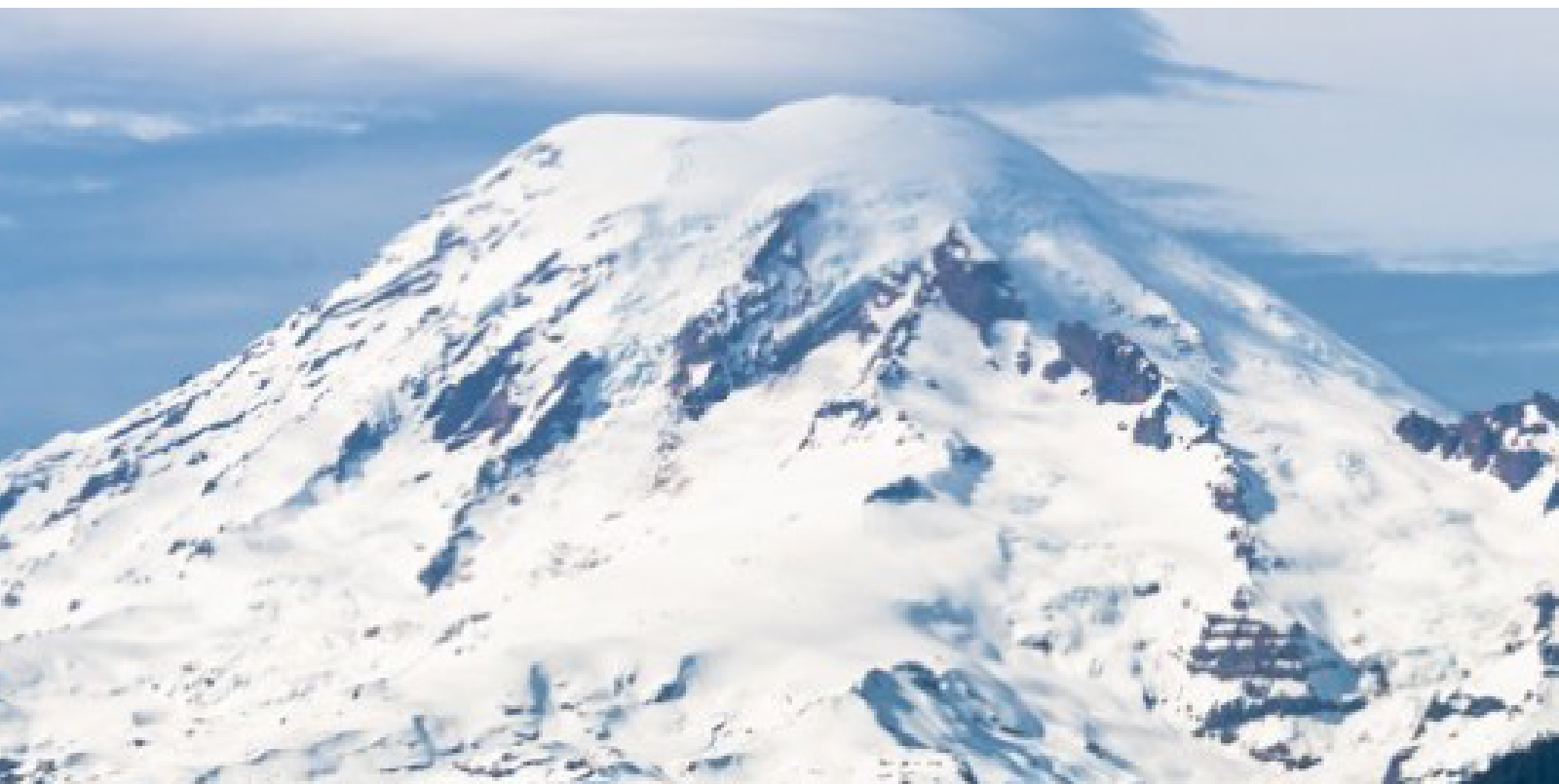




WASHINGTON ASSOCIATION FOR THE EDUCATION OF SPEAKERS OF OTHER LANGUAGES
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WAESOL Educator is the biannual, professional, peer-reviewed, online journal of the Washington Association for the Education of Speakers of Other Languages (WAESOL) organization. WAESOL Educator publishes articles concerning the teaching of language in elementary and secondary education, higher education, adult education, and bilingual education, as well as teacher preparation for pre-service and in-service teachers.

The main goals of WAESOL Educator are

- to share information related to language teaching practices, materials, research, and professional development opportunities;
- to support and mentor potential authors who teach, conduct research, administer programs, and/or study in classrooms with multilingual learners.

All manuscripts receive a double-blind review.

LETTER FROM THE PRESIDENT

Greetings,

Our *WAESOL Educator* Summer issue has arrived, and we have also finished another school year of teaching. As you might know, I'm a fan of the *Cult of Pedagogy* by Jennifer Gonzalez and she just posted a podcast which I have been compelled to listen as teachers dedicate a lot of time to the field and questions of longevity in the field are on the rise: [Why So Many Teachers Are Leaving, and Why Others Stay | Cult of Pedagogy](#). In her podcast, she shares statistics from a survey conducted in 2021-2022 by the NEA which discovered 55% of currently employed teachers were seriously thinking of leaving their positions, and that number was even higher for teachers of color. That's an alarming number. In the episode, teachers share narratives of both sides; please listen, take notes, reflect, and share your stories with one another. Get the support you need and make the changes that help you be all you can be. Mostly, I wanted to share appreciation for the teachers who gave their time and had to leave, and I want to thank the teachers who have decided to stay. To both, thank you for giving your all, and making big and small differences. A poem by Maya Angelou, "Still I Rise", rings radiantly as a reminder that no matter the route you take, you matter and rise.

Our work is not done, and we trod along. Thankfully, summer is here, and I hope replenishing and rejuvenation are at the top of your checklist. While it has been a trying year for teachers and students due to global headlines—from the Taliban regaining power in Afghanistan, the war in Ukraine, to racist shootings in Buffalo and the tragic loss of the 19 schoolchildren and two teachers in Uvalde, Texas—we must take time to heal. We must take time to process the injustices that impact our communities. We can reconnect with *panchamama* ("Earth mother" in Quechua) and honor the sacred indigenous lands we inhabit as nature helps with restoration. As we teach to immigrant and refugee populations, we are reminded of these tragedies and how they intersect with some of our student populations in different ways. Oppression and violence may be why we work gently through curriculum and may also drive our high expectations to help our students attain literacy to empower them as they navigate and rebuild their lives in the US, where equity and opportunity are not assumed.

This fall our WAESOL Conference theme is Where the World Meets. I hope at this conference you can gain more insight into the intersections that exist, that you can bring your teaching ideas that offer more inclusivity, and that you can learn more pedagogical strategies that can assist you to forge through the facets and difficulties of being a teacher. Also, please enjoy our Summer WAESOL Educator edition: invigorating, professional, this edition of voices will propel you to new places.

Sincerely,

Christina Mitma Momono

She/Her

2022 WAESOL President

CHRISTINA MITMA MOMONO has been teaching at the Community Colleges of Spokane and Gonzaga University for 15 years working with international students, immigrant, and refugee students. She is currently full time in the ABE ESL Division at Spokane Community College. You can contact her at christina@waesol.org.



LETTER FROM THE EDITOR

Dear Readers,

It's summer! We hope you are starting a well-earned break and have time to refresh and recharge, to reflect on what has worked well in the classroom, and to look out for new ideas that may help you to revitalize your teaching for the coming year.

Several of the articles in this issue focus on diverse communities and ways to better encourage and support both multilingual learners and teachers, including great ideas for incorporating [universal design](#), developing a [literacy project](#) that supports middle-school learners from a position of strength and authenticity, empowering [university STEM students](#) to succeed in a challenging academic environment, and inventing and expanding [a free community-based ESL program](#) for immigrants and refugees. The articles which focus on teacher development range from strategies for [dual language teachers](#), for [playful teaching](#), and for addressing the teacher shortage by actively [recruiting diverse and multilingual teachers](#).

There is an excellent [teacher profile](#) that outlines an inspiring journey from insecure immigrant to self-assured ESL teacher and advocate, as well as two articles that describe planning assessment—for [task-based learning](#) and using [proficiency level descriptors](#) as part of the WIDA ELD Standards Framework.

In this issue you will also find four informative reviews of books: on [grammar, writing](#) as preparation for speaking, [activities](#) for university students, and on [the intersection of English-language teaching and racist systems](#). There is also a resource review of a very useful tech tool called [Flippity.net](#) and a quick tip on using [picture prompts](#).

As always, we greatly appreciate the time and attention to detail of our peer reviewers. (If you would like to join the team, contact me to apply.) Please consider submitting an article for the next issue. We all learn better when we learn from each other. Share with us what you're doing in your classes that is working well for you, a presentation you have given, or professional development you have learned from. The deadline for [submission](#) for the next issue is November 15 (and for the next summer issue is April 15, 2023). We look forward to hearing from you.

[Google Scholar](#) is starting to index *WAESOL Educator* and you can find pdf links to most articles from the last several years. We hope you will share our journal with your friends and colleagues by sending them a link to your favorite article or to [this whole issue](#)! On social media, please like us, link to us, alert us, and share—instagram: [@allaboutwaesol](#); facebook [.com/waesol](#); twitter: [@waesol](#).

Best wishes,

Bridget Green

She/Her

WAESOL Educator Editor

Bridget Green has over 30 years' ESL/EFL teaching experience in the US, Japan, Spain, the United Arab Emirates, Ecuador, and Uganda. In addition, she has over 15 years' teacher-training experience at the post-secondary level. She has two master's degrees—in International Studies from the University of Sheffield, UK and in TESOL from Gonzaga University. She has recently completed a teacher-training project for the Regional English Language Office, North Africa in Morocco through the English Language Fellow Program with the Department of State. You can contact her at editor@waesol.org.



Building Investment and Engagement through Community-Linked Literacy Projects

Anny Fritzen Case & Marcy Ray Dodd

Summary: This article presents a rationale for community-linked literacy projects and describes two examples carried out in a middle school.

Keywords: literacy, middle school, engagement, project-based learning, community-based education

Introduction

Traditional literacy curriculum for English learners often follows a predictable pattern. Students typically read texts that are scaffolded for comprehension and to explicitly build language proficiency. Vocabulary and grammar are contextualized in these texts and students are assessed on comprehension and targeted language and literacy skills. Writing tasks tend to follow conventional academic genres, e.g., persuasive essays, narratives, informational paragraphs, and are supported through structured writing processes from brainstorming to organization to revision and editing. When coupled with high quality instruction, these approaches have merit and can be effective. But they can also become tedious, abstract, and detached from students' interests, imaginations, and real-life concerns. At least this is what we were experiencing at the middle school where Jemlok was a Marshallese 8th grader.

Charming and quick-witted, he loved basketball and carried himself with the swagger of the NBA superstars he wanted to emulate. His confidence disappeared, however, when he was asked to read or write. As his teacher, I (Marcy) knew he was highly capable, but based on his years of mediocre grades and disappointing test scores, I wondered if his inability to shed the "English Language Learner" label might have taken a toll. As an ELD (English Language Development) student, Jemlok would claim that he wasn't good at reading or writing and often refused to read or write – unless it mattered to him. Unfortunately, school-based literacy tasks, which are often imagined and decontextualized, rarely seemed to matter to him.

When students read and write with, in, and for their communities, the values and goals undergirding literacy practices change.

I can understand the lack of enthusiasm when students are asked to write a casual letter describing a hobby to a friend, as both the form and thesis seem outdated.

Troubled by the untapped potential in Jemlok and many other students in the ELD program, we wanted to stem their increasing disengagement from school. Rather than implementing literacy interventions designed to repair deficits in reading and writing, we wanted to involve them in literacy from a position of strength and authenticity. We were inspired by Paulo Freire's caution that literacy education should not "be viewed as a kind of treatment to be applied to those who need it in order that they may be quickly cured of their infirmity" (1978/2016, Letter 11, para. 6). What would happen, we wondered, if we engaged the students in community-linked projects with authentic opportunities to read and write? This is our personal story of taking what Bergetto calls a "beautiful risk" (Bergetto, 2019, p. 19) to re-vision how our ELD middle-schoolers might develop language and literacy skills aligned with established standards, but in new ways and within community-linked contexts. Offered in the spirit of storytelling, our intention is not to present research, data, evidence, or prescriptions. Rather, this narrative is an invitation to imagine possibilities.

The Boat Project

The "boat project" was the brainchild of Scott Franz, a community volunteer who had supported an after-school literacy program for ELD students at the middle school. He had watched the students (many of whom were Marshallese) shy away from books, but he was also aware that the Marshallese people were known for their remarkable skills at ocean navigation and sailing. "Why couldn't the kids build a boat?" he asked. Without knowing for certain that it was actually possible, we decided to focus the summer school ELD program around constructing a



Marcy, Scott Franz and the boat crew take a break to pose with their craft before outfitting the outrigger.

Marshallese-style outrigger canoe. With Scott in charge of the boat construction and Marcy leading the literacy and academic elements of the program, Anny (a university teacher educator) assembled a group of university students to support the project. Of course, none of this could have happened without the support of the school administration.

During summer school, we combined boat building with related lessons in math, literacy, visual arts, photography, and Marshallese cultural studies. For example, during a morning work session, students rotated through stations that included hands-on boat construction, learning about documentary filmmaking, writing captions for photos taken of the canoe-construction process, and creating art for the outside of the canoe. The culminating event was a field trip to a lake where we put the boat in the water – and to our delight, it was seaworthy!

The seamless integration of an ambitious, collective project with various forms of literacy seemed to allow the students to flourish. The early morning start time notwithstanding, they showed up day after day, participating not only in the canoe construction but with the academic lessons as well. The following excerpt written by a student illustrates the blend of pride and multiple forms of literacy and language generated from his participation in the boat project:

My favorite thing about being in the documentary group is editing the picture because if I had a picture that wasn't that good I could edit the picture and it will be beautiful.... I learned how to use focus, brightness, exposure, and negative space. I also learned how to use rule-of-thirds and... how to edit like an average professional.

The project enabled Bobson to toggle between concrete, hands-on work (constructing the boat) and academic work (learning the academic language of photography while writing captions for photos). Notably, the aspects of the summer project that most closely reflected Marshallese

culture – canoe construction and visual art – served as entry points for academic literacy development.

The Art Walk Project

Emboldened by the boat project, our imagination led us to consider literacy from a different perspective: writing emerging from a local cause rather than simply a series of decontextualized writing tasks. Accordingly, our next project began with a discussion about an authentic need in the community--the lack of a map identifying the many public art pieces in our city. Gina Petrie, a faculty member from a second university, joined our partnership for this initiative which was carried out in the academic year during the regular school day as part of an ELD writing class. Dubbed the “Art Walk Project,” this project would culminate in students creating an annotated map of public art to be presented to the city council. Among other things, over the course of several months, students read about and analyzed images of art, wrote questions and interviewed local artists, wrote summaries of these interviews, and envisioned and wrote a proposal for a new piece of public art celebrating immigration. We went on a field trip to see several installations of public art and met one of the artists, who explained her process. On the last day, the students gave a brief speech (which they had written) to the president of our city council before handing him carefully folded, poster-size maps highlighting our community’s public art.

As with the boat project, we were amazed at the degree to which many students invested in the work. Our ELD students, who were accustomed to formulaic writing, were able to articulate unique ideas as to why, for instance, a statue they viewed lacked a head or arms. One of the middle schoolers wrote, “It represents war... the statue is saying the clothes are more noticeable than the person wearing them... the artist decided not to finish it because we often don’t finish projects we begin... the head and arms are invisible because the artist didn’t want viewers to see what they looked like.” In addition to students more thoughtfully expressing their ideas, we observed what seemed to be increasing stamina with the writing process itself. One student recalled “writing drafts over and over and over and over and over and OVER again!” while another commented, “I do feel confident in my writing because now I know that when I am writing nothing can stop me from writing.” One of Marcy’s favorite outcomes of the project was Ranson, a student with selective mutism, finally finding his voice. His classmates had grown accustomed to his inaudible author’s chair presentation, but by the end of the year, we were all able to, if just barely, hear his writing read aloud in his own voice.

Key Shifts

In reflecting on our experience, we identified three possible shifts in our thinking and design of literacy instruction

for English learners. First, we recognized the value of shifting from “literacy assignments” to “literacy causes” contextualized in the community. A literacy cause implies engaging in literacy practices for an authentic and urgent reason, something that has purpose beyond the confines of school. The perceived value of writing a persuasive essay to get a grade and earn points on a rubric is likely to be experienced as far less purposeful than, for example, writing a letter to a policymaker advocating for a new skate park in the community. Rhetorically, the two texts share similar features, but only the latter has a real audience and a genuine motive.

The second shift involves moving from a view that focuses on language as a prerequisite for participation in something truly meaningful towards thinking about language that can be derived from participating in something truly meaningful. Too often, we might unnecessarily assume that achieving a certain level of English language proficiency qualifies English learners for participation in authentic, challenging, and important activities, but until then, they’ll have to sit on the sidelines. While the language barrier may be a real and pressing consideration, it’s also true that active involvement in a compelling project can provide a rich source of linguistic input, opportunities for social interaction, and a strong motivation to learn new language.

Lastly, we shifted from considering projects that serve the curriculum to considering how existing curriculum might serve community projects. To illustrate, in designing the Art Walk Project, we mobilized the Common Core ELA/Writing standards to connect the official district writing curriculum with our community-linked project. But

To write for a cause is to return to the central import of critical literacy: to reshape the world in the way you can imagine it.

although we were certainly very familiar with the standards, we didn’t start with them. Instead, we led with the writing that naturally emerged from the community-based cause. Once we identified these writing causes—i.e., letters of invitation, research-based descriptions of the artwork, a speech for the city council—we perused the official textbook’s table of contents looking for curriculum that supported these writing causes. At the same time, we overlaid relevant Common Core State Standards (CCSS). The order of these priorities mattered. If our commitment to the pre-existing curriculum had been determining our plans, we might have ignored possibilities and reinforced writing pedagogy and practices that weren’t resonating with our students. However, by beginning with a clear vision for our students and a potent writing cause, it wasn’t difficult to integrate the prescribed curriculum. In fact, we discovered that the pre-existing writing curriculum and the CCSS could be genuinely useful.

