



# **West Virginia TESOL 25<sup>th</sup> Annual Conference**



**Impacts of TESOL Education:  
Crossing National, Social, Linguistic,  
and Cultural Boundaries**

**Saturday, April 15, 2023**





On behalf of the College of Liberal Arts at Marshall University, I want to welcome the West Virginia TESOL conference. The core competencies in the liberal arts are communication, critical thinking, and collaboration. Our success in life and the survival of our communities depends on our ability to bridge differences between ourselves and our fellows. We live in diverse communities and we thrive in a multi-cultural, multi-national world. Because we are raised in different language communities, the ability to connect with speakers of other languages is essential in the modern world. Your work is vital to creating understanding, cooperation, and collaboration among world citizens. Hosting the WV TESOL Conference, therefore, is wholly consistent with the mission and goals of the College of Liberal Arts, and of Marshall University.

Welcome the West Virginia TESOL Conference



I welcome you to our beautiful campus and I support your work. Have a great meeting and know that you have our support throughout the year.

Sincerely,

R.B. Bookwalter

Dean, College of Liberal Arts

*diverse communities*

multi-cultural, multi-national world

*collaboration among world citizens*

**different language communities**

**work is vital**

**essential in the modern world**

**WELCOME**



# WVTESOL ANNUAL CONFERENCE

## AT-A-GLANCE SCHEDULE

**April 15, 2023**

<p>In-person speakers will be in the assigned room and connect to online attendees via Zoom. Online speakers will connect via Zoom and project slides on TV screen in the assigned room.</p>	
8:45 – 9:00	<p><b>Welcome from the Conference Chair</b>  <b>Kae Bradley</b>  <i>in-person speakers   117</i></p>
9:00 – 9:50	<p><b>Keynote Address</b>  <b>Advocating and Leading for Culturally Responsive Teaching of Multilingual Learners</b>  <b>Introduction of Keynote Speaker: Amine Oudghiri Otmani</b>  <b>Keynote Speaker: Diane Staehr Fenner</b>  <i>online speakers   117</i></p>
10:00 – 10:40	<p><b>Strategic Planning? Don't Forget About the Diversity Strategic Plan!</b>  <b>Kristen Williams</b>  <i>in-person speakers   117</i></p>
	<p><b>Department of State and Regional English Language Officer Impact on English Language Teaching and Learning</b>  <b>Kelli Odhuu</b>  <i>online speakers   119</i></p>
	<p><b>A Task-based English Course for Medical Professionals: Syllabus Design and Sample Tasks</b>  <b>Wendy Rodríguez and Ruth Molina</b>  <i>in-person speakers   121</i></p>
	<p><b>Smithsonian Museums as Learning Sites: Teaching American Culture through Online Museum Exhibitions</b>  <b>Emil Asanov and Hilary Woodrum</b>  <i>in-person speakers   125</i></p>
10:50 – 11:30	<p><b>The Unseen Portion of the Iceberg: A Reflection on Written Feedback Practice</b>  <b>Lan Wang-Hiles</b>  <i>in-person speakers   117</i></p>
	<p><b>Measuring the Impact of E-Portfolio Assessment on the Moroccan Undergraduate Semester Two EFL Students' Reading Skill: Faculty of Arts and Humanities of Meknes as a case study</b>  <b>Assiya Ait Mama</b>  <i>online speakers   121</i></p>
	<p><b>Crossing Boundaries with International Books for All Children: Literacy Strategies and Books that Promote Inclusion</b>  <b>Isaac Willis Larison and Ruthann Arneson</b>  <i>in-person speakers   125</i></p>
10:50 – 11:35	<p><b>Ideas for Incorporating Corpus Linguistics in English Language Teaching</b>  <b>Susan Braidi and Nicole Tracy-Ventura</b>  <i>in-person speakers   119</i></p>
11:40-12:00	<p><b>A Comparative Study on the Effects of Instructions through Multimedia Versus Traditional Method (Whiteboard) on EFL Learners in Saudi Arabia: Post COVID-19 Pandemic</b>  <b>Tawhida Akhter</b>  <i>online speakers   117</i></p>

