

Dr. Lan Wang-Hiles Recent Five Years' Scholarly Activities

Year	Scholarly Publications
forthcoming & in progress	<ul style="list-style-type: none"> • Wang-Hiles, L. (In Progress). Local Practices within the Glocalized Context: Reimagining Social-Emotional Learning for Professional Development. In K-D. Kuttig, B. R. Schvarcz, & K. M. Reynolds (Eds.), <i>International Perspectives on Professional Development in ELT: Glocal Initiatives for Diverse Populations</i>. • Wang-Hiles, L. & Jiang, X. (In Progress). Digital Cards Design: Reconstructing Transnational Female Pracademics' Images and Cultivating Minoritized Students' Digital Creativity. In R. Jain (Ed.), <i>(Pr)Academia (Re)imagined: Duoethnographic Explorations of Liminal Identities and Critical Practices in Language Education</i>. Multilingual Matters. • Lin, C., & Wang-Hiles, L. (Under Review). Why Should Multilingual Learners Shoulder All the Responsibilities of Social Emotional Learning? Toward an Asset-based Approach to Social Emotional Learning. <i>Journal of Education, Language, and Ideology</i>. • Wang-Hiles, L. (Forthcoming). My Transnational Trajectory in ELT: Professional Reflections on Research via Autoethnography. In G. M. Mendoza & Salas, A. (Eds.), <i>ELT Women in Research: Evidence Based, Innovative, Original</i>. Women Empowerment and Leadership Worldwide. • Wang-Hiles, L. (Forthcoming). (Re)constructing Power in Language Classrooms via Portfolio Assessment: Facilitating Multilingual Students' Linguistic and Cultural Competence. In K. Raza, O. Ustuk, & D. Reynolds (Eds.), <i>Multilingual TESOL: Deconstructing and Reconstructing Power 'of', 'in', and 'for' Language Classrooms</i>. Springer. • Alkhayat, A., Lin, C., & Wang-Hiles, L. (Forthcoming). Culturally Responsive Perspectives on the Risks and Opportunities of Integrating GAI in the L2 Writing Classroom: A Collaborative Autoethnographic Study. Special Issue on Generative Artificial Intelligence (GAI) and L2 Writing. <i>Journal of Second Language Writing</i>. • Fang, M., Jiang, X., & Wang-Hiles, L. (Forthcoming). Delving into the Submerged: A Reflexive Study of Female Nonnative English-Speaking Writing Instructors' Feedback Practices. In K. Blewett, J. Post, & L. Tinoco (Eds.), <i>Reconceptualizing Response: Using Instructor Feedback to Promote Equity and Linguistic Justice in the Writing Classroom</i>. Utah State University Press. • Fang, M., Wang-Hiles, L., Jiang, X. (forthcoming). Chinese American Rhetorical Activity on WeChat in Time of Crises. In A. J. Wan & M. Young (Eds.), <i>Interventions: Asian American Rhetorical Activity across Time and Space</i>. Modern Language Association.

<p>2024</p>	<ul style="list-style-type: none"> • Wang-Hiles, L. (2024). Counter-story: Ignored Labor within a Writing Center. In G. Giaimo & D. Lawson (Eds.), <i>Storying Wwriting Center Labor for Anti-Capitalist Futures</i> (pp. 73-75). WAC Clearinghouse. • Wang-Hiles, L. (2024). Home Away from Home: An Autoethnography of an Asian Female’s Leadership Identity. In D. Rashed & D. Suarez (Eds.), <i>Female Leadership Identity in ELT: Autoethnographies of Global Perspectives</i> (pp. 268-284). Brill Publishers. • Wang-Hiles, L. (2024). Transformation in Progress: Challenges and Promises in China’s High School English Writing Instruction. In E. Ene, B. Gilliland, S. Henderson Lee, T. Saenkhum, & L. Seloni (Eds.), <i>EFL Writing Teacher Education and Professional Development: Voices from Under-represented Contexts</i> (pp. 28-36). Multilingual Matters. • Wang-Hiles, L., Tardin, R. & Leão, R. G. (February, 2024). Insights of English Education in Brazil: An Interview. <i>Newsletter of the Program Administration Interest Section (PAIS)</i>, TESOL International Association. • Wang-Hiles, L. (2024). Native English-Speaking Students’ Perceptions of Having a Non-native English-Speaking Writing Teacher, Teaching Effectiveness, and Language Performance. In M. Tseptsura & T. Ruecker (Eds.), <i>Nonnative English Speaking Teachers of U.S. College Composition: Exploring Identities and Negotiating Difference</i> (pp. 115-135). WAC Clearinghouse.
<p>2023</p>	<ul style="list-style-type: none"> • Wang-Hiles, L., Goodroad, E., Zhang, T., & Szerdehelyi, J. (2023). Negotiating Identity, Language, and Power: Dialogic Reflection on Non-native English-Speaking Writing Instructors in the U.S. Composition Classroom. In C. Lin & C. Bauler (Eds.), <i>Dialogue in Action: Identity, Language and Power</i> (pp. 60-74). Multilingual Matters. • Wang-Hiles, L. (2023). Promoting Multilingualism at University Writing Centers: International Students’ Perceptions of Non-native English-Speaking Writing Tutors and the Employment of Their Native Languages in Tutoring. In K. Raza, D. Reynolds, & C. Coombe (Eds.), <i>Handbook of Multilingual TESOL in Practice</i> (pp. 85-98). Springer.
<p>2022</p>	<ul style="list-style-type: none"> • Wang-Hiles, L. (2022). Two Languages, One Self: The Story of My Bilingual Journey. In E. Hanci-Azizoglu, S. Sahinkarakas., & D. Tannacito (Eds.), <i>Autoethnographic Perspectives on Multilingual Life Stories</i> (pp. 152-167). IGI Global.
<p>2021</p>	<ul style="list-style-type: none"> • Ye, W., & Wang-Hiles, L. (2021). An Analysis of the Chinese Way of Arguing: Creating a Hybrid Model to Teach Argument. In A. Hirvela & D. Belcher (Eds.), <i>Argumentative Writing in a Second Language: Perspectives on Research and Pedagogy</i> (pp. 82-98). University of Michigan Press.
<p>2020</p>	<ul style="list-style-type: none"> • Wang-Hiles, L. (2020). Empowering Multilingual Writers: Challenging the English-Only Tutoring Ideology at University Writing Centers. <i>New York State TESOL Journal</i>, 7(2), 26-34. • Wang-Hiles, L. (2020). Addressing Misconceptions about Plagiarism in Writing by L2 Writers. <i>The Modern Language Association Style Center</i>.