Conclusion

While we’ve been highlighting the successful elements of these community-linked literacy projects, there were also many complications. Logistics, permissions, finances, assessment, and coordinating volunteer support were just some of the issues that challenged us. However, our impression that student investment, learning, motivation, and confidence seemed to increase as they participated in these projects made the effort and complexity well worth it. When students read and write with, in, and for their communities, the values and goals undergirding literacy practices change. Students were in disbelief, for example, that the emails they were writing to local artists would not only actually be sent out, but also elicit a genuine response. To write for a cause is to return to the central import of critical literacy: to reshape the world in the way you can imagine it. In this way, community-linked literacy projects have the potential to position English learners as readers and writers with agency, voice, and power.

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Supporting Multilingual Students with Universal Design: Four Practices I Wish My Teachers Had Incorporated in the Classroom

Andy Laverne

Summary: This article expands on the profound educational experiences to be had for all students through an equitable and universal design for learning (UDL) of multilingual students. This reassures these students, who tend to be BIPOC, that their “other” language is a strength and gives native English speaking students the opportunity to learn new languages and bond with their classmates through similarities outside of language, removing language barriers and stigma.

Keywords: ESL, multilinguals, BIPOC (Black, Indigenous, and People of Color), UDL (Universal Design for Learning), ESSA (Every Student Success Act), IEPs (Individualized Education Plans), microaggression

Introduction

To call myself an immigrant, given my status as a U.S. citizen, would be tone-deaf, given the vast discrimination and hardships actual immigrants face in this country, not to mention the tumultuous journey to even make it to the U.S. in the first place. Regardless of my legal status, I am defined by the experiences of my immigrant mother all the same. My upbringing in a non-English speaking household led to Haitian-Creole being my first language. *This greatly impacted how I viewed the world, those around me, and the classes I was in.* That last sentence, in Haitian-Creole: *Sa a nan vire anpil enpak sou fason mwen te wè mond lan, moun ki bò kote m’, ak klas mwen te nan yo.*

I was enrolled in ESL classes in elementary school, given Haitian-Creole dictionaries during exams if I was

Translanguaging is using and honoring a multilingual person’s full linguistic repertoire—simply, encouraging the use of a student’s first language in class. language. [...] Embracing multilingual classrooms actually builds language.

lucky, and prohibited from speaking in my mother tongue. Writing a sentence, as I did above, was an act of defiance. If English is your first language, imagine entering a learning environment where your English was taken away, devalued, as if the language of your heart is something that you can disconnect from. These exclusionary practices that teachers

used, in the name of “helping” me learn English, created barriers and impacted how I socially interacted with my classmates and instructionally interacted with my teachers. My journey of learning English speaks to the importance of incorporating Universal Design for Learning (UDL) in every classroom. UDL provides a culture of dignity and belonging and creates a humane environment for learning.

UDL is an educational framework based on decades of neuroscience research and is endorsed by the Every Student Succeeds Act (ESSA). This framework is being adopted by teachers, schools, and districts around the globe and is an evidence-based practice for teaching all students in an inclusive learning environment. UDL empowers both teachers and students by honoring student identity, providing necessary support, and putting students in charge of their learning.

Reflecting on my school system’s lackluster practices for multilingual students and newfound knowledge and research on UDL, there are four practices that teachers need to incorporate into their classrooms.

Translanguaging: Incorporating Student’s Native Languages

Translanguaging is using and honoring a multilingual person’s full linguistic repertoire—simply, encouraging the use of a student’s first language in class. Dr. Ofelia García, a professor of Urban Education and of Latin American, Iberian, and Latino Cultures (LAILAC) at the Graduate Center of the City University of New York, states that multilingual students should have opportunities to use their entire language repertoire in the classroom.

In third grade, my teacher, Mrs. Knox, acknowledged student birthdays each week. In October, three of us celebrated our birthdays. Mrs. Knox asked me to teach the class how to sing Happy Birthday in Haitian-Creole, while a classmate of mine taught us to sing in Spanish, and another in Cape-Verdean Creole. Sharing our languages made us feel included, but it also highlighted the similarity in syntax and word choice amongst our three languages. Embracing multilingual classrooms actually builds language.

For example, in a history class, a teacher may ask English learners to write a response using a combination of English and their native language. Not only does this offer an opportunity for students to engage with multiple languages in the classroom, but it also places a level of inclusivity previously closed off to English learners, who, like me, were made to feel that their first language was a deficit instead of an asset. As Professor Garcia shares, “Being able to perform with language-specific features legitimized in schools is not the same as having general language ability or being knowledgeable of content” (Grosjean, 2016).

Provide Linguistic Scaffolds

Accommodating English learners is essential to ensuring students are keeping up with their work relative to their native English-speaking classmates. These accommodations do not differ from the strategies all teachers regularly employ for any and all students who are struggling. Some examples of linguistic accommodations include visuals, graphic organizers, translations, and sentence stems and frames for expression and reflection. Though many of these accommodations are mandated through IEPs (Individual Education Plans), students learning English may not have access to the same support. These strategies benefit all students when it comes to essay/outline structure, transition sentences, and evidence-based statements; since this is not a new strategy, no extra or new work must be undertaken. Providing helpful strategies to better understand the teacher’s curriculum will not only benefit one student, or one kind of student, it will inadvertently benefit everywhere.

Sentence frames provide a framework for English-language learners to communicate in both oral and written language, and they also aid in the development of students’ self-efficacy. Students feel a part of the classroom community when they have the vocabulary to participate in classroom discussions and debates and can communicate their opinions on paper. Note the examples below:

Explanation

- One reason _____ may occur is because _____.
- Another reason _____ may occur is because _____.
- At first I thought _____ but now I think _____ because _____.
- I like how the author uses _____ to show _____.

It is critical to ensure that multilingual students have the scaffolds and support they need to access and use English as an additional language while honoring their first language.

Collaborative Summaries

Collaborative Summarizing is an exercise to foster collaboration and community while building comprehension. A collaborative summary begins with teacher modeling—sharing multiple examples of effective summaries, sentence frames to craft summaries, and opportunities for

students to practice. In a gradual release of responsibility, students read or listen to high-quality resources and craft a summary using provided linguistic scaffolds.

Students then pair up to create a mutually agreed-upon summary. (Consider pairing up students by their first language!) Each couple then meets with another pair. They re-negotiate a shared summary for their new four-person group. This process repeats with groups

of four collaborating. Lastly, students will review the summaries and can independently respond to questions about the text. This “snowball effect” provides opportunities for students to work with multiple diverse partners, continually review grade-level materials, and work together to create accurate summaries of contents under study.

Cultivating Cultural Responsiveness

I cannot stress enough how important it is for teachers to build meaningful relationships with English language learners to help them feel that they belong, that their cultural capital and languages are an asset, and that the classroom was built for and with them.

The effort to discover the essentials of a child’s origins—specifically, not “somewhere in the Middle East/South America/Asia/Africa”—shows the pupil that you value them enough to inquire. Consider a student who has recently relocated from Nigeria, an African country. Taking the time to learn the name of the language the student speaks by name, Yoruba (rather than referring to it as an

African language), develops a bond between the educator and the learner that will lead to effective English learning in the future. Taking this time shows a student that you want to know them personally, not merely as a member of a cultural group. Not taking the time to correctly identify a child's country of origin, and that country's respective language, much like not bothering to pronounce their name correctly, is a kind of microaggression, a small, subtle insult. Take the extra step to show you care about your student's cultural identity and all that comes with it.

One of the earliest instances where I recalled my teacher creating a culturally responsive learning environment is during the non-academic lunch period. I had forgotten my lunch at home and my mother dropped it off during lunchtime and we communicated in Haitian-Creole. When assumed by a passing administrator that we were speaking French, a common misconception by those who hear the Haitian language, my first-grade teacher Mrs. Bockbrader respectfully corrected him and explained that it sounded like French due to Haiti's colonial past at the hands of the European power. At the moment as a first-grader, I didn't understand "colonial" or what it meant to build a culturally responsive classroom. Although, the fact that the moment has stuck with me to this day shows how important it was that she celebrated my identity.

I would have liked it if all my teachers committed to universally designed, culturally responsive practice in every class, every day—not only to honor me and my family but to help me to learn and acquire an additional language. My time spent working with students as a teaching assistant for Martin Luther King Jr. Elementary in Providence, RI and 4+ years working as an academic enrichment tutor to Black and Brown immigrant kids in Boston, MA at the first national black tennis camp in the country, has highlighted the importance of these strategies. Working with these students before, during, and after school I was able to see how the strategies that were lacking affected other aspects of these children's personalities. I plan to continue to lead this charge within my own role doing research and policy for Novak Educational Consulting. Focusing on things such as language obstacles, culturally responsive teaching, and a variety of other topics that I believe intertwine, I am able to provide an additional perspective to readers of our created content, and hopefully that sparks a meaningful change in the classroom. *Please take the time to learn about, and incorporate, these four practices in your classroom.* Or, as I would say in Haitian Creole: *Tanpri pran tan pou w aprann sou, epi enkòpore, kat pratik sa yo nan salklas ou a.*

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How Are Dual Language Teachers Pivoting to Overcome Challenges? Evidence-based Strategies for Bilingual English-Spanish Instruction

Viviana Hall

Summary: This article addresses dual language teachers' essential competencies along with promising practices that support additive biliteracy and academic language development in both Spanish and English. The goal is to offer recommendations that enhance dual language instruction based on lessons learned throughout the current school year.

Keywords: dual language, instructional practice, biliteracy, additive bilingual pedagogical skills, bilingual teachers' professional development

Introduction

After consecutive periods of unpredictable academic achievement outcomes for English learners, districts across the country are rethinking instructional delivery methods and best practices for language learners. The goal of this paper is to provide recommendations that enhance dual language instruction delivery methods, including highly effective specialized strategies for all remote and face-to-face learning modalities targeting biliteracy language development. These recommendations stem from daily interactions with Dual Language Immersion (DLI) students and teachers. Initially, a collection of data was reviewed and then validated by practitioners who contributed their responses regarding critical instructional factors that impact students' academic achievement when learning in two languages.

Purpose

Despite the number of current and past research studies in support of the benefits of bilingualism and biliteracy (Cloud, Genesee & Hamayan, 2000), recent program implementation challenges could jeopardize the future of language learning programs. According to the Century Foundation publication of February 04, 2021: "Nearly all teachers share concerns that many English Learners (ELs) are impacted from interrupted learning, anxieties, stress, and sometimes the trauma they experienced during the pandemic." The Office of Civil Rights, June 2021 report, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students*, confirms these concerns under Observation #3 of this publication, which

states, "Districts in fall 2020 saw similarly sharp increases in failing grades among English learners" (p. 21).

This paper examines the question: How can we instill a love of learning in our students who are second language learners? Bilingual educators teaching in English/Spanish Dual Language programs are challenged daily to accomplish learning goals in two languages by fostering interest in the students' multicultural context while at the same time maintaining high motivation for the joy of biliteracy. Therefore, the information shared in this paper includes

1. field-based informal classroom observations,
2. bilingual teachers' survey responses, and
3. input from professionals in the field.

These series of verifications support a thorough analysis of methods and strategies that result in increased student outcomes (Collier & Thomas, 2009; Thomas & Collier, 2012).

In search of ways to replicate effective examples of teaching and learning in bilingual settings, field observations were explored in order to identify potential critical components of professional development necessary to support dual language learners for both pre-service and in-service practitioners. Although teachers working in dual language classrooms are faced with students' countless layers of diversity and complexity (Hamayan, Genesee, & Cloud, 2013; Ovando & Collier, 1998; Valdés, 1997), this paper hopes to be able to make at least a contribution to bilingual instructional practices that aim to positively shape pedagogical patterns by focusing on enhancing students' bilingual, biliterate, and bicultural learning goals.

Methodology

Working with a Texas-based school system that offers Dual Language Immersion as their institutionalized model, bilingual teachers from 13 different K-5 campuses were offered the opportunity to participate. Bilingual teachers at this institution prioritize a target language, which is used as the language of instruction based on each content area taught.

Initially, practitioners were invited to gather a list of common considerations based on their instructional experiences. The elements included in this list were used to examine patterns during classroom observations. Finally, the commonalities found were treated as the most repeatedly identified struggles during online and hybrid instruction. These were narrowed to specific factors to be connected to available scholarships, such as students' level of attention and motivation; students' ability to follow directions and engage in equal participation; students' ability to accurately demonstrate their learning; and teachers' competence in independent work evaluation.

These common underlying factors were then grouped into categories that helped to identify the teachers' own perceptions and experiences that connected these factors with second language learning. For example, if the factor to be studied was "motivation", the teachers needed to identify how important motivation was in their daily lessons. Based on their response, they also identified the level of motivation observed in their online instruction when specific variables were integrated (digital content vs. hands-on experiences). All factors in the study, combined with the teachers' perceptions, were then transformed into instructional delivery guidelines to be used in language (L2) learning settings.

The "Right Recipe" in Action

In this section, the initial list of most repeatedly identified struggles was presented in terms of factors that impact remote and hybrid learning objectives. Each factor included in the study is described in connection to second language development research, but most importantly the factors are validated by bilingual teachers and their English-teaching counterparts who work in teams as "bilingual-teacher pairs".

The level of motivation impacts the way students pay attention to the lessons.

Not surprisingly, teachers of second language learners pointed to motivation as a prerequisite for optimal levels of attention. The leading theory of motivation in language learning, Gardner's (1985) socio-educational model, argues that motivation includes "affective variables" such as emotion, desire, attitude, and effort. These factors are clearly different from cognitive abilities, but also account for individual differences in second language achievement

(Gardner and MacIntyre, 1992). Gardner also emphasizes that it is the active learner, the student who engages with the learning experience, who can be considered motivated.

Teachers' Statements in Reference to Motivation

The statements collected about each common factor reflect the teachers' responses that best describe what they underwent during remote learning. These commonalities are

- It is harder to keep students motivated in remote learning lessons.
- The level of attention of some students diminishes after a while.
- Students who are second language learners (L2) tend to stop paying attention sooner.
- It is relatively easy to increase motivation when learning stations and hands-on experiences are incorporated into the lessons.
- Students who are second language learners can focus and pay attention when working on hands-on activities.

The level of attention impacts the way students follow instructions and participate.

Bilingual teachers could face an added challenge when it comes to student participation and response since dual language immersion programs (like the model in this institution) demand loyalty to the language of instruction.



Image 1: An interactive anchor chart for a review of reading comprehension strategies

However, the participants shared that they frequently wondered if the reason why students are not responding is simply that they still do not understand the target language with any degree of proficiency. This situation can result in a teacher switching constantly to the students' first language (L1) in search of more optimal communication but jeopardizing the goals of the second language (L2) acquisition. For learning to occur, the learner needs to pay attention. There is no difference in learning within the second language (L2) classrooms where teachers make instructional decisions to entice the attention of their students. This need to keep students' attention can be achieved using the teacher's use of voice, pauses, gestures, and facial expressions when using the target language to direct learners' attention and aid comprehension (Wang, 2015; Linck, Osthus, Koeth, and Bunting, 2014). According to Krashen (1985), this type of comprehensible input is what learners need to acquire a new language. Let's examine how to keep students' attention during instruction delivery using a lesson application example (see Image 1) which illustrates how to increase intrinsic motivation while enhancing student engagement, targeting optimal levels of attention.

In order to support the bilingual teachers in this institution, we set up a four-step support process that aimed to provide bilingual teachers with personalized assistance.

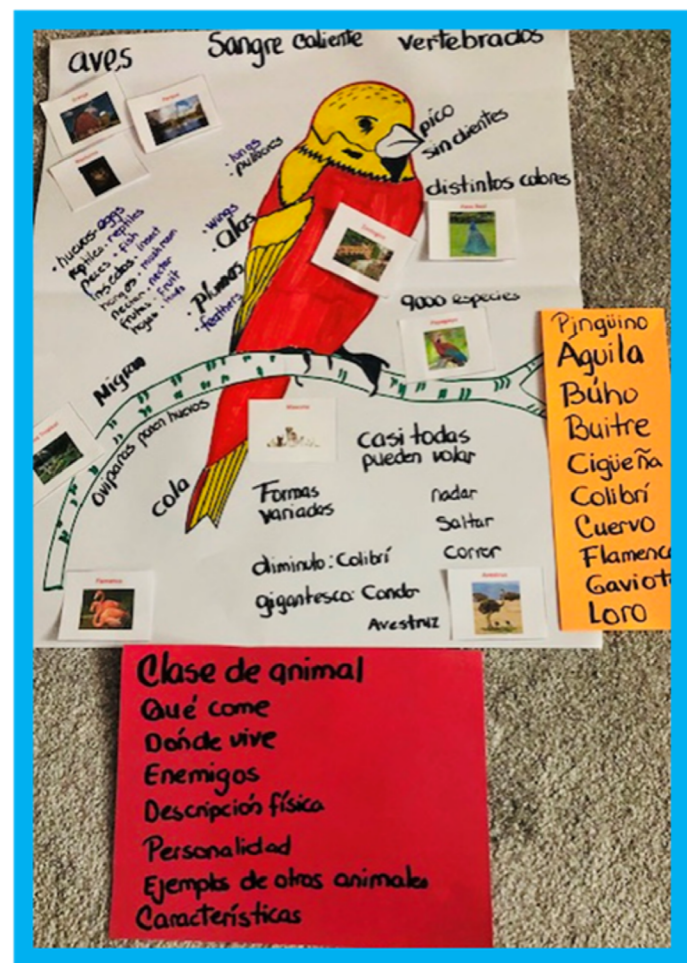


Image 2: A pictorial for bridging strategies

These steps included observation, debriefing, consultation, and coaching. During teachers' coaching periods, participants were provided with guidance from our subject-matter experts to include hands-on experiences during remote or face-to-face instruction. The bilingual coaches who are experts in the field have a background of successful teaching experience with second language learners and professional development hours dedicated to the use of hands-on strategies. Our bilingual teacher, Mariely (all names are pseudonyms), incorporated the use of an interactive anchor chart as shown in the example in Image 1. She invited students to complete the activity first by modeling together as follows:

"Usaremos palabras de vocabulario que aparecerán después en nuestra lectura. ¿Qué quiere decir comparar y contrastar? En el dibujo hay una ardilla. Si imaginamos un ratón... ¿Qué podemos decir es igual y qué es diferente entre una ardilla y un ratón?" (Translation: "We will use vocabulary words that will appear later in our reading. What does it mean to compare and contrast? In the drawing, there is a squirrel. If we imagine a mouse, what can we say is the same and what is the difference between a squirrel and a mouse?") As she writes the key terminology in the yellow area, she directs the students to use sticky notes, construction paper, and one index card to create a chart mirroring the model. Students learning remotely are assigned different parts of the interactive chart as follows: "Grupo 1: dato y opinión; grupo 2: causa y efecto; grupo 3: predicción" ("Group 1: fact and opinion; group 2: cause and effect; group 3: prediction"). Each student shares their completed task using their own camera and Mariely screenshares using "check marks" to show a completed interactive vocabulary anchor chart as a pre-reading activity.