11:40-12:00	<p><b>In a Modern Diverse World, What Does American Culture Really Mean?</b>  <b>Jennifer Simpson Ross</b>  <i>in-person speakers   121</i></p>
	<p><b>Developing New Life Skills in Modern Educational Institutions by Incorporating Project-Based Learning</b>  <b>Abdelaaziz El Bakkali</b>  <i>online speakers   125</i></p>
12:00-1:00	<p><b>Lunch Break at Harless Hall</b></p>
1:00-1:40	<p><b>Round Table Discussions</b>  <b>Adult Education – led by Malyka Knapp-Smith</b> <i>in-person speakers   117</i>  <b>Higher Education - Susan Braid</b> <i>in-person speakers   119</i>  <b>Pre K -12 - Ruthann Arneson</b> <i>in-person speakers   121</i>  <b>Advocacy/Policy - Amine Oudghiri-Otmani, Puspa Damai, and Mollie Kennedy</b>  <i>in-person speakers   125</i></p>
1:50-2:30	<p><b>Membership Meeting</b>  <b>Round Table Session Reports</b>  <b>Finance Report</b>  <b>Vote for Board Members for 2024 Conference</b>  <i>in-person speaker(s)   117</i></p>
2:40-3:20	<p><b>Advocating for Our Immigrant Communities in West Virginia</b>  <b>Jackie Lozano and Mollie Kennedy</b>  <i>in-person speakers   117</i></p>
	<p><b>Theorizing TESOL</b>  <b>Puspa Damai</b>  <i>in-person speakers   119</i></p>
	<p><b>Students' Perceptions of Teachers' Effectiveness: A Case Study at the Department of English, Faculty of Arts and Human Sciences of Fes</b>  <b>Mohammed Bellet</b>  <i>online speakers   121</i></p>
	<p><b>Learning a Foreign Language, Self-motivation, Identity and Social Interaction: A Phenomenological Study on an EFL learner in Bangladesh</b>  <b>Laila Noor</b>  <i>online speakers   125</i></p>
3:30-4:10	<p><b>CEA: Standards Rollout and Benefits of Accreditation</b>  <b>Heidi Vellenga and Rachel Herman</b>  <i>in-person speakers   117</i></p>
	<p><b>International Partnerships Despite Covid-19 Pandemic Challenges</b>  <b>Serena Smith and Miriam Douglas</b>  <i>in-person speakers   125</i></p>
	<p><b>Some Ideas for the Post Pandemic English Classroom in the State of Espirito Santo (Brazil)</b>  <b>Rita de Cassia Tardin, Bruno Gonçalves, and Marco Antonio de Faria</b>  <i>online speakers   137</i></p>
3:30-4:15	<p><b>Classroom Strategies to Close the Gap in Math Scores Between Native and Non-Native English Speakers</b>  <b>Rocio Bailey</b>  <i>in-person speakers   119</i></p>
	<p><b>The ELL of RPG: Fostering Language Skills through Tabletop Games</b>  <b>Dennis Yommer</b>  <i>in-person speakers   121</i></p>
4:20-4:30	<p><b>Closing</b>  <b>Kae Bradley</b>  <i>in-person speakers   room 117</i></p>



# WV TESOL ANNUAL CONFERENCE

## DETAILED SCHEDULE

**April 15, 2023**

In-person speakers will be in the assigned room and connect to online attendees via Zoom.

Online speakers will connect via Zoom and project slides on TV screen in the assigned room.

8:45 – 9:00	<p align="center"><b>Welcome from the Conference Chair</b>  <b>Kae Bradley</b>  <i>in-person speakers   117</i></p>
9:00 – 9:50	<p align="center"><b>Advocating and Leading for Culturally Responsive Teaching of Multilingual Learners</b>  <b>Keynote Speaker: Diane Staehr Fenner</b>  <i>online speakers   117</i></p> <p>In this interactive virtual keynote, you will reflect on the current school year and discuss ways to empower your MLs. You will discuss the role of advocacy and leadership in fostering a culturally responsive climate for MLs and will explore a five-step advocacy process to strengthen culturally responsive teaching for MLs in their context. You will reflect on practical tools and strategies to leverage your leadership skills and support your advocacy work in integrating culturally responsive teaching for MLs. No matter your role, you will leave with a plan to strengthen culturally responsive teaching in your contexts.</p>
10:00 – 10:40	<p align="center"><b>Strategic Planning? Don't Forget About the Diversity Strategic Plan!</b>  <b>Kristen Williams</b>  <i>in-person speakers   117</i></p> <p>This paper presentation looks at the value of diversity strategic planning, the creation of a plan, and the implementation plan and resources needed to make it a reality in the English Language Learning Institute at West Virginia University.</p>
	<p align="center"><b>Department of State and Regional English Language Officer Impact on English Language Teaching and Learning</b>  <b>Kelli Odhuu</b>  <i>online speakers   119</i></p> <p>Learn what the Department of State and Regional English Language Officer Impact on English Language Teaching and Learning is doing to impact English education around the world. Experience learning materials and find opportunities for collaboration.</p>
	<p align="center"><b>A Task-based English Course for Medical Professionals: Syllabus Design and Sample Tasks</b>  <b>Wendy Rodriguez and Ruth Molina</b>  <i>in-person speakers   121</i></p> <p>Many medical professionals working in highly touristic areas would like to improve their English proficiency to better communicate with international patients. This session aims to present a newly designed task-based course focusing on medical English for such purposes.</p>
	<p align="center"><b>Smithsonian Museums as Learning Sites: Teaching American Culture through Online Museum Exhibitions</b>  <b>Emil Asanov and Hilary Woodrum</b>  <i>in-person speakers   125</i></p> <p>We will present ideas for a face-to-face or online 14-week EFL content-based instruction syllabus on American culture for college students. The syllabus is mostly built on the Smithsonian museums' online exhibitions, collections, archives, and resources.</p>

