



UNIVERSITY OF GUAM
COLLEGE OF LIBERAL ARTS
& SOCIAL SCIENCES

**37TH ANNUAL
REGIONAL
LANGUAGE ARTS
CONFERENCE.**

CHARTING NEW COURSES: PERSEVERING AND ENGAGING THROUGH LITERACY



PROGRAM BOOKLET





A MESSAGE FROM THE PRESIDENT OF THE UNIVERSITY OF GUAM

Håfa Adai!

Welcome to the 37th Annual Regional Language Arts Conference hosted by the College of Liberal Arts and Social Sciences at the University of Guam.

This year's theme, "Charting New Courses: Persevering and Engaging through Literacy," emphasizes literacy's vital role in guiding students and communities through challenges. Literacy is not just a skill— it is a gateway to opportunity, personal empowerment, and community resilience. Through perseverance, educators and advocates like you open new horizons for learners to thrive in an ever-evolving world.

Your work ensures that education remains a beacon of hope, even in uncertain times. I commend our faculty and staff in our Division of English and Applied Linguistics for organizing this meaningful conference, which provides a platform to share insights, strengthen collaborations, and explore fresh strategies for literacy education.

May this conference provide each of you with enlightenment, meaningful connections, and renewed energy to persevere in your vital work.

Si Yu'os Ma'åse',

**Anita Borja Enriquez, D.B.A. President
University of Guam**



A MESSAGE FROM THE SENIOR VICE PRESIDENT & PROVOST OF THE UNIVERSITY OF GUAM

Buenas yan Håfa Adai,

Welcome to the 37th Annual Language Arts Conference (LAC)! The University of Guam's Office of the Senior Vice President, Academic and Student Affairs is proud to support this annual event dedicated to promoting and sharing current research and innovations in literacy with the region.

This year's theme, "Charting New Courses: Persevering and Engaging Through Literacy," speaks to the ever-evolving field of language arts pedagogy and the ways that we navigate the challenges and changes in different spaces of learning. Whether you are a student, educator, administrator, or simply a curious attendee, I am positive that you will find the many presentations, panels, and workshops engaging and enriching.

To the organizers and sponsors, including the College of Liberal Arts and Social Sciences' Division of English and Applied Linguistics, the School of Education, and the International Literacy Association, congratulations on your hard work and collaborative efforts in ensuring another year's successful event.

To the presenters and attendees, may you take full advantage of all that this two-day conference has to offer. We thank you for joining us and engaging in thoughtful and impactful conversations!

Biba LAC!

**Sharleen Santos-Bamba, Ph.D
Senior Vice President & Provost**



A MESSAGE FROM THE DEAN OF THE COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES

Dear Conference Participants,

Welcome to the 37th Annual Regional Language Arts Conference. This year's theme is Charting New Courses: Persevering and Engaging through Literacy.

It is important to note that the Language Arts Conference has been a sustaining academic contribution to education research, policy, and pedagogy in Guam and the region for almost four decades.

The College of Liberal Arts and Social Sciences is extremely proud to be this regional conference's primary sponsor and organizer. We are extremely grateful for the support from the International Literacy (formerly Reading) Association, the School of Education, local businesses, private donors, and all the scholars who have registered.

This year, the conference brings together over two hundred educators from our region. They will discuss several important issues related to language arts. Language arts serve as the foundation of the education of our youth. They also provide the moral and social foundation of our political order by enlightening students to become active citizens through reading and writing.

We are pleased to note that this year, there are off-island participants from Taiwan, Saipan, Rota, and the Federated States of Micronesia.

First and foremost, this conference is an opportunity to learn from each other, share new ideas and techniques to promote student learning and improve our teaching skills. It is also an opportunity to celebrate your successes.

Congratulations for the impressive array of presentations for the two-day conference. The topics are very interesting and informative. There are so many noteworthy sessions that I believe the challenge facing you on Saturday will be deciding which concurrent session to attend.

I encourage you to engage in this year's essay contest by having your students revise the legend of Two Lovers's Point. I hope that you will acquire some great ideas from this conference, go back to your respective campuses energized by the sessions, and be inspired with new ideas for your classes.

Sincerely,

Dr. James D. Sellmann, Dean

College of Liberal Arts and Social Sciences



A MESSAGE FROM THE INTERIM ASSOCIATE DEAN OF THE COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES

Håfa adai and Welcome to the 37th Annual Language Arts Conference!

This year, we gather on our beautiful campus to connect, share, and grow as a community of educators, students, and advocates dedicated to advancing literacy. Our theme, "Charting New Courses: Persevering and Engaging through Literacy," invites us to explore and celebrate the resilience and adaptability that have been essential in shaping literacy education for today's dynamic world. We come together not only to acknowledge the challenges that have tested our resolve but also to deepen our commitment to innovative and meaningful practices that inspire and uplift every learner.

Last year's theme, The New Age Classroom: Adapting Our Pedagogy to the Needs of Today, set the stage for reimagining our approaches in response to a rapidly evolving educational landscape. This year, we look forward to an extension of that conversation, exploring what it means to persevere, to stay engaged, and to foster vibrant literacy spaces that serve as beacons of possibility. This year's theme encourages reflection on the history of literacy instruction in Guam, honoring the strides we have made, and dreaming boldly about the paths that lie ahead.

For our island community, literacy is more than the mastery of words and symbols—it is the thread that connects us to each other, to our heritage, and to the global future we are building. Literacy empowers our students to envision brighter futures, strengthens our educators as stewards of knowledge, and nurtures the voices that will shape our shared identity. As we chart new courses, we do so with the understanding that each step forward is a testament to our collective passion, dedication, and resilience.

Thank you for joining us in this journey of discovery and transformation. We hope this conference provides you with inspiration, valuable insights, and the joy of learning together. May our conversations here echo throughout our classrooms, our homes, and our communities, bringing about a future where literacy remains a cornerstone of progress and empowerment for Guam and beyond.

Cheers!

**Mary Therese F. Cruz
Interim Associate Dean
College of Liberal Arts and Social Sciences**



A MESSAGE FROM THE PRESIDENT OF THE GUAM COUNCIL INTERNATIONAL LITERACY ASSOCIATION

Dear Esteemed Friends and Colleagues,

Buenas yan Hafa Adai! It fills me with immense delight to announce our co-sponsorship of the highly anticipated 37th Annual Regional Language Arts Conference at the University of Guam.

As the President of the esteemed Guam Council of the International Literacy Association, this event holds a special place in our hearts. It remains one of the most cherished highlights on our Council's yearly calendar. It offers a remarkable platform for engaging discussions and fostering valuable connections with fellow educators.

The conference boasts an impressive lineup of presentations, encompassing a diverse range of programs, activities, and strategies that can effectively be incorporated into "Charting New Courses: Persevering and Engaging through Literacy," this year's overarching theme.