In the next part of the study, bilingual teachers measure students' participation levels using hands-on activities that follow the gradual release model introduced previously. First, the teacher models, and then the students are assigned their tasks. To reinforce learning, all students' contributions are brought together as a whole group activity, and finally, each step is displayed in the lesson sequence.

Teachers' Statements Concerning Student Participation

It is harder to keep students participating and completing their work in remote learning lessons.

Some students struggle to follow directions and complete their assignments on time.

It is easier to follow directions and participate when using routines and hands-on experiences.

Most students participate and complete assignments when lessons include routines that involve hands-on activities.

The level of student interaction and participation impacts the results of the assessment and/or independent work.

Instructions for students learning a new language need to integrate all domains of language; therefore student participation and interaction are essential components of the lesson cycle. More importantly, however, evaluation of students' progress must be observable. From Krashen's Comprehensible Input (1985) to Swain's Comprehensible Output (1995) and Long's Interaction Hypothesis (1996), research has highlighted language acquisition as a process.

The example in Image 2 illustrates how to increase students' participation while maintaining a manageable learning climate that supports individual students' language acquisition process.

During teachers' coaching periods, participants were provided with guidance from our subject matter experts to include a pictorial as the hands-on purposeful activity center. Tammy is a bilingual teacher who adopted the 4-role student's assignments as follows: Students were numbered 1, 2, 3, and 4 and each number received a specific task that made participation equitable and manageable. During the lesson, Tammy said, *"Estudiantes con el número 1 van a repetir las instrucciones de esta actividad en su equipo; estudiantes con el número 2 van a venir adelante a recibir los materiales que usaremos para preparar un elemento pictórico como enseña este ejemplo; los que tienen el número 3 van a utilizar la rúbrica que evalúa si todos los pasos están completos; los alumnos con el número 4 van a crear las preguntas que guían el propósito del cartel"*

("Students with number 1 will repeat the instructions of this activity in their team; students with number 2 will come forward to receive the materials that we will use to prepare a pictorial element as this example shows; those who have the number 3 will use the rubric that evaluates if all the steps are complete; the students with the number 4 will create the questions that guide the purpose of this chart").

Providing students with the opportunity to handcraft a purposeful activity center allows for a direct connection between cognitive skills and language learning as shown in Figure 1.

Conclusion

This study has been instrumental in providing valid recommendations to enhance dual language instruction delivery methods by effectively offering ways to combine digital and hands-on strategies that support remote and face-to-face learning modalities. Evidently in Dual Language settings, targeting language acquisition is a major goal along with achieving all learning objectives. In this paper, bilingual educators used their own lesson delivery experiences to monitor a direct connection between language learning and cognitive skills by using hands-on experiences to integrate highly effective strategies and instill students' love for learning. Keeping this balance in dual language education results in high levels of motivation, increased student interest, and optimal student participation.

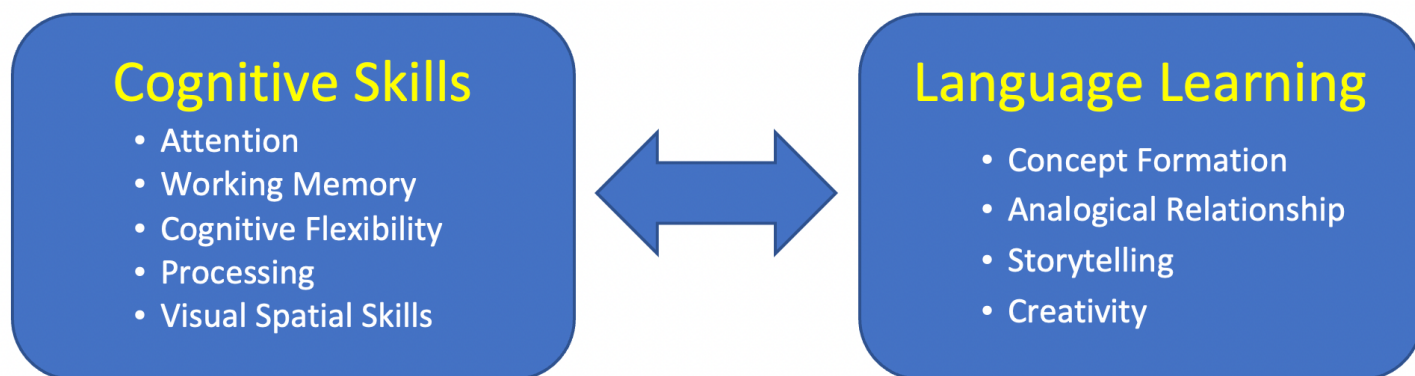


Figure 1: The connection between cognitive skills and language learning

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Planning Assessment within a Task-based Instructional Approach

Gordon Moulden

Summary: This article describes how teachers can be trained to plan their courses effectively by using a teaching approach that blends task-based teaching with assessment.

Keywords: course planning, teaching approach, task-based teaching, assessment.

Introduction

“We’d like you to teach a speaking course.” What would you do as a young teacher presented with such a task for the first time? As a college English teacher with five-years’ experience teaching in a program with preset materials and testing, this was the situation I faced during my first year teaching in the Japanese-university system; instructors are usually expected to be self-reliant, given only brief course descriptions, and thus responsible for selection of their course materials, teaching method, and means of assessment. It was an arrangement that proved to be a gift for my professional development: it taught me the importance of planning, particularly with respect to organizing instruction and assessment. Over the next sixteen years, I taught a variety of reading, writing, listening, and speaking courses that required using a range of instructional and assessment activities, experience that served to be valuable preparation for my current work as a TESOL instructor.

Linking Assessment and Task-based Language Teaching

For the past eleven years, I have taught in the MA TESOL Program at Trinity Western University in Langley, B.C. The students include both experienced and novice English teachers from a variety of countries. Many of them are native speakers of other languages. Among the courses I teach is one on assessment. In line with my classroom experience, there are two critical ideas I want the students to grasp: one is that classroom assessment is interconnected with the other elements recognized as part of the curriculum, which includes learner needs, course aims and objectives, materials, instruction, and evaluation. The other is that as an integral element of the curriculum, effective assessment—that which helps learners achieve their learning aims for

a given course—needs to be well planned as teachers prepare and conduct their courses.

For most courses in our program, students complete a final written project. In the assessment course, the main project I have assigned has been to write a proposal outlining an assessment approach for a course that students have taught or planned to teach. For example, a student with experience teaching business English might present a plan for a speaking course for Korean business people in which those students would be required to give sales and other types of presentations for which both peer and instructor assessment would be given according to specific criteria.

This type of project is not without its weaknesses. The most general is that an “approach” is by nature rather broad; it is difficult for less experienced teachers to envision it working in the classroom with their target group of learners. A second weakness of the project has been an artificial separation of assessment from other curricular elements. I have thus sought to revise this assignment so as to enable students to take those other elements into consideration more easily.

The revised project implemented during the recent winter semester in 2022 owes its structure to that of topical modules in use in English courses for immigrants in Canada. Language Instruction for Newcomers to Canada (“LINC” as it is popularly known), the English program taught across the country for teaching adult learners of English, underwent restructuring early in the past decade to enable uniformity in program structure. The cornerstone of this restructuring is PBLA (Portfolio-based Language Assessment). This acronym is rather misleading; while a portfolio is kept for each learner throughout their time in the program, the language assessment conducted in the classroom is in fact task based—i.e., based on performance during communicative activities (Nunan, 2004).

It is this task-based method of evaluating learners used in PBLA that I've adopted in the revised project format. It places a strong emphasis on assessment for learning, which uses teacher feedback to help learners "identify where they are and what they need to do next" (PBLA) and also promotes assessment of learning, which teachers use to provide information to learners regarding what they have learned as well as what they have not. Assessment for learning can be applied at any time during a course; it challenges teachers to consider how their feedback can help their students to build the skills and/or knowledge that the course is designed to provide. Assessment of learning, meanwhile, helps teachers to be aware of knowledge or skill gaps that need to be addressed, whether immediately or at a later time.

When planning their classes, LINC teachers select general themes (e.g. housing) and within each theme prepare specific modules, such as "dealing with household problems" (Schmuck & Hajer, 2020). For each module, the teacher creates a detailed plan in order to meet specific standards-based, real-world goals and develops tasks intended to help meet the identified goals. The set of standards used in the LINC program was developed by the Centre for Canadian Language Benchmarks. The Canadian Language Benchmarks comprise 12 proficiency levels; at each level, a profile of language ability, task ideas and can-do statements are designated for each of the four macro skills—listening, speaking, reading, and writing. Once a teacher selects the module topic and goals and identifies the relevant language in relation to the topic, they develop the module plan around three types of activities:

- skill-building activities done primarily during the early stages of a module, focusing on grammatical structures and vocabulary terms relevant to the topic;
- skill-using tasks during the middle stages, which involve students carrying out authentic tasks with teacher guidance; and
- assessment tasks at the end of the module—similar to the skill-using tasks but unguided to demonstrate whether the learners have achieved the module goals.

In addition to written feedback from the teacher for each assessment task, learners are asked to reflect on how well they have carried out the assessment tasks and may also be asked to do a general reflection on their achievement of the goals of the module. (See Table 1 for a sample module plan.)

In order to help my assessment-course students prepare their final project, I developed a template,

Module Topic: Getting Coffee at a coffee shop

CLB Level 2

Skills	Listening/ Writing	Reading	Listening	Speaking
Real-World Task Goals	Taking Classmates' Coffee/ Tea Orders	Understanding a Change to a Classmate's Coffee/Tea Order	Understanding People in Line in a Coffee Shop	Ordering Coffee or Tea
Indicators of Abilities	Listening <u>Comprehending Information</u> - Understand simple information about a familiar topic. - Identify specific factual details such as numbers, keywords. Writing <u>Getting Things Done</u> - Complete short and simple forms that require only basic personal identification or familiar information, writing in appropriate sections - follow basic spelling rules - write legibly	<u>Comprehending Information</u> - Understand the purpose and some basic details in very simple, short texts related to everyday, familiar, personally relevant situations. - Identify purpose. - Identify a few key words and short, common expressions.	<u>Interacting with Others</u> - Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas. - Identify common courtesy phrases and an expanding range of expressions. - Respond to requests for basic personal information or to identify people and objects.	<u>Getting Things Done</u> - Make and respond to simple requests related to common everyday activities. - Use appropriate memorized expressions, simple sentences and courtesy formulas.
Language Focus	Vocabulary - coffee, tea, black, green tea, decaf, cream, sugar, milk, small, medium, large, extra-large, double double Listening Grammar - Basic grammar structures used to interpret listening texts (such as simple verb tenses, simple modals) ("I want, I don't want") - Basic syntax (such as indication of a statement, a negative) - Basic English phonological sound system Writing Grammar - Common everyday English spelling rules Functional - Identify the layout and parts of forms such as "areas to complete"	Vocabulary - cell phone, texting, text message, messaging app, change, order, more Grammar - Basic words and expressions about essential everyday experiences such as text messages - Basic grammar structures such as simple verb tenses to get a general understanding of the text	Vocabulary - server, customer, line, toe, glove, keys, order, step, drop, forgot, Nice day, ch, no problem Grammar - Basic grammar structures to interpret listening texts (such as simple verb tenses and simple yes/no questions) - Basic syntax (e.g. indications of a statement, a negative or a question; word order) - Basic English rhythm, intonation and other clues to interpret meaning	Vocabulary - tea, coffee, black, cream, sugar, milk, double double, with, small, medium, large, green tea, decaf, Here you go, Have a nice day, You too Grammar - Adequate pronunciation to convey basic messages - Use and understand common expressions for greeting (Hi, Hello) and leave-taking (Thank you. Thanks. Have a good day. Have a nice day.)
Skill-building Activities	"Coffee Order Vocabulary" matching activity - Writing coffee orders	- Vocabulary matching activity (text messages) - Changing coffee orders activity	"Who says this?" activity "Is it a question?" activity - Intonation for Questions and Statements" activity	"What do you say?" activity "Responding Politely" activity
Skill-Using Tasks	In groups, role-play using given cards that have different coffee/tea orders	Read text messages and answer true or false questions	Identify appropriate responses to questions or statements people would say in line at a coffee shop	In pairs and using props (if available), role-play ordering at a coffee shop
Assessment Tasks	Role-play taking coffee/tea orders from the teacher	Read text messages about changes to a coffee/tea order and answer true or false comprehension questions	Identify appropriate responses to questions or statements people would say in line at a coffee shop	Role-play ordering a coffee or tea at a coffee shop

Table 1: Sample Module Plan. Source: https://tutela.ca/Resource_38927

along with a sample, to guide their planning. It is important to note that before beginning their project preparations, students had already carried out a mini project in collaborative groups, with each group analyzing a LINC module and evaluating the quality of the assessment plan for that module. They are thus familiar with the LINC approach to blending assessment and instruction, and this familiarity is supported by lectures focusing on various types of classroom assessment. (See the planning template at Figure 1.)

To enable students to plan effectively, they are first asked to identify the learners in terms of their cultural background, first language, age, and English-proficiency level. The assumption is made that every learner's L2 proficiency varies by skill area, and that this variability differs for each individual; while some learners are strongest in the area of reading comprehension, others are best when it comes to speaking, etc. Such information is important as the teacher considers learners' needs with respect to the particular course they are teaching.

With an understanding of learners' proficiency levels, a teacher can then consider elements of curriculum to guide their planning. This begins with identifying the intended outcomes for a course; that is, what are the most likely next steps for learners at the completion of a course; will they continue their language studies at a higher level, seek entrance to an

English-medium university, or enter the workforce? Knowing the answer to this question is critical to helping a teacher identify language and other needs (e.g., pragmatic) that need to be addressed in the course. Knowledge of intended outcomes and needs can then help in identifying suitable course aims, content, and objectives. With respect to LINC, content is most commonly related to learners' everyday language needs.

Once the students in my assessment course have selected a module topic for their project, they are then asked to list skill-building activities, skill-using tasks, and assessment tasks for each macro skill. From these, they are required to draft one skill-building

Module Planning Template

Who are the learners?			
What type of course/program are they in?			
What is their CLB / CEFR level?			
Speaking:	Listening:	Reading:	Writing:
What are their capabilities at that level? (CLB / CEFR can-do's)			
Speaking	Listening	Reading	Writing
What is the topical focus of the Module			
What are the intended outcomes for learners in this module? (“Students will be able to . . .”)			
What are the learners' language and communication needs in relation to the intended outcome(s)?			
Speaking	Listening	Reading	Writing
What type of Skill-building (SB) activities would be appropriate for this group?			
What Skill-using (SU) tasks would be appropriate for this group?			
Speaking	Listening	Reading	Writing
What Assessment Tasks (AT) would be appropriate for this group?			
Speaking	Listening	Reading	Writing

Figure 1: Module Planning Template

activity and one assessment task, in addition to providing a description of a skill-using task, all for the same macro skill. Peers and the instructor then review their work to identify any elements in need of revision. After that, they complete an outline of their project, for which they receive instructor feedback. Finally, they present their module proposal in the form of either a written report or a Google slides/PowerPoint presentation.

“We’d like you to teach a speaking course.” While I would ask some questions to administrators about the learners and the purpose of the course, I know that I can plan effectively when I have an understanding of my learners' goals and proficiency levels and can teach and assess the students in a manner that can serve their learning needs and help them reach the next stage in their English-learning journey.

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FROM THE FIELD

Invention and Reciprocity: Teacher Development in the Gonzaga ESL Community Outreach (GECO) Program

Sarah Griffith, Sara Hanson-Lynn, Andrea Hayes, James Hunter, Mary Jeannot, & Analee Scott

Summary: The Gonzaga ESL Community Outreach (GECO), a free, weekly ESL program administered and taught by MA/TESOL students, has become an integral part of teacher development, allowing for creativity and invention in all aspects of teaching and teacher-training. This article documents history, structure, and core features of GECO, such as cascading mentorship and the deliberately blurred line between “student” and “teacher”.

Keywords: course planning, teaching approach, task-based teaching, assessment.

Introduction

We did not give birth to ourselves...

Since its inception in 1999, the MA/TESOL Program at Gonzaga University has prioritized the integration of theory and practice as well as meaningful, creative, and sustainable cross-linguistic and cultural activity. It has been part of the program philosophy to consider faculty and students to be co-inventors of a community and co-inventors of our practice, which consists of students, teachers, researchers, and scholars. This framework aligns field and classroom experiences, graduate assistantships, theses, and master’s projects to benefit not only students’ professional development, but also the viability of the TESOL program. While students collaborate with others who have a common background (they have taken similar courses and have had similar experiences in the program; they have become friends with each other and colleagues with their professors), each student has her unique cultural and linguistic foundations; and each student has also had different “conversations” with others (dead and alive). As such, at the heart of our work and indeed at the heart of any teaching/learning context, is the concept of invention, which Karen Burke Lefevre (1987) has characterized as a collaborative “social act.” Invention as a practice blurs the distinctions between the “individual” and the “social,” ideas that cannot be easily delineated because they are interrelated and mutually

co-defining. Even though our students gain experience and credit for their ideas and their labor, they also bear in mind that they are not the sole owners of the GECO invention; they/we are both recipients and contributors.

With this humble orientation in mind, and a tradition of invention to support it, the MA/TESOL Program’s [Gonzaga English Community Outreach \(GECO\)](#) emerged in 2012. This article documents that story.