**Note:**

10:50 – 11:30	<p align="center"><b>The Unseen Portion of the Iceberg: A Reflection on Written Feedback Practice</b>  <b>Lan Wang-Hiles</b>  <i>in-person speakers   117</i></p> <p>Using an iceberg in metaphorical terms to describe a teacher’s written feedback, the presenter finds her social-affective feedback on students’ voices, values, and experiences in writing, as the submerged portion of the iceberg, seems particularly meaningful to students, compared to her conventional and linguistic feedback, being the tip of the iceberg.</p>
	<p align="center"><b>Measuring the Impact of E-Portfolio Assessment on the Moroccan Undergraduate Semester Two EFL Students’ Reading Skill: Faculty of Arts and Humanities of Meknes as a case study</b>  <b>Assiya Ait Mama</b>  <i>online speakers   121</i></p> <p>Grounded in constructivist perspectives of language assessment, this study explored the impact of e-portfolio-based assessment on undergraduate freshmen reading skill in the Moroccan EFL context. A pre-posttest experimental design is used in this study.</p>
	<p align="center"><b>Crossing Boundaries with International Books for All Children: Literacy Strategies and Books that Promote Inclusion</b>  <b>Isaac Willis Larison and Ruthann Arneson</b>  <i>in-person speakers   125</i></p> <p>Participants will be introduced to the United States Board on Books for Young People and the Outstanding International Books Award. Literacy strategies will be demonstrated for participants and online resources shared. Participants will examine books and discuss how strategies could be adapted to address specific age and grade levels.</p>
10:50 – 11:35	<p align="center"><b>Ideas for Incorporating Corpus Linguistics in English Language Teaching</b>  <b>Susan Braid and Nicole Tracy-Ventura</b>  <i>in-person speakers   119</i></p> <p>This workshop will introduce participants to various ways of utilizing corpus linguistics in the teaching of contextually appropriate vocabulary and language usage in English. Some popular and free online corpus resources will be presented, and participants will practice using them in the workshop to create classroom activities.</p>
11:40-12:00	<p align="center"><b>A Comparative Study on the Effects of Instructions through Multimedia Versus Traditional Method (Whiteboard) on EFL Learners in Saudi Arabia: Post COVID-19 Pandemic</b>  <b>Tawhida Akhter</b>  <i>online speakers   117</i></p> <p>In the past years, multimedia has been brought to educational settings, and some teachers are happy about it. Some Saudi Arabian instructors use it in the classroom, although the majority don't. As a result, the current study sought to compare the effects of traditional whiteboard instruction versus multimedia presentations on the language development of EFL undergraduate students majoring in English literature. In response, 50 Saudi EFL college students were chosen to receive instruction using multimedia, whereas 50 EFL college students received instruction using the traditional whiteboard technique (conventional method). According to an analysis of the data, the multimedia group fared better at learning a foreign language than the whiteboard group. These findings may have effects on instructors, students learning a second language, and curriculum designers.</p>
	<p align="center"><b>In a Modern Diverse World, What Does American Culture Really Mean?</b>  <b>Jennifer Simpson Ross</b>  <i>in-person speakers   121</i></p> <p>What is American culture? Who gets to decide that answer? America is diverse and the culture should be represented as such. We will look at ways to incorporate student activities into the curriculum through homework ideas, in-class activities, and teaching ideas, videos and discussion.</p>
<p><b>Note:</b></p>	