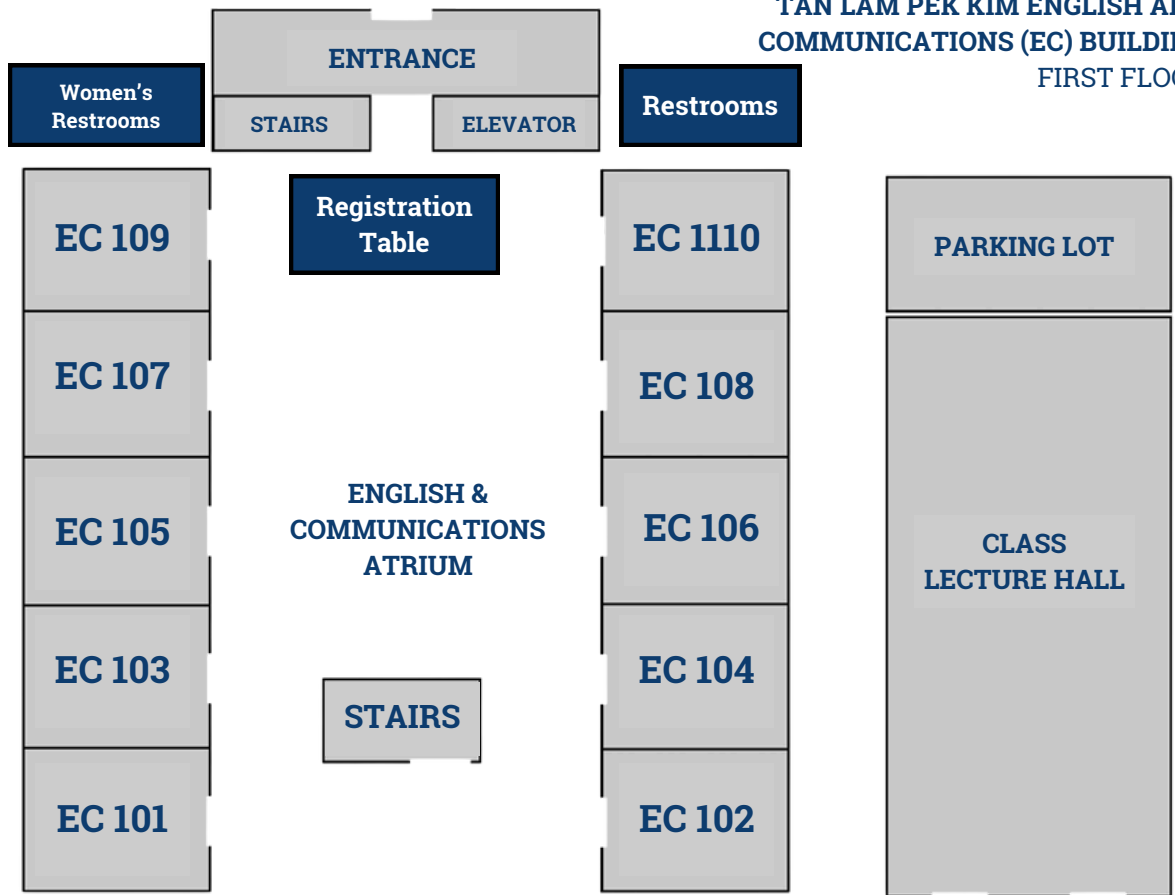
On behalf of the Council, I would like to extend my heartfelt gratitude to each and every one of you for your unwavering commitment to promoting literacy in Guam and our neighboring islands.

With warm regards,

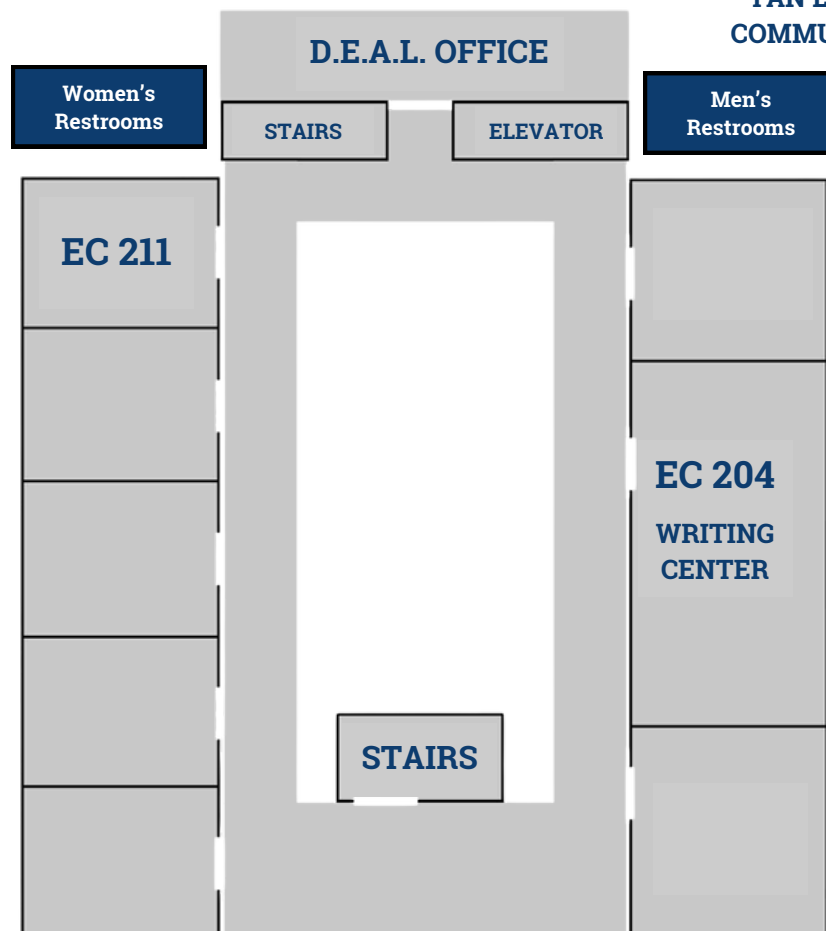
**MARTHA C. SUDO
President, 2023-2024
Guam Council, International Literacy Association**

CONFERENCE MAP

TAN LAM PEK KIM ENGLISH AND COMMUNICATIONS (EC) BUILDING FIRST FLOOR



TAN LAM PEK KIM ENGLISH AND COMMUNICATIONS (EC) BUILDING SECOND FLOOR



PROGRAM FLOW

DAY 1 - NOVEMBER 8

📍 Tan Lam Pek Kim English and Communications (EC) Building

3:00 PM

CONFERENCE REGISTRATION & CHECK-IN

Including registration for PD894 Graduate Credit / CEU

📍 EC ATRIUM | Vendor: Commission on Decolonization

3:45 PM

OPENING REMARKS

BY DR. JAMES D. SELLMANN & MARTHA C. SUDO

📍 CLASS LECTURE HALL

PD894 Meeting

📍 CLASS LECTURE HALL

4:10 PM

BREAKOUT SESSION #1

Ti Manmalingu na Famagu'on sa' Ma Tungo' Man Ginen Manu Siha:
Exploring Literacy with "I Malingu na Pátgon"