The evolution of the GECO program

The Gonzaga ESL Community Outreach program (GECO) was the initiative of two MA/TESOL students, David Youngchul Clark and Zach Wegner, who communicated a shared frustration that despite the many field experiences and observation-based assignments required in their courses, the opportunity



Sarah Griffith, one of the authors, introducing the GECO program (click the image to watch)

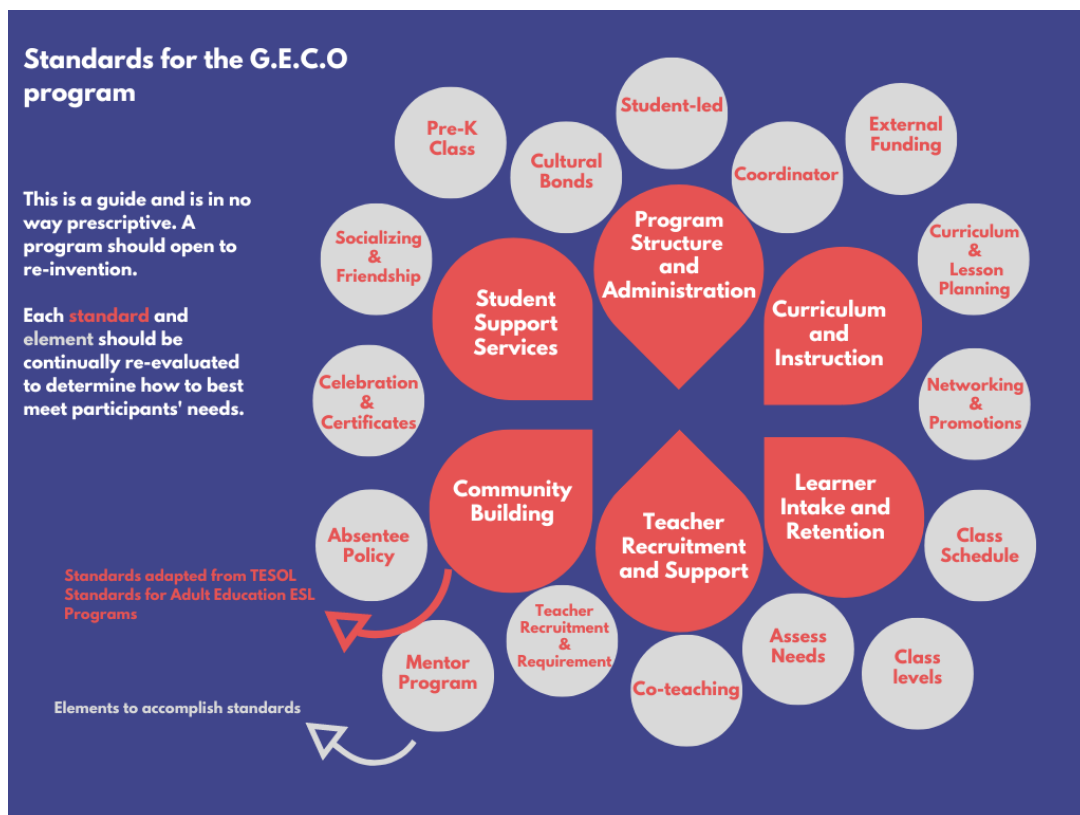
to gain practical teaching experience was largely limited to the semester-long teaching practicum which candidates usually take in their second year. Using the [Gonzaga/Spokane Public Schools Summer Language Program](#) as a model, they suggested offering a free community ESL course, to be overseen by MA/TESOL faculty, to address this gap. The MA program had the infrastructure to support the initiative, being located in a building dedicated to the Intensive English and MA/TESOL programs, with plenty of classroom space that was unused outside of IEP hours. But there were other considerations: It was important not to compete for students with the ABE-ESL program offered by our local community colleges; we agreed that we had to commit to sustaining the program once it was launched, which would be challenging if it was staffed on a purely voluntary basis; and we agreed that faculty (who all taught full-time in both programs - see Hunter, 2022) would simply not have the time and energy to administer the program. The solution we came up with was for David and Zach to coordinate the program and for faculty to provide support in the form of observation and mentorship. Faculty and students agreed that the purpose was not to be evaluative, and to tie MA/TESOL course assignments to the GECO context where possible.

It quickly became clear that a voluntary teaching roster would not work beyond the initial novelty of the program (which started with more student-teachers than students!) and, in consultation with the MA/TESOL student body, we agreed that there should be a minimum GECO teaching requirement of four times per semester to ensure teaching coverage. It was also agreed that, where possible, the class should be taught by pairs of student-teachers to build confidence and allow for more individual attention for the learners.

For several years the program functioned with relatively few changes. It was small with a loose structure and no organized method of transitioning the program to the next group of

student-teachers. Each semester, a new graduate student was appointed to the role of coordinator. The responsibilities of the coordinator included arranging teachers, welcoming students, and developing the program. From 2012 to 2017, several students held the position of coordinator, instituting their policies and shaping the program. However, with little information passed down, a common approach by successive program leaders was to try to 'get back' to how it was at the start. They tried to replicate what had been done in the past, but oftentimes good innovations (such as an initial needs analysis for new GECO students) were lost and mistakes were repeated as past materials, promotions, and ideas had been forgotten or were inaccessible on password-protected cloud drives.

Possibly for these reasons, the GECO program faltered. By late 2015 it was clear that the program would need to be structurally redesigned if it were to survive. The new coordinator, for the first time compensated with graduate assistantship funds, was left with the general concept and a desire to resurrect the program, but the responsibility of restarting the program was daunting since many of the people involved in its creation had long since graduated. However, it was only when the program looked set to fail that the idea of replication was replaced with invention. In the end, the redesign and sustainability of GECO ultimately came not from any single change but rather from consistent messaging to each new coordinator that invention is encouraged and that



Standards and components of the GECO program, by Sarah Griffith

they are trusted as professionals. This was made possible because of the TESOL program's philosophy of co-creation. Without that trust in graduate students as professionals, and without the encouragement for invention, the status quo of GECO would have likely remained.

Since then, each new coordinator has been explicitly encouraged to treat the program as an organism that is continually evolving and open to invention. In fact, the invention of the program could be jeopardized if future coordinators were given a strict guideline and felt obligated to adhere to it, something which became particularly relevant during the COVID-19 pandemic. Furthermore, a successful program should have core standards to guide decision-making, but be flexible for re-invention and have leaders who are reflective, examining what works and what doesn't, in conversation with other MA/TESOL students and faculty. And so in 2017, documentation that framed the structure of cascading mentorship was created along with a method for training new coordinators. The idea for an assistant coordinator role grew out of conversation with MA/TESOL faculty about the past struggles with keeping the program's momentum and transitioning leadership effectively. During the transition period, assistant coordinators try new ideas and program changes, re-invent the program, and still have the experienced coordinator nearby to assist if needed. By the end of the transition period, the assistant coordinators have a clearer understanding of the program standards and areas they want to improve moving forward.

How GECO works

Today, GECO is a free adult English class with three class levels that takes place for two hours every Saturday morning. Students can attend as much or

as little as they like, although attendance hours are noted and reflected in the certificate participants receive at the end of each semester. When in-person, GECO aims to partner with tutoring and preschool/childcare programs so that parents have free childcare on-site while they attend class. GECO classes are taught by undergraduate and graduate students at GU in need of teaching hours/experience.

Each session starts with all participants gathered for coffee, snacks, welcomes and introductions, and a whole-group warm-up activity. Students then split up into class levels A (beginner), B (intermediate) and C (advanced), depending equally on each student's a) needs assessment and b) personal preference. The 15-minute all-group opening is followed by a 45-minute class session, a midway 15-minute coffee/snack/social break, then another 45-minute class session. Ideally, each class has two student-teachers, one mentor, and a volunteer or two if available. Class sizes range from just a few participants to 20 or 25, depending on the level and day. Student-teachers have to adapt their lesson plans and activities in real time depending on who shows up to their class.

The GECO program thus serves as a site of experiential education, bridging theory with practice (Verducci & Pope, 2001), and allowing pre-service teachers to recognize the vast differences between idealized versions of a classroom and the realities (Farrell, 2001 as cited in Kanno & Stuart, 2011). For language teachers, community-engaged learning has the potential to prepare student-teachers "for the linguistic and cultural complexity of their future classrooms" (Palpacuer-Lee et al. 2018, p. 4). However, the community-based program does not place the university in the role of experts, and neither do leaders "assume the community has a deficit that the resource or expertise of the university can help

alleviate" (d'Arlach, Sanchez, & Feuer, 2009, p. 13). Instead, the community has become a source of reciprocal, collaborative education, with multiple participants contributing on multiple levels.

Participant Roles

The key participant groups in GECO are students, student-teachers, volunteers, mentors and coordinators. Each of these groups plays a key role in the GECO ecosystem, as explained group by group below.



Analee Scott (L), one of the authors, teaching in GECO

Students

GECO students are adult English learners in the community looking for free, flexible English language classes. In GECO's local context, these learners are typically immigrants and refugees, and they learn about GECO through advertisements at local community colleges and their children's schools. Students complete a needs assessment with the coordinator on their first day to gauge their skill level, interests, and goals. Most frequently, the reasons students have given for wanting to improve their English are to communicate better in the community, especially with doctors and children's teachers, as well as enhanced career prospects.

Student-teachers

Student-teachers typically sign up in pairs to teach one themed unit (two consecutive Saturday class sessions, two hours each) for one of the three class levels. They work with each other and a mentor to build two cohesive, level-appropriate lessons related to the theme. Student-teachers range from undergraduate students in the TESOL Certificate, Teacher Certification, Modern Language programs, etc. to graduate students in the MA/TESOL or Master's in Teaching program.

Volunteers

Volunteers are undergraduate, graduate, and international students across a range of disciplines at

the university that have some interest in multicultural, multilingual, and/or international community spaces. For example, they may be looking to student-teach at GECO in the future, connect with international communities, or hold informal interviews with students for a class project. Volunteers take direction from their class level's student-teachers, often helping run small group work, modeling activities, and connecting with students in general.

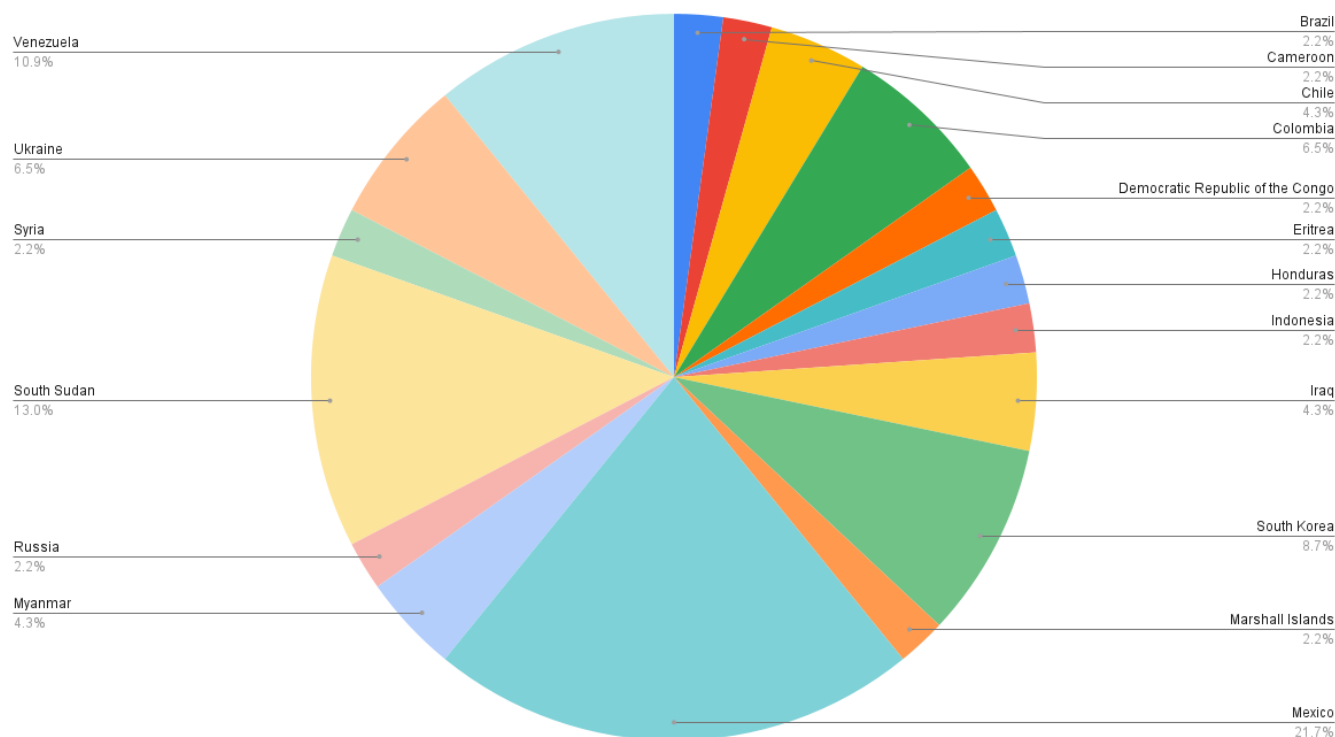
Mentors

Mentors are MA/TESOL graduate students in year two or higher, MA/TESOL alumni, and ESL and MA/TESOL faculty. This pool of senior students and teachers sign up to mentor at least one student-teacher pair, guiding them in materials creation, teaching execution, and reflection. Mentors draw on not only their practical teaching experience but also their specific awareness of how GECO operates and what community demographics it serves.

Coordinator(s)

The GECO coordinator and assistant coordinator organize and facilitate all logistics and communications for the program. They create and manage sign-ups, coordinate volunteers and mentors, advertise GECO in relevant university courses and out in the community, set up and take down the classroom space, and track student hours for completion certificates. Coordinators have also written grant proposals to

Home countries of GECO students, 2020-22



Each semester, 20-50 GECO students attend the program; 80% reside in WA.

secure GECO funding; translated GECO documents and communications into students' languages; and conducted language and culture research with GECO students and student-teachers.

Pandemic Transition

Owing to the COVID-19 pandemic, Gonzaga University transitioned to remote classes during the 2020 Spring semester. While returning to face-to-face classes is still the goal, since July 2020 GECO classes have been taught in a synchronous format via Zoom. This has allowed the program to continue without interruption as COVID cases fluctuate in the community. While online classes present some difficulties for students, including lack of access to, or the skills to navigate technology, many students have commented on the convenience and flexibility of attending an online class.

Moving classes online also brought new possibilities. Many GU volunteers returned home when Gonzaga began online classes, and because of the online format, these students were able to continue volunteering in GECO classes from across the country. Also, GECO students were able to attend from wherever they found themselves on a Saturday morning. In addition, enrollment was opened to students from outside of Spokane, and now the GECO program has students from cities around the U.S. and even other countries, including Indonesia, Mexico, and Colombia. This has allowed for dynamic classrooms, teacher-student exchanges, and new collaborations, for example, with a group of English teachers from Ecuador. Participants have generally felt so positive about the experience that we are now considering

offering GECO in a hybrid format once face-to-face teaching resumes.

Participant Perspectives

While participants may come to GECO for a variety of reasons, we have found that reciprocity emerges as a common theme among participant perspectives. Each has a key role to play in the success of the program and also reports the benefit of learning.

Student Perspective

Each semester, a needs assessment on learning needs and preferred topics of study is given on Day 1 that shapes GECO's curriculum for that semester and informs the units, but needs assessments are given throughout the semester whenever new students join. Students are thus encouraged to take ownership in the class curriculum and in their learning process. The class schedule for the semester is then organized thematically, based on what students have expressed as meaningful. In response to specific requests, the coordinator or student-teachers may offer special workshops that provide more in-depth discussion on a particular subject. For instance, an interviewing skills workshop was held which covered job-related lexicon and cultural norms, and gave students the chance to ask and answer interview questions. Workshops also provide a learning opportunity for the coordinator or student-teachers to practice designing curriculum based upon the types of skills students will need.

Unlike a traditional classroom, the students don't have the same teacher for the whole semester. The students are the stable factor, with the teachers



انضم الى برنامج غونزاغا لتواصل المجتمع (غيكو) في تعليم الانجليزية كلغة ثانية، هذا الشتاء لـ :
دروس مجانية في اللغة الانجليزية للبالغين
 برنامجنا في تعليم الانجليزية كلغة ثانية يقدم :
 - صفوف مجانية للتعليم
 - مستويات مبتدئة، متوسطة، ومتقدمة
 - شهادة مشاركة
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 لأستلة أو التسجيل تواصل مع سارة هانسون لين عبر
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Fliers advertising the GECO program, by Sara Hanson-Lynn and Hailey Herrington

coming in and out of the program. This results in an unconventional formula where the students are often more familiar with class procedures and practices than their teachers. Though teachers have the coordinator to guide them, often students take on leadership roles, including welcoming new students and building camaraderie. At the end of the semester, a celebration is held to acknowledge and thank GECO students and student-teachers for participating in the program. During this event, GECO students receive a certificate of achievement which indicates the number of hours they attended classes. Some students have shared that the certificate is beneficial when presented to their employer, as it demonstrates continued education in English.

Student voices

The comments in these sections are translated to English or taken verbatim from informal interviews and surveys of GECO participants conducted by the GECO Coordinators over the past five years.

"I appreciate that you can teach to me even I don't live in usa but a like to know amazing people and with different cultures."

"I congratulate you for having a good program like GECO that helps people who want to learn the language of this country, to achieve their goals."

"[My classmates] were very kind and share they experiences with all the group, this help me to be more confident a speak about my own self. Having the opportunity to speak was amazing, it's a good peactice to improve the speaking skill."

"[The volunteers] are energetic, for they like what they do that makes the difference."

Student-teacher Perspective

Participating in GECO improves career opportunities not just for students, but for student-teachers. No matter their academic level or professional goals, student-teachers gain widely applicable resume-builders and professional development: real-life teaching experience, practical experience using instructional technology, collaboration with diverse teams, cross-linguistic and cross-cultural communication, and mentorship of classroom volunteers. For many student-teachers, GECO is their first experience teaching and the skills they gain prepare them for their semester-long practicum in year two. Furthermore, because GECO lacks strict teaching parameters (set curriculum, testing, grading, etc.), student-teachers have the freedom to tailor their content and methods to what will serve their development and goals.

Not surprisingly, student-teachers cite teaching experience as the top benefit to participating in GECO. Several have also mentioned the atmosphere

of independence, without a supervising practicum teacher, that made the experience more rewarding. One commented: "It helped me practice my teaching philosophy and beliefs in my own classroom without feeling stressed."

Student-teacher voices

"[Having a mentor] was super productive , we received the best advices ever and we applied those the next class and we could see the difference . Sometimes, it is good that someone outside the classroom help with their opinion. Sometimes, we need friendly reminder of some techniques that we learned but we forgot."

"Having the opportunity to shadow a peer both accelerated and supported my learning process in preparing me to serve as coordinator and grow as a teacher."

