

LETTER FROM THE EDITOR



Dearest Readers,

It is my pleasure to welcome you to the Summer 2026 issue of WAESOL Educator, Volume 51, Issue 1. The articles in this issue reflect the curiosity, care, and creativity educators bring to classrooms, teacher preparation, technology, and community learning.

This issue reflects a broader trend in language education as teachers and researchers respond to the rapid development of generative AI and digital learning tools. Laila Noor examines ChatGPT as a tool for clarifying complex linguistic concepts and considers how virtual-simulation principles can strengthen teacher preparation in low-resource settings. Terrence Tianzhi Zhang and Jiqing Xiang investigate a Custom GPT designed to scaffold phrasal-verb learning, illustrating both the possibilities of AI-supported instruction and the continuing importance of teacher mediation. Martha Young-Scholten introduces DigLin, an accessible digital platform for adult beginners with limited literacy, while Christina Torres reflects on multiliteracies, virtual exchange, and Learning by Design. Together, these articles encourage educators to approach new technologies with openness, sound pedagogy, and careful attention to learners' needs.

Other contributions emphasize the deeply human dimensions of teaching. In "Second Career, Second Chance, Third Chance?" Cecilia Martaus reflects on teaching young women in Afghanistan and the renewed purpose educators can find through service. Patrick T. Randolph draws on neuroscience to combine mindfulness, movement, and music in support of vocabulary learning and retention.

This issue also features a special tribute marking Dr. James Hunter's retirement after more than three decades of teaching, mentoring, leadership, and service. "A Retirement Conversation with Dr. James Hunter" brings together the voices of colleagues, students, and friends to honor a legacy grounded in curiosity, humility, courage, and human connection. James's influence will continue through the educators and learners he has inspired—and through his enduring reminder that language education is, above all, relational work.

We are grateful to our authors, reviewers, and editorial team for making this issue possible. Whether you are reading on a quiet weekend morning or after class, we hope these pages offer useful ideas, renewed curiosity, and encouragement for your work with multilingual learners.

***With appreciation,
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Nicholas David, Ph.D.
Editors, WAESOL Educator***

Land Acknowledgment

Washington Association for the Education of Speakers of Other Languages (WAESOL) recognizes and honors our many diverse Indigenous and Native Peoples in the Pacific Northwest, in the United States, and globally—past, present, and future. We acknowledge that the arrival of the English language impacted the traditional languages and cultures of the Native, Indigenous, and First Nations Peoples and we celebrate the work to reclaim or maintain their languages and cultures. We stand in solidarity with the Native, Indigenous, and First Nations Peoples and respect their sovereignty, cultural heritage, and lives. May we all take a moment to honor the Indigenous tribes and Indigenous lands that we reside on and pay our deepest respects.