BY SIÑOT LUKE TEDTAOTAO, SIÑORA BENITA LIZAMA, &
ROSALIE N. LUJAN



PANEL PRESENTATION



ROOM EC 211

Food for Thought: Cafe-Style Conversations about Assigning
and Assessing Writing

BY UOG COMPOSITION FACULTY | CAROL SIMPSON-WARNER,
ROYCE CAMACHO, JOSE CRUZ JR, CHRISTOPHER GARCIA-
SANTOS, TERESITA PEREZ, & ELIZABETH RUTUN



WORKSHOP



ROOM EC 110

Assigning SCRATCH in the Applied Linguistics Classroom

BY CLARISA QUAN, KAI BALMEO, RAIDAN EDWARDS,
LOUISE GENOVANA, VINCENT PAJELA, & JHULIAN YBANEZ



STUDENT PANEL



ROOM EC 103

PROGRAM FLOW

4:55 PM

REFRESHMENT BREAK & PERFORMANCE

📍 ROOM EC 105 & EC ATRIUM

5:15 PM

BREAKOUT SESSION #2

Bridging the English vocabulary gap for Mandarin drama binge-viewers under reversed subtitling: The establishment of a list of multiword expressions

BY WENHUA HSU

📍 ROOM EC 102

Didide' ha' put i "AI" gi Finaná'gen i Fino' CHamoru

BY SIÑOT CODY SAN NICOLAS LIZAMA 📍 ROOM EC 110

Charting the Course for Advancing Learning: Importance of Research Literacy for Scholar-Practitioners.

BY KATHRINE GUTIERREZ

📍 ROOM EC 103

6:00 PM

DAY 1 DISMISSAL



DAY 1 GUEST SPEAKER

DR. JAMES D. SELLMANN

has served as Professor of Philosophy and as Dean of the College of Liberal Arts and Social Sciences at the University of Guam for the past 32 years. He specializes in Asian, Pacific, CHamoru, and Global Philosophy. He has published extensively: two books and over 100 refereed book chapters, journal articles, and encyclopedia reference articles. His work focuses on Social and Political philosophies.

CONFERENCE MEMORIES





DAY 1 GUEST SPEAKER

MARTHA CRUZ SUDO

is the President of the Guam Council of the International Literacy Association. She has dedicated over 27 years to this organization, serving in various Board positions and actively promoting literacy. Notably, she has also taken on the role of the Read-A-Thon representative for St. Francis Catholic School in Yona, her hometown. She has an impressive educational background, earning her BS Degree in Business Management, BA Degree in Elementary Education, and Master's Degree in Language and Literacy from the University of Guam.

Martha is happily married to her loving husband, Paul Sudo, for over 47 years. She takes immense pride in being a mother to four wonderful daughters, as well as a doting grandmother to nine beautiful grandchildren, two precious great-grandsons, and one adorable great-granddaughter. Apart from her role as the President of the SOE Alumni Association, Martha also serves as the Secretary of the SF Parish Christian Mothers.

Having retired from GMH, where she held various administrative positions including PIO and Staff Development Coordinator, Martha also retired from DODEA after a fulfilling 20-year career as a 5th-grade teacher. Currently, she is teaching 3rd grade at St Francis Catholic School in Yona, her hometown. In addition to her teaching responsibilities, Martha also devotes her time to teaching 3rd grade CCD on Sundays, diligently preparing her students for their First Holy Communion.

ABSTRACTS

DAY 1 - NOVEMBER 8

**TI MANMALINGU NA FAMAGU'ON SA' MA TUNGO' MAN GINEN MANU SIHA:
EXPLORING LITERACY WITH "I MALINGU NA PÁTGON" 4:10 PM, EC 211**

PANEL PRESENTATION | CHamoru Studies for Education Class: Siñot Luke Tedtaotao, Siñora Benita Lizama, and Rosalie N. Lujan

The panel presentation will focus on examples of CHamoru literacy in K-12 Guam Department CHamoru Language and Culture classes, using "I Malingu na Pátgon" by Siñora Rufina Mendiola. The presentation will be conducted in Fino' CHamoru.

Topics: Language & Literature

**FOOD FOR THOUGHT: CAFE-STYLE CONVERSATIONS ABOUT ASSIGNING
AND ASSESSING WRITING 4:10 PM, EC110**

WORKSHOP | UOG Composition Faculty: Carol Simpson-Warner, Royce Camacho, Jose Cruz Jr., Christopher Garcia-Santos, Teresita Perez, and Elizabeth Rutun

As instructors of beginning college writers at UOG, we see nearly every first-year student who enrolls. To better assist these students in building on their prior writing experience, we would like to have conversations about process and practice with our colleagues in middle and high school who work with students before they enter college. These conversations will begin on Friday evening and continue on Saturday, although attending both sessions is not necessary.

Friday -- Before Students Write: Introducing and Assigning

Saturday -- After Students Write: Assessing and Providing Feedback

In addition to the two sessions, LAC participants are invited to join us at The Ink Spot, an informal space for writing, sharing writing, posting writing, or talking about writing during registration, breaks, and lunch on Saturday.

Topics: Building Connections between Secondary and Higher Education

ABSTRACTS

DAY 1 - NOVEMBER 8

ASSIGNING SCRATCH IN THE APPLIED LINGUISTICS CLASSROOM

4:10 PM, EC 103

PANEL PRESENTATION | LN400 Applied Linguistics Class: Clarisa Quan, Kai Balmeo, Raidan Edwards, Louise Genovana, Vincent Pajela, and Jhulian Ybanez

For over a decade, Dr. Quan's students and student teachers taking LN400/500 Applied Linguistics at the University of Guam have been required to design and submit SCRATCH projects for use in the language classroom. SCRATCH is a free downloadable app from MIT that familiarizes students with the rudiments of coding. This presentation will showcase all students' SCRATCH projects.

"HAIKU with MARU" by Kai Balmeo

This project aims to explain and teach students how to write a haiku, a Japanese tanka poem. The project is created in a quiz format, encouraging students to identify the number of syllables in a word and how many syllables are in a sentence, fitting the haiku format of 5-7-5. Upon completing the quiz and project, the students are encouraged to try to write their haiku.

"Storyline Sorcerer" by Raidan Edwards

This project aims to explain aspects of the plot lines and stories in an easy-to-understand way. Through a simplified adventure while labeling their parts in the story. Following a simple story, the students can answer some questions and label what they would be in a plot line.