"[GECO] gives MA/TESOL students the opportunity to manage a real classroom in a real situation. I could practice many things that I have been learning in the program because of that. My creativity increased and also, my teacher skills and confidence as a person."

Volunteer Perspective

Consistent with every other GECO role, volunteers occupy the space of both teacher and learner when attending GECO. Students automatically see and engage with volunteers as additional English resources (teachers) while student-teachers guide and direct volunteer engagement with the class according to the curriculum they have prepared (learners). Many volunteers experience the global community of their college town beyond their campus' perimeter for the first time at GECO. Their views of "social justice" and "engaging across difference" as things people go out and do in other cities, states, or countries – these views are reoriented to their own locality. Whatever their interests, volunteers are able to apply GECO's lens – multicultural, multigenerational, organic, community-centered, evolutionary – and see their context of business, education, science, art, etc. in the ways most important to our increasingly transnational world.

Volunteer Voices

"The volunteers were a big help through this classes. It is difficult to management a large number of students with out an extra help."

"The experience working with adults was so fascinating. I really appreciated the grounding and the understanding of the importance of working with the parents of my future students."

Mentor Perspective

A critical layer of professional development and network building comes from the support of GECO mentors. These mentors are not solely teachers



GECO students, teachers, mentors, volunteers and coordinators

but learners and community builders themselves throughout the mentorship experience. For those who are not active teacher-trainers, the feedback and observation process allows them to pause and reflect on their own teaching philosophies, strategies, and tendencies. For those who are not consistently engaged with the off-campus (and with Zoom, the global) community that GECO brings together, the GECO classroom fosters (re)connection with the educational contexts and social justice needs beyond the campus bubble. And for those who are open to learning from the “less experienced,” a new technology or method will surely emerge that they can then incorporate into their own teaching.

Mentor Voices

“I was invited back to GECO as a mentor after graduating from the MA/TESOL program in 2020, which meant it had transitioned online because of the pandemic. I walked away with (or rather, logged off with) practical ways to foster connection-building in a virtual teaching and learning space that I hadn’t thought of or seen before, but were more important than ever in the global teaching context.”

“Being a mentor has helped me to focus my feedback on the essential; GECO also has a particular philosophy, reflected in the mentor guide, that has helped me to allow the [student-teachers] to learn what they need to learn, and not to push my own agenda.”

Coordinator Perspective

The coordinator role is an exceptional opportunity for leadership amongst a distinct array of individuals: peer graduate students and alum, university faculty, immigrants and refugees in the community, student volunteers, community stakeholders, and global partners. These endeavors have bolstered resumes and enriched graduate and post-graduate work for coordinators in substantial ways. For example, one coordinator used data collected in GECO for their first publication shortly after completing the MA/TESOL program (Scott, 2022). In another case, the coordinator has become involved in local immigrant and refugee organizations, attending meetings and networking with other programs. Across coordinator experiences, the need for invention and adaptability remains consistent. As student, teacher, community, and global contexts fluctuate, and as language, technology, and politics constantly shift, coordinators strive to maintain the richness and connectedness of GECO while finding ways to expand and progress. The world today is decidedly different than it was five years ago, let alone ten years ago when GECO started. Thanks to the creativity and (re)imagination of coordinators and their partners, the program has illustrated the importance of invention with regard to communities of practice, language teaching and learning, and connection across differences.

Coordinator Voices

"It's been four years since I left GECHO and I still reference it in every job interview."

"For every change made during my tenure, I asked 'what is the benefit to all involved?' From that mindset, new program elements were added such as a pre-k class, translation of marketing into multiple languages, expansion from a one-class model to three leveled classes, and a peer-to-peer mentor structure."

"While coordinators are encouraged to re-invent, being introduced to the culture of the program helps foster some continuity between coordinators. Although the program chose to move online in Spring 2020, as coordinator I tried to maintain many previous methods, such as whole program warm-ups. It was incredibly helpful to have access to previously made materials, such as needs assessments and mentor guiding questions."

Conclusion

The GECHO program took six years to become a coherent, self-reliant space for the kind of collaborative, inventive, and supportive teacher development that we describe above. Reflecting on what has made it successful leads us to recognize several core features that we believe would be essential for any teacher-training program wishing to establish a similar

model. The first is structural consistency: having a coordinator who oversees the program and who is responsible for making sure certain things happen is essential. The second is the praxis of 'cascading mentorship' (Golde et al., 2006), whereby every participant is allowed and encouraged to play the role of novice and experienced peer, concurrently or consecutively. Third is the "atmosphere of independence" described above; the ability to develop one's teaching style and philosophy without the pressure of observation and critique from faculty, unsupervised but not unsupported. Fourth, conversely, it is important that novice teachers not be "thrown in the deep end," and so the model of collaborative teaching teams seems to us to be essential. Fifth, and perhaps most important, is the prioritization of benefit for all participants and the continual striving for "knowledge to be local and co-created with (rather than for) the community" (d'Arlach et al. 2009, p. 5). These core features of GECHO blur the lines between "us" and "them," foreign and familiar, expert and novice. Blurring and reinventing these lines has shown us that difference and distance are not barriers but the richest of opportunities for bridge-building, learning, and connection within our field of education and beyond.

Support The Gonzaga ESL Community Outreach Program and Local Speakers

Student Leadership in TESL: Combining Professional Development & Community Outreach

Panel Presentation at the 6th Annual Gonzaga University Leadership Student Research Symposium

Friday, April 20th
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Gonzaga University, Jepson Center Room 109

Panel Includes G.U. Graduate Students and Spokane Community Members

Sarah Griffith
Laila Alanazi
Veronica Garcia
Ahmed Haroun
José Rivero

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Conference presentation by Sarah Griffith, one of the authors, and GECHO participants

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Teaching Tip: What Do You See?

Cynthia Putnam

Summary: This article outlines three ways teachers can use picture prompts in English conversation classes. They include conversation prompts, vocabulary review, and listening practice.

Keywords: visual prompts, images in the classroom, teaching tip, conversation, wildlife

“A picture is worth a thousand words,” or so the adage goes. For ESL learners with beginning English vocabulary, it may be worth only 100 or fewer words as they master a new language, but pictures do provide an outstanding way to learn and practice. They’re readily adaptable to different levels from beginners to advanced, and they engage students by connecting new ideas with what they already know. I’d like to share three ways I use pictures in an English conversation class (CONVO) I teach at Literacy Source, a non-profit organization in Seattle, WA providing free, learner-centered basic education to low-income adult immigrants. The three ways are as conversation prompts, vocabulary review, and listening practice.

Images as Conversation Prompts

I started down this path shortly after Literacy Source moved CONVO from live classes to Zoom in response to the COVID pandemic. I was struggling with the transition, particularly with the limitations it placed on the use of realia. Literacy Source’s volunteer program manager, Caroline Socha, came to the rescue with the [New York Times Learning Network](#), a free resource for picture prompts

and other teaching tools. It became my go-to resource for spurring conversation that first quarter. I started with the simple activity of posting a picture on the Zoom screen related to the conversation topic for that day, for example, *family holidays*. I selected a picture of a Muslim family having a Ramadan feast (see Image 1), then asked “Look at the picture. What do you see? What is happening?” Some examples of student responses were

- “They are eating”
- “There is food on the table”
- “It is party.”
- “It is Eid, a holiday to break the fast.”

I prompted students to talk about the food on the table by asking, “Can you name the dishes?” My Muslim students explained the names and ingredients. Some students asked about the meaning of Ramadan, the number of days, and fasting practices. What I expected to be a 5-minute discussion often ran two or three times longer as students came up with their own examples. This gave me the courage to expand to other topics such as *sorting garbage at home*.

In the pre-COVID days, I would dump a bag of garbage (realia) on the table and instruct students to take turns sorting the various materials—cardboard, magazines, egg cartons, cans and glass. In Zoom, we couldn’t easily use realia so we used pictures for the activity (see Image 2).

In this example, we had a lively discussion about “what it is” and “where it goes,” including plenty of disagreement (“It goes in recycling!” “No, I disagree. It



Image 1: Family Holiday Example—What do you see? [Source](#)

goes in the garbage!”). In the end, we learned a lot about proper sorting, the sorting mistakes we were making (teacher included), and how to do better sorting in the future. When implementing the activity, I found it helpful to select images of a single waste material rather than mixed waste materials. For example, using an image of glass bottles rather than one of glass and plastic bottles, made it easier for students to answer the question “What is it?” Students gave the activity a high rating in the class. One student who works as a custodian noted that “this helped me do better on my job.”

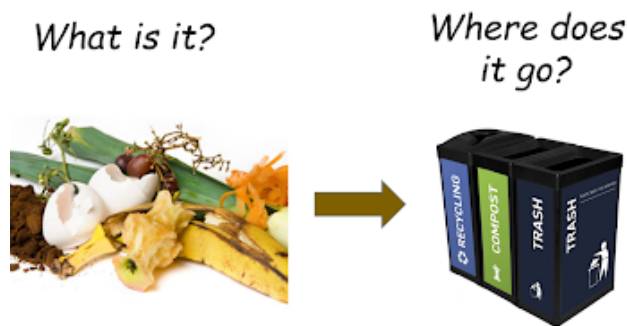


Image 2: Sorting Garbage Example [Source](#)

Early this year, I attended an “Experienced Tutor Training” presented by Literacy Source’s instructor, Philip Morris, where I learned two new ways to use picture prompts –as a tool for vocabulary review and for practicing listening skills.

Images as Vocabulary Review

In a lesson on wildlife in Puget Sound, I introduced new vocabulary for wild animals in our neighborhoods using pictures of a bald eagle, spider, squirrel, raccoon, mouse, and more, all labeled with the new vocabulary. We asked

Say the name.



Image 3: Wildlife in Puget Sound Example [Source](#)

students to name a wild animal they see in their neighborhood. In the follow-up lesson 2 days later, we used the same pictures of new vocabulary with no labels, then asked students to “fill in” by saying the name of the animal in the picture (see Image 3).

Images as Listening Comprehension

In this activity, I used the same pictures from the Vocabulary Review above. I asked students to look at two pictures (A and B), then listen to a sentence about one of the 2 pictures read by one of my class assistants. “Listen to the sentence. Is it picture A or B?” (Image 4) I called on students to correctly identify the picture based on what they heard. In the example below, I encountered some difficulty with comprehension of the two sentences among my beginning learners. In the future, I would modify the sentences to be more literal. For example, I would change the sentence “My house is a cobweb” to the sentence “I have six legs.” Six legs are immediately visible in the picture while “house” is not.

Listen... Is it A or B?

My house is a cobweb.



A

B

Image 4: Listening Practice Example

These are simple examples, but infinitely expandable. For example, how does looking at a spider make you feel? What do you do when you see a spider in your home? Outdoors?” Alternatively, a teacher can ask students to bring a picture of their own to share, and to make up their own “A or B” sentences to quiz a partner.

In summary, pictures are plentiful on the internet and readily adaptable to all levels. Many are also quite evocative, opening the door for deeper discussion about how an image makes us feel—afraid, happy, in love, sad, inspired—and to help students’ describe their personal experiences more deeply. I hope you will have fun exploring this teaching avenue.

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Using Proficiency Level Descriptors to Plan Instruction and Assess Multilingual Learners

Kristin Percy Calaff, Lynn Shafer Willner, Margo Gottlieb, & Fernanda Marinho Kray

Summary: In this article, we will take a deep dive into how Language Expectations relate to Proficiency Level Descriptors (PLDs), how to use PLDs to examine student work and assess students' language skills, and how to plan instruction and scaffolding to support students at various levels.

Keywords: proficiency level descriptors, instructional planning, formative assessment, scaffolding, WIDA English Language Development Standards Framework

Lowell Elementary's fourth grade team gathered in a classroom after school to plan their upcoming unit. [All names used in this article are pseudonyms.] Students would be learning about the life cycle of salmon and their importance to Northwest Tribal lifeways using the Since Time Immemorial curriculum (Washington OSPI & Federally Recognized Tribes in Washington State, 2015). The unit would culminate in students writing and presenting persuasive speeches about how to keep the watershed clean and preserve salmon for the future. The teachers pulled out the WIDA ELD Standards Framework, 2020 Edition (WIDA, 2020), to look at the Language Expectations for the Key Language Use of Argue in the Language for Language Arts section and noticed that students would be working on constructing arguments by stating an opinion, supporting it with reasons and information, and connecting it to appropriate evidence, facts, and details.

One teacher told the team, "I need to think about how to support Thao, who just arrived from Vietnam last year, but also push Carlos, who is almost at grade level in his writing." The EL Specialist, who was collaborating with the team, suggested they look at the Grade 4-5 Proficiency Level Descriptors to think about what their multilingual learners can do now and how to scaffold them to the next level as they work towards this performance task at the end of the unit.

As educators in Washington state become more familiar with the WIDA ELD Standards Framework, 2020 Edition, collaborative planning sessions like this one will allow teachers to use the Proficiency Level Descriptors (PLDs) as a tool to determine each student's strengths and needs and plan appropriate language goals and scaffolds. This process will support English learners in meeting grade-level appropriate content standards and developing their language skills.

The PLDs go beyond merely explaining students' language

domain scores on an assessment. These continua of language development allow educators to better understand students' interpretive and expressive language skills in the moment and formatively across time. In this article, we will take a deeper dive into

- how Language Expectations relate to PLDs,
- how to use PLDs to examine student work and assess students' language skills, and
- how to plan instruction and scaffolding to support students at various levels.

How Do Language Expectations Relate to Proficiency Level Descriptors (PLDs)?

In examining the WIDA ELD Standards Framework, 2020 Edition, teachers may notice that PLDs are the most specific of the four nested components (shown in Figure 1). The PLDs describe the performance of *individual* multilingual learners at the end of a specific language proficiency level.

Moving upward within the WIDA ELD Standards Framework, the Language Expectations, Key Language Uses, and ELD Standard Statements are

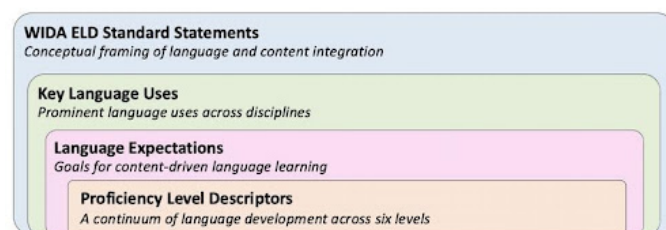


Figure 1: Components of the ELD Standards Framework (see WIDA, 2020, p.23)

increasingly broad in scope and apply to all students. Although the four components of the Standards Framework are interrelated, each has a distinct role in the language development process.

The PLDs should be viewed within the context of the ELD Standard Statement, Key Language Use, and Language Expectation that have been identified as the foci of an instructional task. They describe how an individual student performs that task in relation to the six levels of language proficiency.

When implementing the PLDs (see Figure 2) in classrooms with multilingual learners, there is a lot to think about.

- *Two* modes of communication—interpretive for listening, reading, and viewing and expressive for speaking, writing, and representing—show the natural interaction and interdependence of how we use language purposefully.
- *Six* levels of language proficiency along developmental continua illustrate language growth over time for multilingual learners within each grade-level cluster (K, 1, 2-3, 4-5, 6-8, and 9-12).
- *Three* dimensions of language, from discourse to sentence to word/phrase, illustrate how multilingual learners make sense of language within context. [The importance of building meaning is discussed further in [Putting Discourse First](#) (Lundgren & Shafer Willner, 2021).]

- *Five* criteria illustrate these dimensions: three for discourse (organization, cohesion, and density of language), one for sentences (grammatical complexity of language), and one addressing words/phrases (precision of language).

What are the similarities and differences between the “old” and “new” PLDs in Washington state? For a comparison between the ELPA21 and WIDA PLDs, refer to the Winter 2021 issue of WAESOL Educator: [Transitioning from the ELPA21 English Language Proficiency Standards to the WIDA English Language Development Standards Framework](#) (Shafer Willner, Percy Calaff, Gottlieb, and Kray, 2021)

Although the continua of PLDs appear to be linear, as seen in Figure 2, progressing from level 1 through 6, language growth actually depends on the socio-cultural context, including a multilingual learner’s familiarity with topics, audiences, and situations.

To summarize, educators of multilingual learners should be aware that the PLDs are

- developmentally attuned to each grade-level cluster (K, 1, 2-3, 4-5, 6-8, 9-12),
- illustrative of a set of criteria across three dimensions of language,
- representative of the end of a proficiency level, although movement from level to level indicates a range, and
- cumulative in illustrating language development across six levels of language proficiency.

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)
Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>first, and then, then</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (<i>the first reason, the second reason, the evidence is...</i>)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
DISCOURSE Density of language	Elaborate or condense ideas through...					
	a few types of elaboration (adding familiar adjectives to describe nouns: <i>maple syrup</i>)	some types of elaboration (adding newly learned or multiple adjectives to nouns (<i>thick, sweet, sticky maple syrup</i>))	a growing number of types of elaboration (adding articles or demonstratives to nouns: <i>the dark syrup</i>)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: <i>the long, slow process...</i>)	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>the sap which boiled for six hours...</i>)	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: <i>a sweet sap that turned into a delicious syrup after hours of boiling and condensing through nominalization: this tedious process</i>)

Figure 2: Proficiency Level Descriptors—Grades 4-5 Expressive Communication Mode (pp. 137-138)

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments and emerging use of simple sentences (<i>the blue one, the red one</i>)	simple sentences (<i>The red side pushed away. The blue side stayed.</i>)	sentences with emerging use of clauses (<i>The red side blocked the paperclip. The blue side picked it up. They are opposites.</i>)	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: <i>The red side repelled the paperclip, but also it...</i>)	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: <i>Neither the red one nor the blue one...</i>)	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: <i>The magnetic force caused the paperclip to lift off the table because the paperclip is metal.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	some frequently used words and phrases with some precision (<i>social studies, government</i>)	a small repertoire of words and phrases with developing precision (<i>branches of government, executive power</i>)	a growing repertoire of words and phrases with growing precision (<i>the founders, "two if by land..."</i>)	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision (<i>the lights are on but nobody's home...</i>)	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision (<i>as a result of the war, forming a new nation</i>)	a variety of words and phrases, including evaluation, obligation, idioms, and collocations (<i>necessary sacrifices, outdated law, fit for a king</i>)

Figure 2 continued: Proficiency Level Descriptors—Grades 4-5 Expressive Communication Mode (pp. 137-138)

How Do We Use Proficiency Level Descriptors to Assess Students' Language Skills?