11:40-12:00	<p align="center"><b>Developing New Life Skills in Modern Educational Institutions by Incorporating Project-Based Learning</b>  <b>Abdelaaziz El Bakkali</b>  <i>online speakers   125</i></p> <p>The integration of new skills through project-based learning in schools provides important opportunities to engage students in various social activities. The central aim of these activities is to promote true leadership within school effectiveness, which can be mainly shaped through all classic criteria of public integrity and community of practice.</p>
12:00-1:00	<p align="center"><b>Lunch at Harless Hall</b></p>
1:00-1:40	<p align="center"><b>Roundtables</b></p> <p align="center"><b>Adult Education – led by Malyka Knapp-Smith <i>in-person speakers   117</i></b>  <b>Higher Education - Susan Braid <i>in-person speakers   119</i></b>  <b>Pre K -12 - Ruthann Arneson <i>in-person speakers   121</i></b>  <b>Advocacy/Policy - Amine Oudghiri-Otmani, Puspa Damai, and Mollie Kennedy <i>in-person speakers   125</i></b></p>
1:50-2:30	<p align="center"><b>Membership Meeting</b>  <i>in-person speaker(s)   117</i></p>
2:40-3:20	<p align="center"><b>Advocating for Our Immigrant Communities in West Virginia</b>  <b>Jackie Lozano and Mollie Kennedy</b>  <i>in-person speakers   117</i></p> <p>Hear from the ACLU of West Virginia about advocacy efforts to support West Virginia immigrant communities and how you can share your knowledge to help make positive change.</p>
	<p align="center"><b>Theorizing TESOL</b>  <b>Puspa Damai</b>  <i>in-person speakers   119</i></p> <p>This paper intends to examine the use of critical and cultural theory in the field of TESOL research. Its goal is to describe and analyze how ESL and TESOL researchers approach and apply critical and cultural theories in the context of English language education. The paper is particularly interested in investigating how theoretical applications by TESOL practitioners transform both their field and the field of critical or cultural theory.</p>
	<p align="center"><b>Students' Perceptions of Teachers' Effectiveness: A Case Study at the Department of English, Faculty of Arts and Human Sciences of Fes</b>  <b>Mohammed Bellet</b>  <i>online speakers   121</i></p> <p>It is crucial to offer high-quality instruction in a constantly evolving higher education environment. The COVID pandemic has transformed Morocco's education, forcing instructors to adapt their teaching methods. This study intends to determine the characteristics and behaviors of effective EFL university teachers as seen by students in the English department at the Faculty of Arts and Human Sciences in Fes. Data were collected through an online questionnaire distributed to USMBA students. The findings will benefit EFL teachers by providing insights into themselves and their students' needs, enhancing the learning experience.</p>
<p align="center"><b>Learning a Foreign Language, Self-motivation, Identity and Social Interaction: A Phenomenological Study on an EFL learner in Bangladesh</b>  <b>Laila Noor</b>  <i>online speakers   125</i></p> <p>The study investigated an adult EFL learner's English learning process and experience based on the socio-linguistic and cognitive frameworks. The study used triangulation data collection through observations and semi-structured interviews. The study found that the EFL learner's identity and social interaction played an important role in developing English language proficiency.</p>	
<p><b>Note:</b></p>	



	<p align="center"><b>CEA: Standards Rollout and Benefits of Accreditation</b>  <b>Heidi Vellenga and Rachel Herman</b>  <i>in-person speakers   117</i></p> <p>The Commission on English Language Program Accreditation is a specialized accreditor for postsecondary English language programs and institutions. An overview of the new 2022 Standards format along with analysis of specific standards will precede results of a research project of 400+ self-study responses describing the self-reported benefits of specialized accreditation.</p>
3:30-4:10	<p align="center"><b>International Partnerships Despite Covid-19 Pandemic Challenges</b>  <b>Serena Smith and Miriam Douglas</b>  <i>in-person speakers   125</i></p> <p>The COVID-19 Pandemic produced many challenges for upcoming Teachers of English to Speakers of Other Languages (TESOL). This presentation relays the importance of International Partnerships for English Language teaching and learning despite the challenges of COVID-19 and reflects on new international opportunities the pandemic created for those in the field.</p>
	<p align="center"><b>Some Ideas For The Post Pandemic English Classroom in the State of Espírito Santo (Brazil)</b>  <b>Rita de Cassia Tardin, Bruno Gonçalves, and Marco Antonio de Faria</b>  <i>online speakers   137</i></p> <p>I will reflect on some innovative interdisciplinary tasks developed in reaction to the pandemic situation in the State of Espírito Santo (Brazil). The tasks were created and performed in the classroom by English teachers at a state school, private school, and a military school and presented at the English Teachers' Association from the Espírito Santo State in Brazil over which I preside now.</p>
3:30-4:15	<p align="center"><b>Classroom Strategies to Close the Gap in Math Scores Between Native and Non-Native English Speakers</b>  <b>Rocio Bailey</b>  <i>in-person speakers   119</i></p> <p>See how word banks, foldables, and interactive word walls can be used in a mathematics classroom to better support your English learners.</p> <p align="center"><b>The ELL of RPG: Fostering Language Skills Through Tabletop Games</b>  <b>Dennis Yommer</b>  <i>in-person speakers   121</i></p> <p>This session focuses on the theory, methodology, and practice of utilizing modern tabletop games (particularly role-playing games) to promote English language learning in an educational environment, and also provides the opportunity for participants to physically review and sample "edu-fied" games.</p>
4:20-4:30	<p align="center"><b>Closing Remarks</b>  <b>Kae Bradley</b>  <i>in-person speakers   room 117</i></p>

**Note:**

# 2022-2023 Executive Board



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

**Vice President:** Kae Bradley [bradleyv@marshall.edu](mailto:bradleyv@marshall.edu)

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