"Navigating Literary Conflicts" by Louise Genovana

This project attempts to illustrate the different types of conflict in literature. The SCRATCH format is particularly suited to demonstrate these types of conflict because it allows the audience to visualize the concepts and helps them identify conflict within a narrative. I will discuss the two categories of literary conflict (internal and external), the seven types of conflict, and how they progress in a narrative.

"Memory Pathways in Second Language Mastery: An Interactive Scratch Game" by Vincent Pajela

This educational Scratch game explores declarative and procedural memory in language learning. Through timed activities, players experience how rules learned explicitly become automatic, highlighting cognitive theories on fluency. This interactive approach offers hands-on insight into language processes and memory pathways in a fun, engaging format.

"Pictures worth 1000 words" by Jhulian Ybanez

My SCRATCH project will allow children to create a story based on the images shown on screen. They will be given options to select words or phrases to create sentences that they can compile into an entire story. The story will help show us how people can create different stories of differing contexts based on their interpretation of the images.

ABSTRACTS

DAY 1 - NOVEMBER 8

BRIDGING THE ENGLISH VOCABULARY GAP FOR MANDARIN DRAMA BINGE-VIEWERS UNDER REVERSED SUBTITLING: THE ESTABLISHMENT OF A LIST OF MULTIWORD EXPRESSIONS 5:15 PM, EC 102

By Wenhua Hsu

The drama fever has been riding high with the rise of consumer usage of OTT streaming services and the prevalence of mobile devices with Internet connectivity. Given the binge-watching phenomenon on college campuses in Taiwan, where Mandarin is an official language and English as a foreign language is a required course, the researcher-teacher is concerned about English lexical growth if Taiwanese students' viewing habits shift from Mandarin to English subtitles. Deriving from Mandarin drama English subtitles, the researcher sought to create a list of the most frequent multiword expressions for students to learn because drama lines are often drawn from daily life and even reflect current events. A corpus of 8.46 million English-subtitled words from 50 Mandarin dramas across genres was compiled, totaling 1,427 episodes. Based on frequency, dispersion, and expert judgments, 475 frequent multiword expressions were selected. Pedagogical implications and directions for future research are discussed in the presentation.

Topics: Reversed subtitling and English learning

DIDIDE' HA' PUT I "AI" GI FINANÅ'GEN I FINO' CHAMORU 5:15 PM, EC110

By Siñot Cody San Nicolas Lizama

Este na kuentos put i minaolek-ña i "AI" yan i bali-ña gi finanå'gen fino' CHamoru para todú i gradu siha gi eskuela, desde kattiya asta eskuelan takhilo'. Para u ma sangan put i háfa taimano i ma'estro pat ma'estra umusa i "AI" yan i famagu'on gi kuanton-ñiha kosaki inayuyuda i finana'gue-ña i ma'estro/a ni "AI".

Topics: AI - ChatGPT

CHARTING THE COURSE FOR ADVANCING LEARNING: IMPORTANCE OF RESEARCH LITERACY FOR SCHOLAR-PRACTITIONERS 5:15 PM, EC103

By Kathrine Gutierrez

This presentation will describe and delve into the concept of research literacy, communicating what research literacy is why it is an important concept for advancing a new Doctor of Education (EdD) program, and its importance for emerging scholar-practitioners.

Topics: Learning Modalities – Hybrid, Remote, HyFlex, Online Learning; Course Development and Design; Scholar-Practitioner & Research Literacy

PRESENTERS

DAY 1 - NOVEMBER 8

Siñot Luke Tedtaotao, Siñora Benita Lizama, and Siñora Rosalie N. Lujan **CHamoru Studies for Education Students**

The presenters are local educators and University of Guam students in the CHamoru Studies for Education program under the College of Liberal Arts and Social Sciences.

Luke Tedtaotao

CHamoru Teacher, University of Guam Student

Guåhu si Siñot Luke Tedtaotao. Ma'estron CHamoru yu' gi i Dipåttamenton Idukasion Guåhan. Mama'nå'na'gue yu' gi Eskuelan Takhelo' George Washington esta ocho años. Umestutudia yu' lorkue gi Unibetsedåt Guåhan gi i prugråman Inestudion CHamoru para Idukasion.

Benita Lizama

CHamoru Teacher, University of Guam Student

Guahu Si Sinora Benita Lizama, estudiante yu' gi iya Unibetsidat Guahan umestutudia yu gi CHamoru Studies for Education. Ma'estran CHamoru yu' gi iya Eskuelan Daniel L. Perez Ilimentariu gi iya Yigo, esta disi siette anos di mamanague yu' i lenguahen CHamoru.

Rosalie N. Lujan

CHamoru Teacher, University of Guam Student

Guåhu si Rosalie N. Lujan, ma'estran CHamoru yu' gi Dipatmenton Edukasion. Mamanånague' yu' giya Harry S. Truman

Carol Simpson-Warner, Royce Camacho, Jose Cruz, Christopher Garcia-Santos, Teresita Perez, Elizabeth Rutun,
UOG Composition Faculty

The presenters are full-time Composition faculty at the University of Guam. They work collaboratively to identify and implement culturally sustaining instructional practices that support student writing. As part of this work, they seek to create spaces for consultation on writing grounded in the realities of our predominantly Pacific Islander and Asian student populations from diverse ethnic, linguistic, socio-economic, and educational backgrounds.

PRESENTERS

DAY 1 - NOVEMBER 8

Kai Balmeo, Raidan Edwards, Louise Genovana, Vincent Pajela, & Jhulian Ybanez LN400 Applied Linguistics Students

The presenters are University of Guam students in the English program studying emphases in literature, linguistics, and education under the College of Liberal Arts and Social Sciences.

Kai Balmeo

University of Guam Student

Kai Balmeo is a secondary education major, with a minor in Japanese. My goal is to teach language arts - how to write meaningful sentences and interpret text in a way that is meaningful to students. I aim to make Language Arts enjoyable and worthwhile for students.

Raidan Edwards

University of Guam Student

Raidan is a double major in Secondary Education and English. Raidan loves teaching media literacy and, hopefully, some linguistics skills. Raidan aims to become an engaging teacher who makes language arts interesting.

Louise Genovanva

University of Guam Student

Louise Anne Genovaña [luwiz æn hɛnovɔnjæ] is an English Literature and Linguistics Double Emphasis major at the University of Guam. She fell in love with reading in 4th grade and has since made books her entire personality. When she isn't studying for exams or writing essays for class, she can be found scrolling on Goodreads and adding books to her TBR.

Vincent Pajela

University of Guam Student

Vincent Pajela is passionate about blending technology and education to make cognitive science concepts accessible. The project illustrates memory processes in language learning and offers players an interactive enjoyable way to understand language acquisition.

