (William Paterson University)

How can we monitor how far English Learners’ English skills and confidence have improved with technology? Flipgrid, a video response platform, provides learners with the ability to record themselves speak, share the recording with others, and receive feedback from teachers. In this

session, we will discuss how teachers can use FlipGrid to monitor ELLs' progress in using academic vocabulary in English as well as learning about how to incorporate growth mindset feedback with FlipGrid to help build confidence when speaking in English.

Target audience: K-8 Educators

10:50 AM – 11:00 AM: Break (10 minutes)

11:00 AM – 12:20 PM: Keynote Address (80 minutes)

Presider: Dr. Gladys Vega

Introductory Remarks: Dr. Joshua Powers, Provost and Senior Vice President for Academic Affairs,
William Paterson University

Introduction to the Keynote Speaker: Dr. Heejung An

Keynote Speaker: Dr. Phil Hubbard, Stanford University
Preparing Language Learners for Listening on Their Own: From Theory to Practice



Recent years have seen a growing body of research showing how language learners can expand agency and autonomy by working outside the formal classroom environment to improve their language proficiency. In support of this, freely available technology-enhanced online audio and video materials provide a means of experiencing authentic language while enhancing listening skills and expanding vocabulary.

However, there are a number of challenges students face in making effective use of this opportunity. These include:

1. Identifying and controlling technologies and tools to support comprehension and language learning
2. Learning and applying techniques and procedures that will effectively support language development
3. Locating and selecting appropriate digital resources for this independent learning

I begin with a rationale for the teacher playing a central role in helping language learners overcome these challenges through learner training. I then address each challenge, incorporating examples from a listening and vocabulary course aimed at nurturing autonomy. The notes and links to all the materials from that course will be made available to the audience.

Philip Hubbard (<https://web.stanford.edu/~efs/phil/>) is Senior Lecturer Emeritus in the Stanford University Language Center. Working in the field of computer-assisted language learning (CALL) since the early 1980s, he has published in the areas of CALL theory, research, methodology, evaluation, teacher education, learner training, and listening. He served on the task force that developed the TESOL Technology Standards and is associate editor of *Computer Assisted Language Learning and Language Learning & Technology*. His recent projects focus on CALL as a transdisciplinary field, teaching reflectively with technology, and teacher support for informal language learning. He has recently published an ebook, *An Invitation to CALL: Foundations of Computer Assisted Language Learning*, available online for free at <https://www.apacall.org/research/books/6/>

12:20 PM – 12:50 PM: Lunch Break (30 minutes)

12:50 PM – 1:50 PM: Concurrent Session III (60 minutes)

Workshop 1. Implementation of Culturally and Linguistically Appropriate Services in Speech-Language Pathology (SLP)

Betty Kollia (William Paterson University)

In this workshop, we will consider the impact of linguistic and cultural stereotypes in educational/clinical services, particularly for culturally and linguistically diverse (CLD) students. We will discuss cultural humility and competence in the classroom and describe approaches that help to enhance sensitivity and responsiveness when working with CLD students.

Target audience: K-12 Educators, Speech Language Pathologists

Workshop 2. Pairing Fiction and Nonfiction Texts to Amplify Critical Thinking Responses

Mary Angelo-Moi (Vineland Public Schools)

Explore my student-led method, taught with teacher-friendly activities to be used with any Language Arts curriculum. Pair fictional literature with non-fiction text to identify and work with critical vocabulary that will allow students to understand the text, and develop higher-order thinking skills. Literacy develops naturally when vocabulary is integrated across genres. I will explain and share the templates which I developed based on Bloom's Taxonomy.

Target audience: K-8 Educators

Workshop 3. Identifying ELLs on Your Student Information System

Vicky Santana (Parsippany-Troy Hills Township Schools) and Nirav Lad (Edison Public Schools)

As a means for advocating for their students, attendees will learn how to use Screencastify, Loom or other screen-recording software to create informational videos on identifying English language learners in their school/district, viewing ACCESS scores, and other pertinent information.