	Book, Journal Article, and Newsletter Reviews
2024	<ul style="list-style-type: none"> • Symposium of Second Language Writing (SSLW) Annual Conference 2024 proposal review (May 2024) • Newsletter editing/reviewing: “Becoming a Coordinator of an ELT Postgraduate Program: My Reflections and Suggestions” by Araceli Salas (Aug. 2024) for <i>the Newsletter of Program Administrators Interest Section (PAIS)</i>, TESOL International Association. (August 2024) • Newsletter editing/reviewing: “HUGE Fellowship Experiences” by Kae Bradley (Aug. 2024) for <i>the Newsletter of Program Administrators Interest Section (PAIS)</i>, TESOL International Association. (February 2024) • Newsletter editing/reviewing: “Shared Responsibility: Program Administrators as Champions and Advocates of Emerging Female Leaders in ELT” by Doaa Rashed and Debra Suarez (Feb. 2024) for <i>the Newsletter of Program Administrators Interest Section (PAIS)</i>, TESOL International Association. (February 2024) • Newsletter editing/reviewing: “Insights of English Education in Brazil: An Interview.” by Lan Wang-Hiles, Rita de Tardin, & Roberta Leão, (February, 2024) for the <i>Newsletter, the Program Administration Interest Section (PAIS)</i>, TESOL International Association. (February 2024)
2023	<ul style="list-style-type: none"> • Invited by <i>Journal of Curriculum Studies</i> to review the journal article “Teacher Expectations and Ethnic Minority Students’ Second Language and Foreign Language Learning” (June 2023).
2022	<ul style="list-style-type: none"> • Invited by Bloomsbury Academic Publishing, UK to review the book, <i>Understanding Language</i> (3rd edition) by Elizabeth Winkler and Trini Stickle (January 2022). This reviewed book is publishing in March 2024.
2021	<ul style="list-style-type: none"> • Invited by <i>Journal of Second Language</i> to review the manuscript, “Making Writing Relevant to Chinese EFL Students in Developing English Writing Instructional Units” for the special issue on “The Design and Implementation of the Intervention in English Writing Instruction from 3-8th Grade in China” (June ~ July 2021).
	Conference Presentations, Workshops