Jhulian Ybanez

University of Guam Student

Jhulian is a senior at the University of Guam. He is also a competitive powerlifter who has also competed internationally in places like South Korea. He has always been really into fitness and has taken on running with plans to do a marathon by next year.

PRESENTERS

DAY 1 - NOVEMBER 8

Wenhua Hsu

I-Shou University Professor

Wenhua Hsu is currently teaching at I-Shou University in southern Taiwan. She holds a PhD in the field of ESP from the University of Essex, UK, and an MBA from Kansas State University, USA. Her interest includes frequent academic/sub-technical, lay-technical vocabulary, and lexical bundles in specialized fields.

Cody San Nicolas Lizama

University of Guam Instructor

Si Siñot Cody San Nicolas Lizama, familian Ole' yan Mechenik, ginen Santa Rita-Sumai. Muma'e'estron fino' CHamoru más ki 8 años gi eskuela. Guiya tumutuhon i prugraman fino' CHamoru gi eskuelan Pále' Duenas ya pá'go machocho'cho' gi Estudion CHamoru gi Unibetsidát Guahan.

Kathrine Gutierrez

University of Guam Associate Professor

Dr. Kathrine Gutierrez is an Associate Professor at the School of Education and is the Chair of the Instructional and Academic Leadership Program for the Doctor of Education (EdD) program. Her presentation will describe and delve into the concept of research literacy.

CONFERENCE MEMORIES



PROGRAM FLOW

DAY 2 - NOVEMBER 9

📍 Tan Lam Pek Kim English and Communications (EC) Building

7:30 AM

MORNING REFRESHMENTS

📍 ROOM EC 105 & EC ATRIUM

8:30 AM

REGISTRATION & ANNOUNCEMENTS

Including registration for PD894 Graduate Credit / CEU

📍 EC ATRIUM | Meet the Conference Vendors

9:00 AM

BREAKOUT SESSION #1

The Ethics of Ungrading the Cybernetic Classroom: Student Evaluation in the Age of Autonomous Digital Language Model Assistants

BY JONATHAN WURTZ

📍 ROOM EC 102

"이거 뭐고?": An Exploration of Self-Linguistic Identity and Struggles Against Class and Racial Inequality through Korean Satoori (사투리)

BY MATTHEW CHOI TAITANO

📍 ROOM EC 103

9:45 AM

REFRESHMENT BREAK

📍 ROOM EC 105

10:00 AM

BREAKOUT SESSION #2

Peer Power: Practical Techniques for Peer Review

BY CHRISTINA LEE, SIMONE E. BOLLINGER, JOHN V.G. PEREDA, & JACLYN L.Q. PEREDA

👥 WORKSHOP

📍 ROOM EC 110

10:00 AM

BREAKOUT SESSION #2

Creative Literacy - "Book Report on the Shelf"

BY MARTHA C. SUDO

ROOM EC 102

Landscapes of the Mind: Teaching William Wordsworth on Guam

BY DAVID GUGIN

ROOM EC 104

10:45 AM

REFRESHMENT BREAK

ROOM EC 105

KEYNOTE PRESENTATION

11:00 AM

BY DR. MONIQUE CARRIVEAU STORIE

CLASS LECTURE HALL

12:00 PM

LUNCH & RAFFLE GIVEAWAYS

Room EC 105 & EC Atrium

1:15 PM

BREAKOUT SESSION #3

Bridging the Gap: An Impact Review of a Summer Bridge Program on Student Performance and Success in First-Year English Courses and Beyond

BY VERNA ZAFRA-KASALA

ROOM EC 102

Enhancing the Feynman Technique with AI: Leveraging Artificial Intelligence as an Interactive Listener for Deeper Learning

BY LEI BAO

ROOM EC 103

Peto's Journey LLC | Children's books & accessories

BY JARNEEC HALSEY

ROOM EC 106

2:00 PM

REFRESHMENT BREAK

📍 ROOM EC 105

2:10 PM

BREAKOUT SESSION #4

Food for Thought: Cafe-Style Conversations about Assigning and Assessing Writing

BY UOG COMPOSITION FACULTY | CAROL SIMPSON-WARNER, ROYCE CAMACHO, JOSE CRUZ, CHRISTOPHER GARCIA-SANTOS, TERESITA PEREZ, & ELIZABETH RUTUN

 **WORKSHOP**

📍 ROOM EC 107

Navigating the New Literacy Landscape in the Age of AI

BY HYUN-JONG HAHM

📍 ROOM EC102

Celebrating Pacific Voices through Poetry

BY MATILDA RIVERA

📍 ROOM EC110

3:00 PM

PD894 Meeting

📍 ROOM EC 110

3:15 PM

DAY 2 DISMISSAL | END OF CONFERENCE

📍 EC ATRIUM



DAY 2 KEYNOTE SPEAKER

DR. MONIQUE CARRIVEAU STORIE

is the current Dean of University Libraries and is serving as the interim Vice Provost for Academic Excellence, Graduate Studies, and Online Learning this year. Dr. Storie has over 30 years of experience as an academic librarian, where she has helped build MARC's Guam & Micronesia Reference Collection, compiled databases about local issues and topics, and has taught courses on multicultural literature, Pacific children's and young adult literature, and the fundamentals of librarianship.

More recently, Dr. Storie engaged with other academic librarians to develop University of Guam's Digital Guafak. The Digital Guafak, which started out as a way to simplify how researchers find articles and historical information about the peoples and islands of Micronesia, has become a reflection point among librarians and cultural practitioners for "how can technology help Micronesian communities document and share their stories and cultural values and convey their ways of life in ways that are important to them?"

An avid collector and sharer of locally produced literature and art, Dr. Storie credits her over 40-year advocacy for regionally relevant literary practices to her 10-year old self wanting the Guam legends she read at school to be as visually and aurally stimulating as the picture books she found in the Tamuning Elementary School library and the animated holiday specials she watched on TV.

ABSTRACTS

DAY 2 - NOVEMBER 9

THE ETHICS OF UNGRADING THE CYBERNETIC CLASSROOM: STUDENT EVALUATION IN THE AGE OF AUTONOMOUS DIGITAL LANGUAGE MODEL ASSISTANTS 9:00AM, EC 102

By Jonathan Wurtz

A key issue facing instructors in the new age of artificial intelligence is evaluation. Given the western model's emphasis on individualism and memetics, language models like ChatGPT have considerably destabilized their ability to identify the origin and authenticity of submitted assignments. There have been multiple attempts to safeguard against this problem, but most of them have focused on solutions that preserve the values of individualism and memetics. Against this conservatism, I propose that it is impossible for pedagogy to go forward without changing these fundamental values. Rather than focusing on authentic individualistic memetics, productively engaging with the rise of AI requires that instructors shift their focus towards a pedagogy of personal growth. I argue that a practical way to begin this shift is through the practice of ungrading – a counter-form of evaluation that can function within a western model of education.