Lowell's EL Specialist suggested that the fourth-grade team begin by reading the PLDs for Expressive Language in the grade 4-5 cluster to familiarize themselves with each level. She posed the following questions: Where are Thao and Carlos performing currently when they use persuasive language orally and in writing? Do you have any oral or written language samples from these students to review as we begin this unit? If not, what activities could we include early in the unit to pre-assess these skills? How could we use the PLDs to plan collaboratively for instruction and assessment for these students?

One way to begin planning for student learning is to look directly at what students can do by examining student work using

1. Language Expectations to set the goal for what all students are doing with language,
2. PLDs to determine to what extent each student can use language in relation to the Language Expectation, and
3. scaffolding to provide individualized support for each student.

ELD-LA.4-5. Argue.Expressive

Multilingual learners will construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

What are the Language Expectations for All Students?

Lowell's fourth grade team might begin their planning by identifying the goal of the unit as drafting, writing, and delivering a persuasive speech to keep the watershed clean and preserve salmon. Figure 3 illustrates Language Expectations for this unit.

To make clear what they would like to hear and see from students in this task, it is helpful for teachers to actually write an example of how students are expected to express their learning during the speech. When meeting together, teachers can then ask: What is most critical for conveying the message in this task?

The Lowell team might determine that certain language functions (e.g., stating an opinion, supporting it with reasons, connecting it to evidence) from the Language Expectations are most critical for the task.

What Can Each Student Currently Do with Language?

The PLDs can be a useful tool for formative classroom assessment. While ACCESS for ELL scores offer a reference point in time, it is by analyzing current samples of student work together that the teachers can best identify next steps in teaching and learning. In that way, they

Figure 3: Expressive Language Expectation for Key Language Use—Argue for Grades 4-5 Language Arts

Support opinions with reasons and information through...

- A variety of clauses (adverbial, embedded) to support opinion and/or claim (quotes, examples, detailed descriptions)
- Expanded noun and verb groups to add detail (*Faizah arrived for her first day of school with a new backpack and light-up shoes.*)
- Connectors to elaborate an idea/interpretation (*so, this means, therefore, a way to think about this*)
- Connectors to link claim/opinion with evidence and reasoning (*because, as a result, when, if, although, but*)
- Modality to express obligation or certainty (*might, could, must, need to, have to*)

Figure 4: Sample Language Features for the Key Language Use-Argue for Grade 4-5 Language Arts

can take Thao and Carlos from their current performance to the next expansion of what they can do with language. They might choose samples from the students' recent work or from a unit's entry task and analyze the samples in relation to the PLDs.

They might decide to focus on the sentence level (Grammatical Complexity), as shown in Figure 2. The team might look closely at how Thao and Carlos use clauses and sentences to "extend or enhance meanings," as the students "support opinions with reasons and information." They look not only at how much language is being used but at how the language is being used.

The teachers notice that by the end of level 3, students can generally use sentences with emerging use of clauses, which is evident in Carlos's writing, but he is not yet combining many clauses, which is typical of level 4. The team might look at the sample language features in Figure 4. To advance language development, one focus of support might be explicitly teaching the use of connectors to combine clauses into compound or complex sentences in a persuasive speech. With this focus, the collaborating teachers can design and refine lesson tasks and scaffolding to support students' simultaneous development of content and language.

An annotated text sample for ELD-LA.4-5.Argue.Expressive is available on pp. 130-131 of the [WIDA ELD Standards Framework, 2020 Edition](#).

What Scaffolding Can I Provide Each Student to Meet the Language Expectation?

According to Gibbons (2015, p.16), "scaffolding is temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone." While all students are working towards the Language Expectation to support opinions with reasons and information, each student may need specific scaffolding, based on their individual levels on the PLDs. Thao might need a simple sentence frame such as "I think ___ because ___" to connect opinions with reasoning while Carlos, using more advanced language, will be given a graphic organizer to link multiple pieces of evidence with various connectors.

The team might decide to plan instructional activities throughout the unit in which students can practice linking opinions with reasons and evidence. They could monitor students' progress towards the Language Expectations throughout the unit using the PLDs. As teachers continue to use the PLDs in assessing students' expressive language, they might begin to internalize the continua and be able to react in the moment to provide concrete and actionable steps to further students' language growth.

Conclusion

The PLDs are a powerful tool that connects to the other components of the WIDA ELD Standards Framework, 2020 Edition. As teachers become more familiar with all the components, they will be able to connect ELD Standard Statements to Key Language Uses and Language Expectations. In addition, teachers can plan use of PLDs along with scaffolding with individual multilingual learners to foster their linguistic access to grade-level content.

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Teacher Play: Regaining a Sense of Playfulness in the Classroom

David Martin

Summary: Research into the importance of play for children shows that it is crucial for their development of social skills, physical well-being, creative problem-solving, and so much more. This article acknowledges that if we want to help our students to be creative, playful, and innovative, we need to begin by activating these same characteristics in our own personal and professional lives.

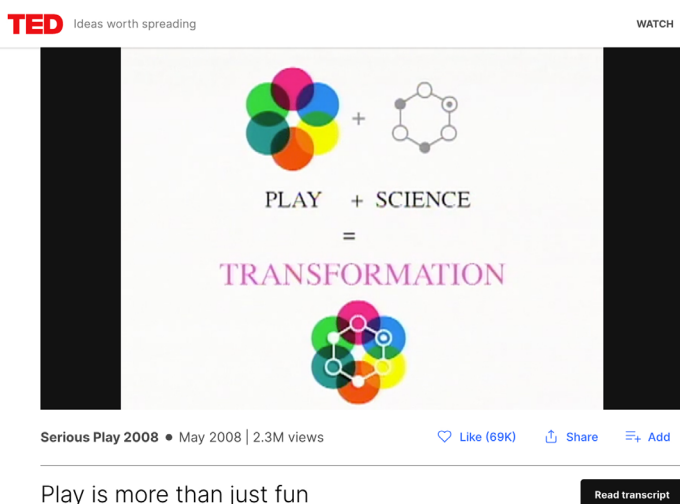
Keywords: teachers, play, social skills, creative problem-solving, innovation

I suspect few teachers would argue that this has not been a challenging time to be a teacher. In many teaching contexts, we are overworked and even more underpaid, or at least undervalued by those who rely on us most. A quick scan of news headlines reminds us that politics has overruled common sense in so many facets of life, which trickles all the way down into how we, as educators, are expected to function in our respective positions. Teachers are expected to be the strength in the classroom in the face of the various adversities, providing a positive example of how to respond to such challenges; yet, some teachers may find themselves with few if any answers to how this should be accomplished. Living in a post-Covid (or maybe not so post-) world is not a situation conducive to having fun and maintaining a sense of playfulness. I would argue, though, that more than ever we need to adopt a playful mindset both in and out of our classrooms before we can expect our students to, and research by Brown and Vaughn (2009),

Gray (2011), and a host of others definitely supports this claim.

As noted, play-deprivation (defined as an inability or inaccessibility for free play) has some serious consequences, according to Gray (2011) and others researching the connections between play deprivation and psychopathy. In fact, he writes that there is a direct correlation between a lack of play and instances of mental disorders among our youth (Gray, 2011). The good news, however, is that integrating play into the fabric of a child's (or adult's) life can prevent future psychological conditions and help them to lead full lives even if their life circumstances are less than ideal (Brown & Vaughn, 2009). The better news is that it is possible in even the worst conditions to build play into our daily routines (Perrin, 2018). In fact, according to Ash Perrin in his TEDx talk titled *The Power of Play*, play is even more imperative than ever, as it can actually "change the direction of somebody's life" (2018, 0:44). He continues saying that the play behaviors people engage in as children help us dream of what we can become.

Before going any further down the rabbit hole of play and why it is important, we need to know what it means when we say the word play. According to both Brown and Vaughn (2009) and Gray (2011), play, or rather "free play" is defined as being self-directed and not driven by extrinsic rewards. In other words, free play is something that individuals dive into without worrying about what someone else will give them and is not defined by anyone outside of the immediate context or our specific interests. It is its own reward, period. This shouldn't, however, be anything new to teachers. It is just something we need to be reminded of now and again, especially during times when we have been isolated and restricted and, in many ways, driven to the brink of mental breakdown over an extended period of time. We need reminders to take time for ourselves so



"Play is more than just fun" by Stuart Brown, TEDxSeriousPlay

that we can give back to others. Play isn't an option, it is a required element for living a productive and happy life (Brown & Vaughn, 2009; Gray, 2011).

I would like to take a paragraph to drive this point home with lessons from four (out of hundreds) TEDx talks on the importance of play to emphasize why play is important for us to engage in and model for students. Lois Holzman (2014) notes that play is crucial due to its power to help individuals establish a sense of personal identity, "defin[ing] who we become." This idea is mirrored in a talk by Tony Wagner (2012), who makes three major points. He discusses the importance of play in the development of those who innovate, saying:

- that innovation goes beyond discipline and is focused on problem-solving,
- that the teachers whose students become innovators generally fall outside the norms for their context, and
- that these teachers understand the balance of "encouraging play, passion, and purpose" both for themselves and for the students.

Another TEDx talk by Mallory Nezam (2017) points out the importance of play for a child's "cognitive and social well-being" and that the purpose of play "is that there really is no point." Nezam's statement about the purpose of play is important because the social and political landscape that drives U.S. educational policy is so focused on the extrinsic rewards that it sets the tone for a life of disappointment and frustration. Ash Perrin (2018) reinforces the connection between play and identity and warns of the dangers of identity confusion, saying that because play is essential for helping children dream of what they could be, if they are deprived of play, it has potential to set them up for a dismal future indeed. Another point made by Perrin (2018) is that play can be as simple as coming together and using whatever is available to make music or art; it doesn't have to be complicated, as the point is to divert attention in a positive direction rather than focusing on the trauma teachers and students may be facing.

As noted earlier, the research surrounding the importance of play is not just an issue relevant to children. Stuart Brown was so passionate about the need for play and research surrounding it that he created a whole institute dedicated to learning more (for more, see the [National Institute for Play](#) website). Researchers at the institute take on important topics, such as the connection between neurological responses tied to the experience of "having fun" (Spinka, Newberry, & Bekoff, 2001), the value of role playing in child development (Bergen, 2002), connections between play and emotions (Burgdorf, 2006), and more. Further, Brown (2009) discusses the connection between the risk of violent behavior mitigation when traumatized youth engaged in play activities, as well as the value of commonly restricted play types such as "rough-and-tumble play" that is actually important in developing social problem-solving skills as well as helping to address

"dominance and competitiveness issues" (2009, p.89). He notes that kids tend to get in trouble at school too quickly when rough-and-tumble play breaks out due to school officials' fears of potential injury, some of which are warranted. There is so much that researchers are still trying to learn, but we do know that play is important, and newer research with adults is learning (Shaefer, 2003; Tink et al., 2017; Sala et al., 2019) that it's not just important for children. Adults need it for many of the same reasons children do (e.g. social skills development, problem solving, emotional/mental well-being, physical health (Brown, 2008; Gray, 2011)), and going without it can have dire consequences.

To say that teachers need play is probably an understatement, but there are four questions that need to drive inquiry about how to integrate play into class planning.

Question 1: If play defines our identity, why might it be essential for us to embody a playful spirit, modeling it for our students? After all, as difficult as it is to maintain joy in these challenging times, our students depend upon us to set the mood in our classrooms.

Question 2: If play is the parent to innovation (Wagner, 2012), why might it be a good idea for us to demonstrate innovative thinking through our own play?

One type of play that has demonstrated impacts for both children and adults, especially in relation to identity and innovation, is that of performative play or role playing (Bergen, 2002). In a study conducted by Enz and Christie (1993), they found that the most effective roles for activating oral language and literacy with preschool-aged children were those that involved teacher play and were non-directorial but more participatory. This is similar to what Wagner (2012) points out that students learn best with teachers who model the innovation process and foster a pattern of play.

Question 3: If we want to take kids' attention off material things and/or external rewards for their efforts, how much more important is it that they see normal things as tools for play?



"The Power of Play" by Mallory Nezam, TEDxGateway Arch

Little children don't need expensive toys to play (a stick will serve nicely as a digging tool, a gun, or a bow and arrow), and neither should we. Interestingly, when asked to come up with a list of even 25 things to do with a broken rubber band, it is challenging, at first, for even adult learners. However, when given the chance to brainstorm with others and a prop (an actual broken rubber band for each person) the process takes off and students' creativity takes over.

Question 4: If in times of crisis, as Perrin (2018) notes, we need play more than ever, why are we not playing more? The short answer is that we are human and fall prey to many of the same barriers as anyone else, but play is just such an integral part of who we are and who we become.

Since there aren't a lot of articles that go beyond providing a rationale for adult play, I wanted to end this article with something a bit less theoretical and more practical. Various sites on the internet list some variations on 11 categories of play types that children engage in that can easily be applied to [the adult experience as well](#). The key is to find something we enjoy and do it, for no reason other than to just do it. Not everyone sees the same activities as equally amusing, so it is crucial that we do a bit of introspection and maybe experiment with new types of play periodically, if for no other reason than to experience the variety of ways our students play. More importantly, we need to take time out of the daily grind to engage in play whether that be on the weekend with our family (or self) or along with the students as a part of classroom activities.

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Aspects of Multilingual Writing of Biology Laboratory Reports

Anna-Karin Roo & William B. Davis

Summary: A subset of student biology laboratory reports written by multilingual writers from a dissertation study reveals some differences between multilingual writing in comparison to non-multilingual writing. This article identifies some of the features of four ESOL students' technical writing abilities and whether these writing features are achieving the goals for science, technology, engineering and mathematics (STEM) writing.

Keywords: multilingual writing, laboratory report, technical writing, STEM

Students in science, technology, engineering, and mathematics (STEM) courses are likely to need to write a laboratory report as part of their required courses at the undergraduate level. Often, discipline courses do not offer specific language support for their written assignments, nor do university English courses typically provide instruction for these types of assignments. An English language learner or a multilingual writer may therefore not know how to even begin to write them.

Background

This article is a brief analysis of how four multilingual writers from one particular lab section of a larger lecture/lab introductory biology course at a state university wrote the required lab report for their lab section final assignment. These four students were identified by the fact that they took the university's English composition for multilingual writers. All analyses were conducted after the completion of the semester with university IRB approval, and there was no interaction between the students and the researcher. The four multilingual writers' papers were compared to two full score student papers from the same lab section. Table 1 reports the scores of the papers analyzed.

Literature Review

In terms of science or expository texts, Fang (2008) has identified four distinct features used when addressing science: Information density, abstraction, technicality, and authoritativeness. Information density refers to the amount of information placed in a sentence in the form of nouns

or noun groups. Abstraction refers to the idea that the written content tends to include more abstract concepts in comparison to concrete objects. Technicality refers to the technical vocabulary needed to express the concepts discussed. Lastly, authoritativeness refers to the fact that there is limited use of first person in order to establish a level of authority for the author. These concepts proposed by Fang can help us understand the difficulties multilingual students have in reading science or other expository texts. Further, these four elements can make it difficult for multilingual writers to learn to be effective science writers due to difficulty in mastering the grammar required to achieve these desired features.

When multilingual students do not get direct grammatical instruction, they can become even more disadvantaged in writing for STEM courses since they may not have mastered the standard grammatical structures typical for academic writing, and their lack of familiarity with the

Student	Score	Lab section paper score range
ML1	14.5	8.5-20
ML2	19.5	8.5-20
ML3	15	8.5-20
ML4	15.5	8.5-20
NML1	20	8.5-20
NML2	20	8.5-20

Table 1. Scores of analyzed student papers out of a total of 20 points

grammatical structures needed to achieve information density, abstraction, and authoritativeness means they may struggle to achieve the standards required for the science genre. Schleppegrell (2002) noted that the multilingual writers in her study seemed either to use grammatical structures with errors or to use error-free but less complex sentence structures. This type of strategy for error-free sentences could undermine a multilingual student's ability to master the expository writing standards identified by Fang.

This current study focused on the abstract, introduction, and discussion sections of the introduction, methods, results, discussion (IMRD) report format. The papers came from the course's final biology laboratory report, the culminating assignment for the course's lab section. Inglis et al (2007) focused on introduction and discussion sections as those sections would demonstrate whether students were practicing the rhetorical tools that were being taught for science writing. For similar reasons, Gil and Caro (2019) focused on introduction and conclusions for lexical bundles used by undergraduate students.

Swales (1990) states that the purpose of the introduction section for research articles is to create a research space, meaning that a researcher needs to situate the current study in previous science literature to identify what they are investigating. The discussion section takes the results of an experiment or study and interprets the results for additional use. Discussion sections can be difficult to write, whether in a laboratory report or as part of a dissertation (Parkinson, 2011; Shen et al, 2019), with students often desiring to have help to master writing this section. In addition to the introduction and discussion sections, the abstract was also included for analysis because it can also be a difficult section for students to write. The abstract requires an understanding of each IMRD report section

in addition to good summarization skills. Therefore, a focus on these three sections (abstract, introduction, and discussion) could help us understand multilingual student science writing, and could therefore help us to identify exercises to better prepare or support for future multilingual discipline writing.

The final lab reports from the semester in question were collected. The papers from one particular lab section were analyzed for each of the four features identified by Fang (2008): Information density, abstraction, technicality, and authoritativeness. These papers were also recursively analyzed for any distinct features of the student writers of the laboratory report. These features were then compared with other researchers for confirmation of the findings. The laboratory report assignment was to report on the semester-long in-class experiments to identify a new bacteriophage (virus for bacteria) as part of the SEAPHAGES curriculum (Elgin & Shaffer, 2014).

Research Question: How does the written work of multilingual writers achieve the purpose of the lab report assignment and science writing in general?

Findings & Discussion

Three of the multilingual writers (ML1, ML3, and ML4) seemed to struggle more in trying to achieve the aspects of science writing identified by Fang (2008). They struggled with information density, using technical terminology or academic language along with the technical terminology needed to explain the procedures and concepts mentioned. That said, these three writers achieved the basics of the lab report assignment format by having an introduction to the experiment, identifying the methods to conduct the experiment, reporting results and interpreting the results. Writer ML2 had longer noun groups creating greater information density, but often the longer noun groups that were used resulted from direct quotes from published literature. Table 2 provides some examples of noun groups used by the students in their sentences. The two non-multilingual writers achieved longer noun groups in their sentences achieving greater informational density.