Target audience: 6-12 Educators

Workshop 4. Virtual Reality: An Interactive Journey for English Learners

Bonnie S. Molina (Perth Amboy Public Schools) and Renee Whelan (William Paterson University)

Virtual reality (VR) is a unique, adaptable learning tool that can be individualized to meet the needs of English learners with varying abilities. Through immersive experiences, teachers can bring learning to life for their students in ways that can increase both student engagement and knowledge retention. This workshop will provide a broad overview for teachers who have little or no experience using VR in the classroom. It will focus on getting started with VR applications and available equipment, as well as concrete ways to begin to embed this technology into learning experiences for English learners.

Target audience: 6-12 Educators

1:50 PM – 2:00 PM: Break (10 minutes)

2:00 PM – 3:00 PM: Concurrent Session IV (60 minutes)

Workshop 1: Accessibility and Usability for Diverse Learners and Families

Nicole Deschene and Rachel Elizabeth Traxler (New York University)

COVID-19 showed how technology can be used as a medium to deliver instruction, engage learners, and reach families. However, course websites and materials may not be designed from the onset with youth, language, and disability in mind, both for students and their families. As educators rely on technology to continue to support their teaching, usability and accessibility should be central to course planning. In the first part of this session, we will discuss the importance of accessibility and usability in course design, ways to think critically about and address the language and disability needs of various stakeholders and provide tangible resources and tools to make planning a success. In the second part of the session, attendees will draw on their personal experiences with virtual instruction, while also applying the materials and skills learned throughout the session. Attendees will analyze examples of accessible and inaccessible course content.

Target audience: K-12 Educators

Workshop 2. The Relationship between Prosody and Reading Skills in Bilingual Children

Eunsun Park (William Paterson University)

This presentation will focus on the relationship between prosody and reading skills in bilingual children by reviewing various research outcomes, including the acoustic characteristics of English prosodic reading and reading comprehension. In this session, the audience will learn how to analyze prosodic variables (e.g., pitch, duration, intensity, speech rate, pause duration) using free computer software for speech analysis, PRAAT. This acoustic analysis skill can help a teacher/speech-language pathologist evaluate students' reading skills acoustically.

Target audience: K-12 Educators, Speech Language Pathologists

Workshop 3. Teaching Phonemic Awareness to English Language Learners Using Multimedia Based Total Physical Response (TPR) Methods

Alyssa Brillante (Haledon Public School)

In this workshop, we will focus on using an array of multimedia-based approaches to teach phonemic awareness while using Total Physical Response. Educators are heavily reliant on technology to support their teaching practices today, and there are many different tools available that can help student engagement and motivation in the classroom. We will look at ways to design and implement online materials, specifically for young learners.

In the first part of this session, we will discuss the theory behind using Total Physical Response and multimedia approaches in the classroom and its effectiveness. In the second part of the session, we will show different online tools that educators can use for TPR instruction and provide guidance on how to use these tools successfully in their classrooms.

Target audience: PreK-3 Educators

Workshop 4. Bilingualism and Disabilities: Intersections & Strategies to Prevent Misidentification
Solange Lopes-Murphy (The College of New Jersey)

In this workshop, participants will engage in interactive and collaborative activities as they explore critical information to properly identify and support multilingual learners with and without disabilities. Participants will: (a) Explore characteristics of second language acquisition that can mirror learning disabilities; (b) Explore appropriate culturally sensitive pre-referral processes based on multiple data sources; (c) Learn about the Universal Design for Learning (UDL) to plan face-to-face and online instruction and increase access for multilingual learners; and (d) Explore how to collaboratively “tune” a lesson to support second language development in ESL and content-based classrooms and adapt instruction for students with and without disabilities.

Target audience: K-12 Educators, Special Education

3:00 PM – 3:10 PM: Break (10 minutes)

3:10 PM – 3:30 PM: Q&A Session with the Keynote Speaker (20 minutes)

Moderator: Dr. Pei-Lin Weng

- Participants will receive **6.5** Professional Development Hours
- Fee: \$49.00
- Registration: <https://tinyurl.com/uaaupgxu>
- Contact: Kimberly Wolfe at wolfek4@wpunj.edu