TOPICS: AI - ChatGPT; Assessment; Inclusion & Inequity

"이거 뭐고?": AN EXPLORATION OF SELF-LINGUISTIC IDENTITY AND STRUGGLES AGAINST CLASS AND RACIAL INEQUALITY THROUGH KOREAN SATOORI (사투리) 9:00AM, EC 103

By Matthew Choi Taitano

In this paper, I'm interested in exploring further my linguistic self-identity through the lens of my experience with learning and using Seoul mal and Busan satoori. I'm particularly interested in answering the following research questions: How are Korean Americans' perceptions of the Seoul and Busan ways of communication associated with class and race? How do these perceptions force Korean Americans to compromise their home satoori in certain contexts? Methodologically, I will be drawing on scholarly literature that focuses on the methodologies of autoethnography and case studies, Korean American identity formation, self-hatred, intersectionality, and satoori. Furthermore, I incorporate text messages between me and my mother, in which we discuss her relationship with the Seoul and Busan forms of communication, her thoughts on satoori and other languages (namely English and Japanese) in regards to parenting my brother and me, and her high educational and linguistic expectations of my and my brother's Korean, English, and Japanese.

TOPICS: Inclusion & Inequity

ABSTRACTS

DAY 2 - NOVEMBER 9

PEER POWER: PRACTICAL TECHNIQUES FOR PEER REVIEW 10:00 AM, EC 110

WORKSHOP | By Christina S. Lee, Simone E. Bollinger, John V.G. Pereda, and Jaclyn L.Q. Pereda

This interactive workshop offers educators a hands-on experience in applying peer review techniques designed to establish a classroom culture of respect, support, and collaboration. Participants will engage in practical activities aimed at building trust among students, encouraging constructive feedback, and promoting a sense of shared responsibility for learning. Emphasizing peer-to-peer interaction, the workshop demonstrates how peer review can be a powerful tool for both academic improvement and community-building. Though geared toward GDOE teachers, the strategies and techniques shared are valuable for any educational professional looking to enhance student engagement and collaboration. Attendees will leave with actionable techniques to implement peer review in their own classrooms.

TOPICS: Best In-Class Practices

CREATIVE LITERACY - "BOOK REPORT ON THE SHELF" 10:00 AM, EC 102

By Martha C. Sudo

"Chartering New Courses: Persevering and Engaging Through Literacy," this presentation will address and support literacy growth and development through reading, writing, speaking, and listening, making them come to life, be meaningful, and FUN!

Sharing an example of using the book, "Number the Stars" by Lois Lowry, will increase students' knowledge and understanding of events in history using historical fiction and nonfiction books. Students participate in reviewing story elements and identifying characters, setting, plot, sequencing, etc., and incorporating various subject areas besides just reading and writing, including math, social studies, science, etc.

After reading and engaging in various activities of the above-mentioned book, students will then select another book of their choice to read and reflect on in a reading log. They will then create their book report on an empty cereal box, "Book Report on the Shelf," displaying elements of their story and creating new cereal, a word game, a puzzle, or other fun activities and sharing with the class (oral presentation). Samples of student work will be displayed.

ABSTRACTS

DAY 2 - NOVEMBER 9

LANDSCAPES OF THE MIND: TEACHING WILLIAM WORDSWORTH ON GUAM

10:00 AM, EC 104

By David Gugin

Drawing on a British Literature course I recently taught at UOG, in this presentation I will focus on three of Wordsworth's early nature poems. I will show how we can correlate descriptions of the physical, exterior landscapes in the poems with corresponding metaphysical, interior landscapes in the mind of the poet/speaker and reader/listener. I will then propose that by working with these landscapes of the mind we can "universalize" Wordsworth's poems (written in rural England over 200 years ago). We can make them relevant to 21st-century Guam students, at any level of instruction.

TOPICS: Course Development and Design

BRIDGING THE GAP: AN IMPACT REVIEW OF A SUMMER BRIDGE PROGRAM ON STUDENT PERFORMANCE AND SUCCESS IN FIRST-YEAR ENGLISH COURSES AND BEYOND

1:15 PM, EC 102

By Verna Zafra-Kasala

In 2017, the University of Guam's five-week Triton Summer Bridge Program (TSBP) was designed to provide academic and student skills support to new incoming freshmen who were underprepared for college-level math and/or English courses.

Focusing on the students who participated in and completed the English preparation course of the program, this review examines their performance in the English placement test and their first credit-bearing English course at UOG. It also reports on long-term data, such as the students' academic progression and graduation rates.

To investigate the potential effects of the program on student performance and success, comparisons are made between the TSBP students and the students who also enrolled into UOG during summer 2017 but did not participate in the program.

TOPICS: Assessment; Writing Centers, Supplemental Instruction, and Out-of-Class Teaching Resources

ABSTRACTS

DAY 2 - NOVEMBER 9

ENHANCING THE FEYNMAN TECHNIQUE WITH AI: LEVERAGING ARTIFICIAL INTELLIGENCE AS AN INTERACTIVE LISTENER FOR DEEPER LEARNING

1:15 PM, EC 103

By Lei Bao

The Feynman Technique is a powerful method for deepening understanding by explaining complex concepts in simple terms. A critical part of this process is having a listener who provides feedback and identifies gaps in understanding. However, finding a listener on demand can be challenging. This presentation explores how Artificial Intelligence (AI) can serve as a virtual listener, offering immediate feedback, highlighting areas of confusion, and prompting reflection. By using AI, we can enhance the Feynman Technique, making it more accessible and effective for self-directed learners. The presentation will highlight how AI can simulate real-time interactions and improve engagement in solo learning environments.

TOPICS: AI - ChatGPT; Learning Management Systems; Assessment

PETO'S JOURNEY LLC | CHILDREN'S BOOKS & ACCESSORIES 1:15 PM, EC 106

By Jarneec Halsey

Jarneec's journey is marked by deep grief and incredible resilience. After losing her younger brother, Peto, to sickle cell anemia, she found healing through storytelling. This led to her first book, *Peto, the Boy with the C-Shaped Blood*, a children's story that shares her brother's journey and educates readers about the disease. Her second book, *Peto and the Boy in the Pecan Tree*, highlights autism, while her upcoming third book, *Peto and the Girl on the Butterfly Moon*, will raise awareness about ADHD upon its release in 2025.

CELEBRATING PACIFIC VOICES THROUGH POETRY

2:10 PM, EC 110

By Matilda Naputi Rivera

Poetry holds a significant place in Pacific culture, serving as a powerful form of expression that can be felt, heard, and experienced, delivering messages that resonate worldwide. Discover how the UOG-SOE Alumni Association has compiled anthologies to inspire Pacific Islanders through poems on diverse topics that deeply connect with life in the Pacific.