<p>2024</p>	<ul style="list-style-type: none"> • Integrating GAI in the SLW Classroom. Panel presentation with Alkhayat, A. & Lin, C. at the 54th NYS TESOL Annual Conference. October 19, 2024. (Virtual Presentation). • Transforming in Progress; Challenges and Promises in China’s High School English Writing Instruction. WV TESOL 2024. Marshall University, Huntington, WV. April 12-13, 2024. • Celebrating an Abundance of Opportunities: Non-native English-Speaking Writing Instructors’ Strengths, Struggles, and Strategies in Teaching Composition. Workshop sponsored by the Standing Group of NNESWIs. Conference on College Composition and Communication (CCCC) 2024. Spokane, WA. April 3-6, 2024. • Transnational Female Leaders in ELT: Experiences across the Globe. Panel Presentation with Rashed, D., Suarez, D., Stox, X., Reynolds, K. at the TESOL International Association 2024. Tampa, FL. March 21-24, 2024.
<p>2023</p>	<ul style="list-style-type: none"> • Linguistic and Cultural Inclusion: What Can Tutors Do in Supporting Multilingual and Multicultural Writers? International Writing Centers Association (IWCA) 2023 Annual Conference. Baltimore, MD. October 11-14, 2023. • Retrospective of Dr. Terese Thonus, An Influential Giant in the the field of Writing Center. Panel presentation with Babcock, R., Hewett, B., Li, Y., & Levin, K. at the International Writing Centers Association (IWCA) 2023 Annual Conference. Baltimore, MD. October 11-14, 2023. • International Keynote Speech at the Brazilian Associação dos Professores de Inglês do Espírito Santo (APIES). A Writing Instructor’s Culture, Identity, and Positionality: Critical Reflections on Writing Feedback Practices. Invited by the Brazilian English Teachers’ Association. September 30, 2023. (Virtual) • Reimagining Dialogue as a Pedagogical, Research, and Reflective Tool in ELT. Panel Presentation with Lin, C. at the 53rd NYS TESOL Annual Conference. Sept. 30, 2023. (Virtual) • Culture, Identity, and Positionality: A Critical Reflection on My Written Feedback Practices. WVSU Faculty Lecture Series, West Virginia State University, Institute, WV, April 25, 2023. • The Unseen Portion of the Iceberg: A Reflection of Written Feedback Practices. WV TESOL 2023. Marshall University, Huntington, WV. April 14-15, 2023. • Education and Equality: Gender Role Changes among East Asian Women in the US. Women’s History Month sponsored by the National Center for Human Relations. West Virginia State University, Institute, WV. March 28, 2023. • Finding Strength in Vulnerability: NNESWIs’ Feedback Practices for Diverse Student Populations. Panel Presentation with Fang, M., & Jiang, X for the Standing Group of NNESWIs at the Conference on College Composition and Communication (CCCC) 2023. Chicago, IL. February 15-18, 2023.

<p>2022</p>	<ul style="list-style-type: none"> • The Myth of Plagiarism in L2 Writing. NYS TESOL 2022. November 7, 2022. (Virtual) • Learning to Argue through Arguing to Learn: A Hybrid Model of Teaching Argumentation. WV TESOL 2022. April 9, 2022. (Virtual) • Why Are We Here? Reflecting on NNESWIs’ Lived Experiences and Advocating for Justice in the Struggle against Biases. Panel Presentation with Goodroad, E., & Zhang, T. for the Standing Group of NNESWIs at the Conference on College Composition and Communication (CCCC) 2022. March 9-12, 2022. (Virtual) • Practices for Argumentative Writing in a Second Language: A New Pedagogical Perspective on Teaching. Panel Presentation with Ye, W. at the Conference on College Composition and Communication (CCCC) 2022. March 9-12, 2022. (Virtual)
<p>2021</p>	<ul style="list-style-type: none"> • Silence is Not Reticence: Reexamine Chinese Students’ Silence in Classroom. NYS TESOL 2021. November 4, 2021. (Virtual) • Dynamics and Complexity of Chinese Silence in L2 Writing Classrooms. WV TESOL 2021. April 17, 2021. (Virtual) • Bridging the Cultural Gap through Creating Awareness of Different Value Systems and Cultural Norms between Students’ and Instructors’ Home Cultures. Panel Presentation with Szerdehelyi, J., Goodroad, E., & Zhang, T. for the Standing Group of NNESWIs at the Conference on College Composition and Communication (CCCC) 2021. April 7-10, 2021. (Virtual)
<p>2020</p>	<ul style="list-style-type: none"> • The Crux and Uniqueness of the Chinese Argument: Analyzing the Chinese Argumentative Writing. Symposium on Second Language Writing (SSLW), Bogazici University, Istanbul, Turkey. June 19-21, 2020. (Cancellation due to Covid-19) • Cultural Influences, Teacher Expectations, and Teacher Vexations: An Educational Reflection from a Nonnative English-Speaking Writing Instructor. Panel Presentation with Szerdehelyi, J., Goodroad, E., & Zhang, T. for the Standing Group of NNESWIs at the Conference on College Composition and Communication (CCCC) 2020. Milwaukee, WI. March 25-28, 2020. (Cancellation due to Covid-19) • Academic Integrity: Avoidance of Plagiarism, 2020 West Virginia State University International Student Orientation. January 14, 2020.
	<p>Professional Organization Appointments</p>
	<ul style="list-style-type: none"> • Nov. 2023 ~ Present: The newsletter editor of the Program Administration Interest Section (PAIS), TESOL International Association. • Aug. 2022~ Present: the Chair of the Executive Committee of the Non-native English-Speaking Writing Instructors (NNESWIs) Standing Group for the Conference on College Composition and Communication (CCCC). • 2021 ~ 2022: Vice Chair of the Executive Committee of the Non-native English-Speaking Writing Instructors (NNESWIs) Standing Group for the Conference on College Composition and Communication (CCCC). • 2018 ~ Present: a Higher Education Representative on the WV TESOL Board.