At a more basic level, these four multilingual writers demonstrated some typical writing challenges for multilingual writers. All four of the multilingual writers included citations for their introduction sections. However, a closer look at the citations and references used may not provide the level of authority needed to support the claims of the student

Student	Noun group example
ML1	<i>bacteria</i>
ML2	<i>the phage DNA</i>
ML3	<i>the procedures</i>
ML4	<i>the medical field</i>
NML1	<i>the heads of new phages</i>
NML2	<i>a plaque test that did not have phage</i>

Table 2. Examples of noun groups used by the students in the lab reports for information density

writer, similar to Wette's (2017) findings where the multilingual writers struggled to make good use of their source texts in disciplinary courses. The nature of the subject of biology could, in and of itself, be a challenge for the multilingual writers as it relies more on written language rather than equations common in chemistry or physics (Okamura, 2006). Writer ML2 mixed up the use of family names versus given names for the in-text citations. None of the papers analyzed (multilingual and non-multilingual) used citations in their discussion sections providing explanation for their results, as is typical for interpreting the results of experiments. This indicates all the students in the sample are still learning the IMRD format of writing.

All six students (four multilingual and the two non-multilingual) struggled with mastering bacteria nomenclature. The standards for bacteria nomenclature state that at the first mention of a species, the genus is to be capitalized and both genus and species names are to be written in italics (*Genus species*; i.e. *Mycobacterium smegmatis*). Any following mentions of the species can use the capitalized genus initial with the full species name in italics (*G. species*; i.e. *M. smegmatis*; De Vos & Trüper, 1999). In the three study sections, only ML3 had two instances of italics for the bacteria name in the discussion section. All other bacteria name references were not italicized.

"mycobacterium smegmatis (M. smeg)" (ML2)

"M. smeg" (ML3)

The use of *M. smeg* may result from the way the bacteria were referred to in spoken English during the lab section. One of the non-multilingual writers (NML1) had fairly standard adherence to the nomenclature norms when discussing other bacteria names. However, even though this writer remembered to use italics for the bacteria names, she used *M. smeg* instead of *M. smegmatis* for the bacteria, similar to ML3. NML2 had one or two instances of not italicizing the bacteria name throughout her lab report.

The multilingual writers were more likely than the non-multilingual writers to use contractions or first and/or second pronouns in their papers.

"From animals especially dogs get infected commonly because dogs don't have knowledge that they have to be careful or not" (ML1).

"In the old days treating cancer wasn't possible and therefore, many people died by cancer..." (ML4).

The use of the contractions in these sentences may lessen the authoritativeness of the sentence. The discussion

section was where two of the writers slipped into using first person pronouns.

"Then, we repeated streaking again" (ML3)

"However, I had learned many biological skills ..." (ML4).

The use of first person pronouns seems to demonstrate some confusion regarding the purpose of the discussion section especially for writer ML4, who lapsed into narrating what was individually learned rather than interpreting the results from the experimental procedures.

What is interesting is that in the discussion sections studied none of the multilingual papers effectively make an argument about the point of the assigned experimental procedure (to find a new bacteriophage). Parkinson (2011) states that discussion sections should show cause and effect relationships in the grammatical structures used. These papers demonstrate a repetition of the results in the discussion but little to no explanation of the achieved results other than possible reasons for them being inconclusive. Writer ML2, the strongest multilingual writer, demonstrated a greater range of sentence structures to explain the achieved results, and the range of sentences was more similar to the sentence structures used by the two non-multilingual writers. The repetition of the information in the results section could be a part of the difference between laboratory reports and research articles (Parkinson, 2017). This repetition of the information could also mean that the students have an incomplete understanding of the exact purpose of the discussion section, as discussion sections are intended to provide an interpretation or explanation of the results achieved (Parkinson, 2011, 2017).

The findings of this analysis show that multilingual students may not have the full linguistic ability to achieve the needed purposes of the lab report. Nor do the students have good exemplars, as they mainly read textbooks but are then expected to produce a completely different genre (i.e. the laboratory report).

This article also suggests that multilingual writers may need more direct grammatical instruction in order to achieve all the requirements to write a paper that will meet the needs for scientific writing, whether in the content/discipline course or in a language course. These four multilingual writers probably needed more direct instruction regarding the technical writing needs of the assignment. This analysis also shows that multilingual writers are attempting to meet the criteria and not ignoring the criteria of the laboratory report assignment.

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Recruiting Diverse and Multilingual Teachers

Teresa Carmack & Christina Brando-Subis

Summary: This article describes the online elementary education program that has been created to better address the teacher shortage in Idaho and recruit diverse and multilingual teachers.

Keywords: higher education online, teacher shortage in Idaho, distant-site internships

Even prior to the pandemic, there was a teacher shortage in Idaho. According to Richert (2017), historically hard-to-find teachers (i.e., math, science, and special education teachers) continue to be scarce and may impact the rural schools the hardest.

Lewis-Clark State College (LCSC) was originally Lewiston Normal School, created by the Idaho Legislature in 1893 to address the need for quality teachers. The school has maintained its focus on producing quality teachers ever since (LCSC, 2017). “LCSC’s teacher education program has been named one of the top in the country by the National Council on Teacher Quality (NCTQ), a nonpartisan, not-for-profit research and policy organization” (LCSC, 2019, para 1).

In an effort to continue to provide access to high-quality baccalaureate degree programs in Teacher Education for diverse populations and for multilingual learners, LCSC decided to create a totally online elementary education program (OEEP) and target paraprofessionals as a “Grow Your Own” effort as recommended by Garcia (2020). LCSC made several marketing and recruitment efforts for the OEEP during spring and summer 2020 to recruit paraprofessionals, many of whom are diverse and/or multilinguals.

The benefits of the online elementary education program for paraprofessionals include

- online classes that allow paraprofessionals to continue working full-time;
- local internships that allow paraprofessionals to continue working part-time; and
- a program coordinator who also serves as advisor, point of contact, and advocate.

Allowing OEEP participants to complete their internships locally requires distant site placements. These placements require that a Memorandum of Understanding (MOU) be

established between LCSC and the district in which the placement will be made. Ideally, distant site placements are finalized by the end of the previous semester in which they take place.

By April 2020, MOUs were established with six different districts in Idaho, Montana, and Washington to accommodate the six students needing distant site placements for their Internship II in fall 2020. LCSC requires a full year of Internship (two semesters: Internship I and II) for student teaching purposes. Internship I students follow the LCSC school calendar with a typical schedule of

- 20 hours per week dedicated to online LCSC methods courses, and
- 20 hours per week in their classroom placement.

Internship II students follow the district site school calendar and are expected to be in their classroom placement all day, every day for the semester.

The final enrollment for the first official semester of the OEEP in fall 2020 was 16 with six students placed at distant sites in three different states. The final enrollment in spring 2021 was 25 with three students placed at distant sites, with one additional MOU created in Oregon. The final enrollment in fall 2021 was 26 with five students placed at distant sites, with two more MOUs created. Out of these students, 54% were already working in schools (as paraprofessionals, substitutes, or tutors) and 15% reported being racially diverse. The final enrollment in the spring of 2022 was 32 with six students placed at distant sites, with two more MOUs created within Idaho. Out of these students, 36% were already working in schools and 9% reported being racially diverse.

While 15% and 9% of students who reported being racially diverse does not sound very high, it is important to compare that to the Lewiston area where LCSC is located. According to the most recent demographic reports, Lewiston

has a population that is 94% White, 3% two or more races, 2% Native American, and 1% Asian (World Population Review, 2022). Therefore, the OEEP has attracted more students reported as racially diverse than exists in the Lewiston area.

Required Courses

The OEEP program has 39 credits of General Education Core requirements and 62 credits of professional education courses. This includes two semesters of internship (Internship I and II) under the guidance of a faculty member, on-site teacher educator (OSTE), and on-site mentor (OSM) for distance site placements.

Transition to Online

In May 2019, the Teacher Education Program (TEP) faculty participated in Quality Matters (QM) training to help them design and deliver quality online learning opportunities (QM, n.d.). Unknowingly, this also helped prepare for the pandemic that hit in March 2020, when all classes were delivered online or via Zoom through the end of the spring semester.

The majority of the OEEP courses had been transitioned to online by the fall of 2020, except for *ED 426: Internship I*. ED 426 is a combination of methods courses (English language arts, fine arts, science, and social studies) and a school-site placement. Traditionally, TEP students attended the methods courses on-campus in the morning and attended their school-site in the afternoon for one week and then attended their school-site placements all-day for two weeks in a rotation for the different content areas covered in the methods courses.

Program Challenges

Transitioning ED 426 to online proved to be the most

challenging. The professors involved met as a team to determine how this course would be transitioned to online for the fall 2021 semester. The final enrollment that semester was eight students, five of whom were traditional/on-campus students, and three of whom were online/distant site students.

The team recorded class sessions on Zoom and uploaded the sessions into Canvas for online interns to watch and add to the discussion. The team decided on this hybrid online instructional approach in hopes of keeping connections between on-campus and online interns, and encouraging discussion across formats in an effort to create a professional learning community approach for all the interns.

Transitioning courses to online was not the only challenge the OEEP faced. The faculty needed to prepare to work with diverse and multilingual learners participating in the program. LCSC does have a Center for Teaching and Learning (CTL) which provides professional development for faculty. The faculty must know and understand best practices for working with multilingual students at the college level. According to Robertson (n.d.) effective EL strategies include

- building relationships with students;
- increasing language proficiency and peer interactions;
- explicitly teaching vocabulary and language structures; and
- building on background knowledge to increase comprehension.

Increase writing proficiency

A CTL training session has been scheduled for the Fall 2022 semester to provide this information to faculty and to discuss ways to ensure that these strategies are integrated into faculty's online course work. The online strategies to accomplish this include using discussions, multimodal instruction, and timely feedback from instructors.

Another challenge for the online elementary education program was to find OSMs for the participants. Since LCSC faculty were not available to visit the OEEP participants who were placed at distant sites bi-weekly as they did the local interns, appropriate OSMs had to be identified. Often, the OSM would be an administrator from the school or district in the distant site. However, sometimes this is not possible, so an individual outside the district must be identified.

Creating a calendar/schedule for our online interns who were working part-time as paraprofessionals presented another challenge. Based on feedback from the interns, they needed a consistent 20 hours each week in their classroom placements, which did not correspond with the traditional/on-campus interns' schedules of 20-40 hours

Twelve Things Teachers Can Do to Support ELL Success in the New Year

By [Kristina Robertson](#)



As you look ahead to the New Year, here are some specific and measurable actions you can take to support your English language learners' success.

a week. The elementary coordinators for the online and face-to-face internships met and compared schedules, and revised the schedule multiple times throughout the 2021-2022 academic year to meet the needs of these interns.

Program Changes

In an effort to improve the online elementary education program, the program coordinators collected feedback from the online participants and responded to concerns as they arose. Some of their questions and comments included:

- “Where exactly should I post my discussion reply for [assignment] response to one of the in-class students?”
- “So, session 2 was recorded today on zoom and will be posted tonight at midnight correct? So, I get until tomorrow at midnight to do the assignments and reply to my peers?”
- “I think I’m having bad management skills. I go to my classroom starting at 8 every morning. I have a small window in between where I work on school work and then go pick up my son and get home and help him with his homework then it’s roughly about 4pm. So, I watch the zoom from the previous day? And then do my assignments and work that are due that night as well?”
- “I feel very rushed with everything due every night while we are in the certain units. I also have been feeling like I am getting surprised with assignments and other things for the class that I didn’t know were happening since I use the calendar on Canvas to see and turn in assignments. I am making everything work with the internship, my courses, and my full-time job but I feel like I keep having to play “catch up” because of assignments I didn’t know about.”

The majority of these questions and comments came from our multilingual and paraprofessional participants and had to do with the structure, organization, and instructor

communication in the ED 426 course. According to Bergey, Movit, Baird, and Faria (2018), personalizing instruction and providing additional scaffolding benefits multilingual learners. As such, organizational adjustments and suggestions for ED 426 that the team found beneficial for all students include the following:

- Professors should clearly communicate times they were available for extra help or resources with a turnaround of 24 hours for feedback.
- Before the first day of instruction in each methods section, instructors should clearly communicate homework and due dates, and ensure the instructional activities appear on the calendar in Canvas.
- Instructors should consistently revise the organization of modules in Canvas in an attempt to ensure consistency on where to find particular assignments and other pertinent information.

Moving Forward

Beginning fall 2022, ED 426 will be converted to an asynchronous format instead of the current hybrid format. Previously, there were not enough online students to warrant an online section separate from the face-to-face. However, there is now sufficient enrollment to warrant an online section that is fully asynchronous with single due dates each week, much like a traditional online course. Such a move will require further collaboration for the professors involved in teaching this course to maintain a professional learning community and help support diverse students’ needs. Additional faculty development should be provided through the CTL and other means to ensure the faculty can meet the needs of diverse and ELs in their classes. Due to increased enrollment, faculty will need training to help with advisement for the students in the program, which will help them to get to know the students and build relationships with them. Student feedback will also be used to improve the OEEP over time to ensure it is high-quality and meeting the needs of diverse and multilingual participants.

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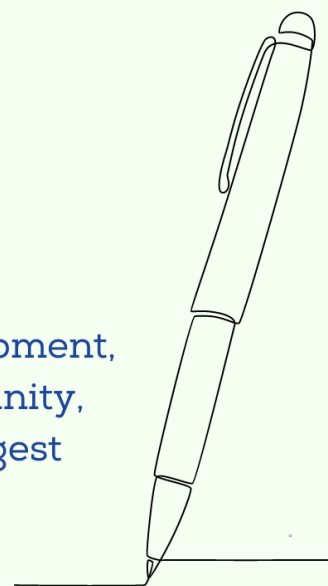
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BOOK & ARTICLE REVIEWS

Next Steps in the Transformation of ELT: Considering Motha's *Race, Empire, and English Language Teaching*

Anna Ciriani-Dean & Shélynn Riel

Motha, S. (2014). *Race, empire, and English language teaching: Creating responsible and ethical anti-racist practice*. Teachers College Press.

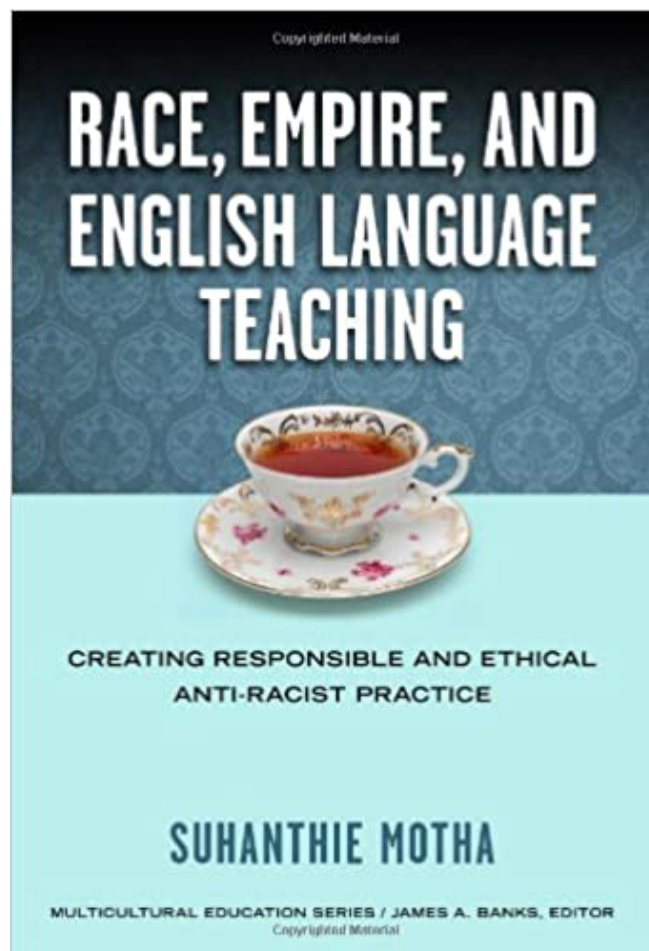
Summary: *Race, Empire, and English Language Teaching* by Dr. Suhanthie Motha (2014), is a well-researched, thought-provoking survey of the palpable yet often invisible intersections of ELT and racist systems. Motha invites readers to consider how their classroom practices are embedded in systems of racism and oppression and guides them through a journey of reflective practice, moving the conversation within ELT towards anti-racist pedagogy.

Keywords: anti-racist pedagogy, classroom practices, reflective practice, racism

Race, Empire, and English Language Teaching: Creating responsible and ethical anti-racist practice, by Dr. Suhanthie Motha (2014), is a well-researched, thought-provoking survey of the palpable yet often invisible intersections of ELT and racist systems. Though restrained in its supply of tangible classroom practices, it invites readers to confront their own relationship to Empire—which Motha denotes with a capital “e” to distinguish between the overarching power structures of modern-day colonialism and lower-case empires connected historically to individual nation-states—and to reflect on how their practices in the classroom are inherently connected to systems of racism and oppression.

The book is not for the faint of heart, especially those teachers in denial of their role in systems of oppression or who have not yet begun their journey of reflection. Motha begins by laying out the contradiction of teaching English—a simultaneous tool for emancipation and systems of oppression—and calling upon readers to ask how they can “participate in English language teaching in a way that is responsible, ethical, and conscious of the consequences of our practice” (2014, p. xxiii). She starts from the assumption that all English language educators are complicit and challenges the belief that teachers cannot make a significant difference in such a large industry. From there, Motha launches into a comprehensive literature review of relevant theory and research, defining terms such as neocolonialism, Empire, and liberal multiculturalism. She devotes the rest of the book to problematizing issues faced within the US ESOL context. Uninitiated readers may feel overwhelmed or discouraged by the learning curve. However, while some may come out of the experience intimidated

by the density of the book, others may feel empowered by their reinforced understanding of many of these concepts, thanks to the robust theoretical and empirical background the book supplies. The best recommendation would be to



explore this book in the company of an experienced mentor or a trusted professional learning network.

The concepts presented in the book are guided by Motha's tea-time conversations with a group of four first-year ESOL teachers, in which they report on scenarios happening in their own classrooms. The experiences reported by the study participants are woven throughout the book, to illustrate the issues discussed and raise questions around the claims made. Yet the amount of conversational data shared remains scant. More instances of directly-reported data might have helped readers form a more thorough understanding of the phenomena described and, most importantly, identify or adopt strategies from the teachers themselves as appropriate in their context. Rather than forcing readers to seek this data out in Motha's other scholarship, the book would have benefited from more robust data presentation.