TOPICS: Writing Centers, Supplemental Instruction, and Out-of-Class Teaching Resources; Pacific Literature

ABSTRACTS

DAY 2 - NOVEMBER 9

NAVIGATING THE NEW LITERACY LANDSCAPE IN THE AGE OF AI

2:10 PM, EC 102

By Hyun-Jong Hahm

The emergence of artificial intelligence (AI), especially generative models such as ChatGPT, has expanded our literacy spaces and significantly transformed literacy practices, bringing both significant advantages and considerable challenges. As students increasingly rely on AI for help with reading and writing, there are growing concerns about the potential decline of traditional literacy skills, such as critical reading, independent analysis, and creative expression. This paper examines the advantages and challenges of AI on foundational literacy and considers ways to preserve literacy skills in this AI-driven environment. It discusses the necessity of fostering deep reading, critical engagement, and originality in literacy education, advocating for a balanced approach that enhances ethical awareness, creativity, and equitable access.

TOPICS: AI - ChatGPT

FOOD FOR THOUGHT: CAFE-STYLE CONVERSATIONS ABOUT ASSIGNING AND ASSESSING WRITING

2:10 PM, EC107

WORKSHOP | UOG Composition Faculty: Carol Simpson-Warner, Royce Camacho, Jose Cruz Jr., Christopher Garcia-Santos, Teresita Perez, and Elizabeth Rutun

As instructors of beginning college writers at UOG, we see nearly every first-year student who enrolls. To better assist these students in building on their prior writing experience, we would like to have conversations about process and practice with our colleagues in middle and high school who work with students before they enter college. These conversations will begin on Friday evening and continue on Saturday, although attending both sessions is not necessary.

Friday -- Before Students Write: Introducing and Assigning

Saturday -- After Students Write: Assessing and Providing Feedback

In addition to the two sessions, LAC participants are invited to join us at The Ink Spot, an informal space for writing, sharing writing, posting writing, or talking about writing during registration, breaks, and lunch on Saturday.

Topics: Building Connections between Secondary and Higher Education

PRESENTERS

DAY 2 - NOVEMBER 9

Jonathan Wurtz

University of Guam Assistant Professor

Dr. Jonathan Wurtz, assistant professor at the University of Guam, has facilitated Philosophy for Children (P4C) across K-12 urban schools, focusing on underrepresented students. Since 2022, they've led teacher workshops, courses, and student programs on Guam, researching P4C's intersection with race, colonialism, and local material struggles.

Matthew Choi Taitano

Teacher & Scholar

Matthew Choi Taitano was born and raised in Guam. He graduated from Simon A. Sanchez High School (Valedictorian, class of 2014), Princeton University (A.B. in English, class of 2020), and Northeastern University (M.A. in English, class of 2023). He is of South Korean and native CHamoru descent.

**Christina S. Lee, Simone E. Bollinger, John V.G. Pereda, and
Jaclyn L. Q. Pereda** **GCC English Faculty & Instructors**

The presenters are Guam Community College (GCC) English faculty and instructors.

Christina S. Lee

GCC English Faculty

Christina Lee is a member of the English faculty at the Guam Community College.

Simone E. Bollinger

GCC Associate Professor

Simone Efigenia Perez Bollinger, Familian Boño, is an Associate Professor in the English Department at Guam Community College. She has taught Composition, Speech, Literature, and Literacy Strategies to students at the College for 13 years. She's the Vice President of Ta Tuge' Mo'na, a non profit alternative press that seeks to publish voices of the region. Their most recent publication, *A Window Unobscured*, highlights the stories of GDOE Language Arts teachers and the communities they build in their classrooms.

continued on the next page

PRESENTERS

DAY 2 - NOVEMBER 9

Christina S. Lee, Simone E. Bollinger, John V. G. Pereda, and Jaclyn L. Q. Pereda **GCC English Faculty & Instructors**

The presenters are Guam Community College (GCC) English faculty and instructors.

John V. G. Pereda

GCC Instructor

John Pereda is a member of the English faculty at the Guam Community College.

Jaclyn L. Q. Pereda

GCC Instructor

Jaclyn Pereda is the English Faculty for the Adult High School Diploma Program at Guam Community College. She loves cats. A lot.

Martha C. Sudo

Teacher

Martha C. Sudo, President of the Guam Council of the International Literacy Association, has dedicated her career to education. A retired 5th-grade DODEA teacher, she now teaches at St. Francis Catholic School and CCD classes, preparing students for First Holy Communion in her hometown, Yona.

David Gugin

University of Guam Professor

Dr. David Gugin is a Professor of English and Writing at the University of Guam. Before coming to Guam in 2006 he lived, taught, and learned in the United States, Japan, Tonga, France, Myanmar (Burma), and the United Arab Emirates.

Verna Zafra-Kasala

University of Guam Instructor & Staff

A University of Guam alumna, Verna Zafra-Kasala taught English composition and critical thinking courses in both part- and full-time capacities at UOG for almost 10 years. Verna is also a Program Coordinator IV for the Office of Senior Vice President & Provost at UOG.

PRESENTERS

DAY 2 - NOVEMBER 9

Lei Bao

University of Guam Instructor

Lei Bao is an instructor and course coordinator for the Critical Thinking program at the University of Guam. He holds degrees in Surveying Engineering Technology, English & Education, and Logic, and is a future J.D. candidate. Lei is committed to innovative curriculum development and fostering student engagement.

Jarneec Halsey

Author, Publisher, Owner

Jarneec Halsey, a driven entrepreneur and advocate for community engagement, is the founder and owner of Peto's Journey LLC, a small business conglomerate that offers publishing services, products to customers, and partnerships with non-profit organizations. She currently serves as a Program Associate with the Small Business Development Center (SBDC), where she utilizes her extensive background to assist aspiring business owners. Jarneec's commitment to empowering others stems from her passion for entrepreneurship and her belief in resilient community development.

Jarneec's books honor her late brother and support non-profit organizations that focus on youth and medical initiatives. Jarneec has successfully marketed her books online and collaborates with hospitals across the U.S. and Europe, expanding their reach and market. She has partnered with the Vision Department of Education in Guam to translate her books into braille to ensure the vision impaired also have a resource. Jarneec has donated her books to over 43 schools throughout the island. Additionally, Jarneec has read to more than 4,000 children in Guam, aiming to raise awareness about these disorders while promoting literacy, inspiring hope, and bringing joy.

**Carol Simpson-Warner, Royce Camacho, Jose Cruz,
Christopher Garcia-Santos, Teresita Perez, Elizabeth Rutun,
UOG Composition Faculty**

The presenters are full-time Composition faculty at the University of Guam. They work collaboratively to identify and implement culturally sustaining instructional practices that support student writing. As part of this work, they seek to create spaces for consultation on writing grounded in the realities of our predominantly Pacific Islander and Asian student populations from diverse ethnic, linguistic, socio-economic, and educational backgrounds.

PRESENTERS

DAY 2 - NOVEMBER 9

Hyun-Jong Hahm

University of Guam Associate Professor

Dr. Hyun-Jong Hahm is an Associate Professor of Linguistics and an I Meyeng UOG-Certified Online Teacher at the College of Liberal Arts and Social Sciences. Her presentation will delve into the emergence of AI expanding literacy spaces and transforming literacy practices.

Matilda Rivera

ESL Coordinator & Teacher

Dr. Matilda Naputi Rivera, with 24 years in ESL education, has led programs at the Guam Department of Education and the University of Guam. She has served in leadership roles and is dedicated to volunteer work with numerous educational organizations, advocating for literacy and community service.

CONFERENCE MEMORIES



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Charting New Courses: Preserving and Engaging Through Literacy

Congratulations on the
37th Annual Regional Language Arts Conference!

We celebrate the incredible power of your voices and the magic of language arts. Your dedication to literacy is truly inspiring to all the educators and students throughout the Pacific region.

We hope this conference sparks new ideas and connections as you plan for the future of education.

Here's to charting new courses together - let's continue to make a positive impact in our communities!



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CONGRATULATIONS ON YOUR *37th*
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ESSAY CONTEST



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ESSAY CONTEST

SUBMISSION DEADLINE
December 10, 2024 by 5:00 PM

TOPIC
"Reimagining the outcome of
Guam's Two Lovers Legend"

DESCRIPTION

The contest is open to Undergraduate Students at the Guam Community College and the University of Guam and all high school juniors and seniors attending high school in Guam.

Essays must be original work of the student, work that has not been published (class assignments are acceptable).

Judging will be based on content, originality, and writing style.

AWARDS

1st Place \$200, 2nd Place \$150, 3rd Place \$100

HOW TO SUBMIT

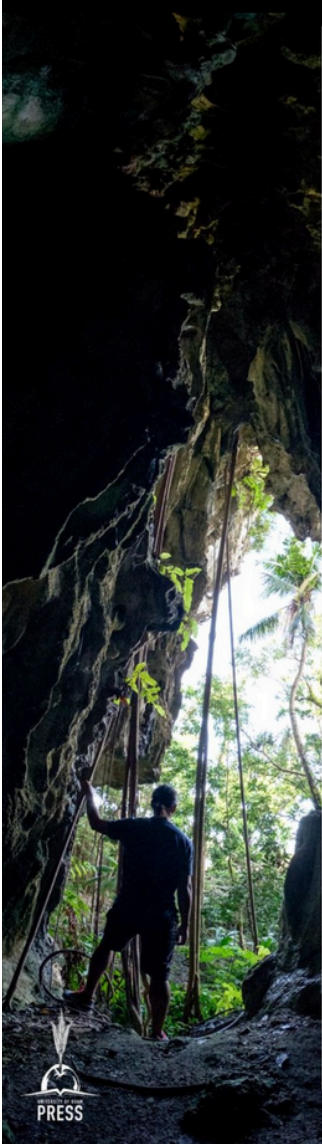


Scan QR Code to access the full submission guidelines at www.uog.edu/lac#Essay-Contest

For further inquiries about this contest, please email uoglac@triton.uog.edu

Winners will be notified via email and may be asked to attend the Annual Language Arts Conference in November 2025. The winning essays may be published in the University of Guam's Storyboard or other desirable publications. All essays will become the property of the University for publicity and promotional purposes.

PUBLICATION OPPORTUNITY



STORYBOARD
A Journal of Pacific Imagery

Storyboard: A Journal of Pacific Imagery is seeking submissions for its 21st issue!

SUBMISSION DEADLINE
December 13, 2024


THEME "Unfit"

DESCRIPTION

When sharing their work, writers and artists often perform to what they perceive are the norms in the spaces they are creating for. They tend to share stories or ideas they think are acceptable to the space they are creating for and/or from. This sometimes produces closeted voices — voices that do not get to be heard because the stories they tell are deemed unfit.

In this issue we are seeking submissions of unheard voices telling the stories of how “unfitting” the unfit stories are. These could be stories that have been told but have not been heard either because the story was not ready to be told, or the world wasn’t ready to hear the story.

In selecting works to submit, we’d like writers and artists to consider: How is the piece an unfit or unheard story? What are the self-imposed boundaries that deemed the piece “unfit”?

 PRESS

HOW TO SUBMIT



Scan QR Code to access the full submission guidelines at <https://www.uog.edu/uogpress/storyboard-journal/>.

For further inquiries about this call, please email storyboard@triton.uog.edu

Storyboard is a literary journal published by the University of Guam’s Division of English & Applied Linguistics in the College of Liberal Arts & Social Sciences in partnership with the University of Guam Press. Its purpose is to foster and promote literary activity in Guam and the broader Pacific.

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- ✓ Read and follow eligibility criteria at <https://give.uog.edu/scholarships-recipients/>
- ✓ Complete the online application form
- ✓ Submit your latest official transcript
- ✓ Deadline for applications is November 30, 2024 at 4pm.

APPLY NOW ➔



CONTACT US

give.uog.edu

(671) 735-2957

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University of Guam, 96913, Guam

HOW TO APPLY



Scan QR Code to complete the online application form at <https://give.uog.edu/scholarships-recipients/>

**Deadline for applications with official transcript:
November 30, 2024 at 4:00 PM**

The University of Guam Endowment Foundation is a nonprofit organization that supports community engagement with research centers of excellence at the University of Guam in the Marianas archipelago of Micronesia. At the core of its mission, the UOG Endowment Foundation assists the philanthropic intentions of donors at all levels of giving by providing guidance for their direct support of the university's efforts in meeting the challenges that face communities of Guam, Micronesia and the neighboring Asia Pacific regions.

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- Jose Cruz, Jr. jcruz@triton.uog.edu
- Kisha Borja-Quichocho-Calvo kquichocho@triton.uog.edu
- Muturwan Choay choaym@triton.uog.edu
- Clarisa Quan cquan@triton.uog.edu
- David L. Gugin (*on sabbatical*)
- Jocelyn Mesngon mesngonj15583@triton.uog.edu

School of Education

- Jackysha Green greenj5925@triton.uog.edu
- Zena Sablan sablantz@triton.uog.edu

International Literacy Association

- Matilda Naputi Rivera mnriviera@triton.uog.edu



Conference Feedback Form

Thank you for attending the 37th Language Arts Conference.

Scan the QR code to complete a quick survey, and let us know your thoughts.

All responses are anonymous.

CONTACT INFORMATION

Email: uoglac@triton.uog.edu

Telephone Number: 671-735-2725

Official conference page: uog.edu/lac