Given the provenance of the selected case studies, the book naturally and singularly centers on the US K-12 context. Though somewhat generalizable to other inner-circle English-speaking countries, such as the UK, Australia, and much of Canada, the book does not grapple directly with the intersection of race, Empire, and ELT as it is manifested abroad. Its relevance is thus limited for people working in other educational contexts, with different student populations and different historical relations to English and imperialism. Still, the phenomena Motha describes and provides evidence for are helpful catalysts for examining the state of ELT in other settings.

One of the greatest strengths of this book is its ability to provoke reflection. On page 131, Motha states, "this book is designed not to tell you what to do but rather to support you as you think." And indeed, it does. At several points, even the most self-aware educator might stop to accommodate an idea they may not have thought deeply about before reading or to question a practice they themselves have implemented. This focus on reflective practice is achieved by the thought-provoking questions included at the end of

each chapter, meant to guide readers through their own exploration of the topic. Given this structure, teachers may critique the lack of clear, practical applications to teaching practices. In Chapter 6, Motha does provide two calls to action with the intention of moving the conversation on race and ELT forward: first, integrating discussions of race and ELT into teacher preparation programs; second, providing ongoing support of in-service educators in their exploration of these issues. However, these suggestions may not feel so immediately applicable to teachers' educational contexts. For example, Motha states, "I argue for an approach to English language teaching that [...] takes as its point of departure a race and empire approach that provincializes English" (2014, p. 140). This kind of directive may not mean much for teachers who have just started to think about integrating antiracist pedagogy into their practice. Motha remains within the realm of theory rather than providing the "quick fixes" that teachers seek. Still, while frustrating, the self-exploratory nature of the book rightly acknowledges the complexity of the contexts teachers work in and forces teachers to do the work of reflecting on their own identities and potential roles in perpetrating coloniality rather than applying practices that might be less relevant in their respective teaching contexts.

While somewhat limited in its practical support, this book was years ahead of the discourse around race and ELT when it was published in 2014. As these topics step into the limelight of mainstream discussions of teaching practices and research, Motha's work acts as a canonical stepping stone to inform teachers' and researchers' next steps in the transformation of the field of ELT.

For more conversation
around the book, check out
our episode on [The Teacher
Think-Aloud Podcast](#).



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BOOK & ARTICLE REVIEWS

A New English Grammar Has All the Answers

Ayuko Momono & James Hunter

Rossiter, A. (2021). *A new English grammar: American edition*. Linguapress.

Summary: A New English Grammar by Andrew Rossiter (2021), is a clear, well organized, practical guide to English grammar at a high-intermediate to advanced level. With only four chapters, covering verbs, nouns, other parts of speech, and sentences and clauses, it organizes grammar points at the level of core concepts, so that the readers can see the big picture of the “grammar web” holistically.

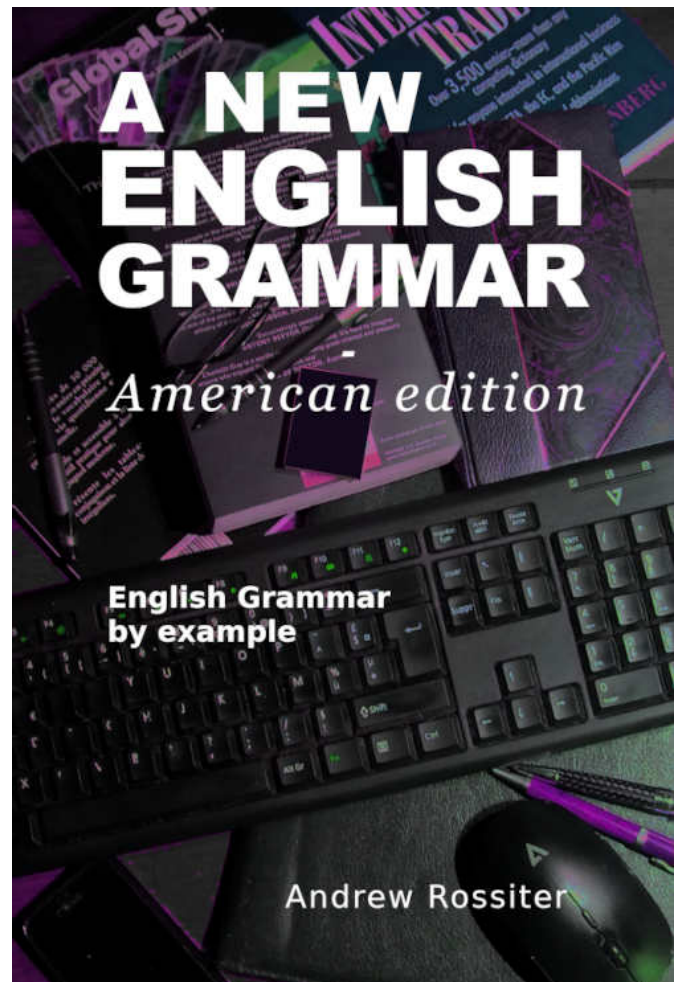
Keywords: practical guide, English grammar, high-intermediate, core concepts

If you were asked the following grammar questions, how would you answer them?

1. *What is the difference between have gotten and have got?*
2. *If it is okay to say, “Football is loved in many parts of the world,” can I also say, “Football is loved by me”?*
3. *Is a gerund a noun or a verb?*
4. *Is look up a phrasal verb? What about look for?*
5. *Can we say, “My family is/are immigrants”? How about “The police is coming”?*
6. *Some grammar books explain numbers are adjectives, but others say they are not. Why is that?*

A New English Grammar – American Edition (NEG), by Andrew Rossiter, has all the answers to these and many other questions. It focuses on how speakers of American English perceive and understand the grammar of the current American English. This book is one of the most practical grammar reference books we’ve seen, where each grammar point is explained in a very simple way with helpful examples as well as warnings about usage pitfalls in only 200 pages of nice, clear, easy-to-read print. The unique organization of the contents makes it possible: the book’s four chapters include verbs, nouns, other parts of speech, and sentences and clauses. Adverbs are explained under the verb section and adjectives are explained under the noun section. When you read about the verb tenses, you will also learn about adverbial clauses of time. Likewise, as you read about pronouns, you will also learn about nouns and adjectives, relative pronouns, and adjective clauses.

Unlike other grammar books which have many individual chapters explaining how different words, phrases, and clauses work, this book attempts to organize the grammar points at the level of core concepts, so that the readers can see the big picture of the “grammar web” holistically,



rather than individually. The organization of NEG is facilitated by an intuitive use of cross-referencing and font colors (so, for example, on p. 34, the “Gerunds and -ing words” section uses different colors for gerunds, verbal nouns, and participles, and the examples that follow use the same colors, making it easier to detect patterns). There is a fairly extensive glossary at the end that refers readers to appropriate sections, and since this NEG is in a digital format, users can easily search for terms.

NEG takes a strong anti-prescriptivist stance, with numerous sections such as on p. 145: “A lot of grammar books claim that it is wrong to start a sentence with a conjunction. This is just not true! And never has been.”

On p.27, the author dedicates 500 words to the topic of

Definitions

The **gerund** is a **verb** which is used as if it were a noun (Examples 1 & 2 below). Since it is a verb, it can **not** be qualified by an adjective, nor preceded by an article, but, like other forms of the verb, it can be modified by an adverb and take a complement.

A **verbal noun** (Examples 3 & 4) is a **noun** formed from a verb; some verbal nouns end in **-ing**.

Verbal nouns, like other nouns, can take a determiner, and be qualified by adjectives.

A **participle** is an adjective or part of a participial phrase qualifying a noun or a pronoun. (Examples 5 et 6). The present participle is also used in the **progressive** aspect of verb tenses (Examples 7 & 8).

See the differences of use that are illustrated by these examples.

Words in -ing: Gerund, noun or present participle (and progressive verb form)

1. **Seeing** is **believing**.
2. **Living** cheaply in New York is quite possible.
3. The book was easy **reading**!
4. He managed to make a good **living**.
5. **Smiling**, the lady told them they'd won the big prize.
6. I heard them **arguing** last night.
7. I'm **taking** my brother to the station tonight
8. The man was **phoning** his friend, when the lights went out.

Example of color coding in A New English Grammar – American Edition

split infinitives, which is arguably less relevant to English learners than to English teachers. The analyses and explanations are generally strong, especially the simplified order of adjectives (p. 131) and the commonsense approach to the passive (pp. 30-33). It does, however, retain some traditional and not very helpful perspectives, such as the self-contradicting use of the term “predicate”: Page 5 insists “Every sentence is made up of a subject and a predicate. The predicate must contain a verb...” while p.153 discusses “Subject, **verb and predicate**” (emphasis added). It might be more useful for learners to abandon the notion of “predicate” entirely, since it contributes next to nothing to an understanding of complements, verb completers (e.g. direct and indirect objects), and so forth. There are also a few additional weaknesses and inaccuracies that we found: the section on articles (p. 98), for example, is disappointing:

The definite article - How simple English is! There is only one definite article, and that is “the”; the only difficulty is knowing when to use it, and when it is not needed.

is all we get; learners might reasonably want more detail on whether a noun is being used in “a ‘defined’ or restricted context” (p.98). And curiously, the section on prepositions of time claims: “English has nine common prepositions of time: only one of these, since, can also be used as an adverb.”

A quick search of [COCA](#) yields plenty of counter-examples: As I said **before**, I'm so glad we met. Or: I'm busy, so I'll see you **after**.

These points notwithstanding, *A New English Grammar – American Edition* by Andrew Rossiter is a very useful resource for teachers and learners alike, and we appreciate the clarity, organization, and ease of use. We both feel that it would be a valuable addition to any teacher's collection.



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BOOK & ARTICLE REVIEWS

101 EFL Activities for Teaching University Students

Jonathan Turner

Houston, H. (2022). *101 EFL activities for teaching university students*. iTDi Publishing.

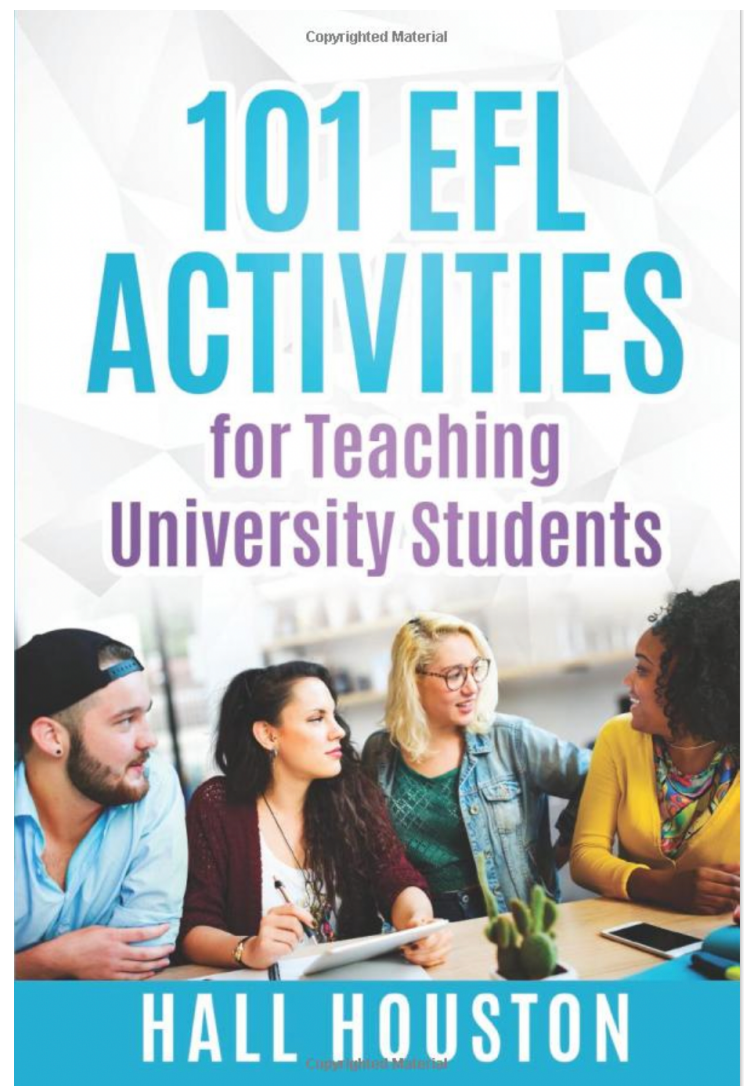
101 EFL Activities for Teaching University Students is an excellent fit for any novice university ELT teachers or indeed old hands who need to mix things up a bit. For anyone outside of that description, many of the activities are still useful for secondary school students or adult ESL learners.

This book is easy to just pick up and start using, but don't expect any detailed lesson plans, rather you'll find clearly written descriptions of activities. The upside to this is you can get just the right idea for a communicative activity to boost a listless post-lunch time pre-intermediate class without spending too long on preparation.

Now on to how the book is organized and the activities themselves. You choose from three sections, "Getting Off to a Good Start", "Maintaining Motivation and Interest" and "Ending the Semester Gracefully," all of which serve to guide you to the correct ballpark. At this point I could criticize the layout for being so broad-based, but actually once you choose which part of the course you're in, then you can use the next "level" of headings to refine your search, with headings like "Learn about the teacher" or "Listening and reading activities"; it's actually pretty user-friendly.

I can't say that the activities themselves are all highly original or ground-breaking, but you know what, they work and are easy to set up, which is exactly what I for one want from a book like this. Half the time I found myself reading the blurb that is found at the beginning of every activity, having a light bulb moment ("Oh yes, I remember that one"), and then I was off to the next. I could be churlish and say that some of the activities, such as the one that tells you how to do a jigsaw reading, are a bit basic, but I go back to my comment at the top of this review that this book is also useful for novice teachers, and because the activities come so thick and fast there's always something on the next page that is less "obvious."

To give a taste of what I mean, how about "Write a new song for....". In this activity students use a word cloud (or create their own, I guess) from a popular singer and then using those words write a new song in combination with vocabulary that they have been studying in class. This ticks all the boxes for me. It encourages co-construction



of meaning in groups, has students using their own linguistic resources, follows sound procedures for recycling lexis, and has a clear aim.

Other activities didn't work as well for me because of my own particular teaching context, but again I could see a place for them. One example of this is "New discoveries on campus," an activity that leverages the real world (in this case the university campus), and recreates something that new students do quite naturally: recommending parts of the campus to each other.

None of the activities are onerous or unnecessarily detailed, the materials are usually easily available (although I'd say some of the PowerPoints could be cut, but that's a personal preference) and most importantly, they feel road-tested. There's nothing worse than a 101 activities book in which half of the activities are like trying to figure out the rules for bridge (which of course I never did) and the other half have more moving parts than a Swiss watch. Happily, *101 EFL Activities* is easy to use, easy to adapt, and has sound underlying principles. I think I'll be picking this one up again in the near future.

Write a new song for...

Many song activities ask students to listen to a song and fill in the blanks on a worksheet. In this activity, students write a song for a well-known singer, using vocabulary from the coursebook, and words from the singer's most popular songs.

Time: 20–30 minutes

Skills: Reading, writing, vocabulary

Preparation: Choose a pop singer who sings songs in English and is currently very popular with students in the country where you teach. Find lyrics to three of the most popular songs by this singer and create a word cloud using all the lyrics (go to wordclouds.com). Save the word cloud to display in class, and find an image of the singer. Also, select 10 to 12 words and phrases that you want students to remember from previous lessons.

Procedure: Show the students a picture of the pop singer. Ask the students a few questions about the singer. Next, display the word cloud, and explain that the word cloud contains lyrics from three of the singer's biggest hits. The bigger the word is, the more often it appears in the singer's lyrics.

Work together with the class to produce a list of words and phrases from the last few weeks' lessons. Encourage students to raise their hands and contribute words. You can also write words and phrases from your list.

Students work in groups of four. They write lyrics for a new song, using vocabulary from the word cloud and the word list on the board. Explain that they do not need to write a melody. Give groups enough time to write a good chorus, some verses, and a bridge.

After that, groups hand you their lyrics, and you will redistribute them to the other groups, so that each group has another group's lyrics. Now, groups must come up with a melody that goes well with the lyrics. Give them several minutes to prepare. Finally, groups perform the new hit song for the class.



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BOOK & ARTICLE REVIEWS

Writing for Speaking: Engaging Students through Speed Dating

Andrea Rakushin Lee

Breaux, G. B. (2019). *Writing for speaking: Smoother speaking*. Conversation-Based Learning.

Summary: This book review provides an overview of Writing for Speaking: Smoother Speaking by Gunther Breaux. The book focuses on practical English communication skills through speed dating, speaking activities, and writing assignments. An overview of the major components of the textbook is provided as well as how it can be used in the classroom. A critique of the book is also included.

Keywords: English language, speed dating communication, writing activities, writing for speaking, ESL, EFL

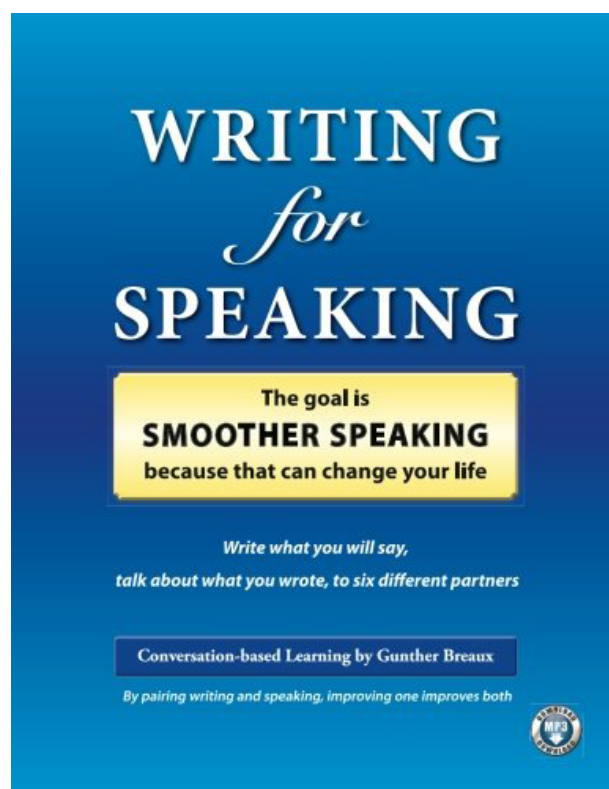
In many English conversation classes, the four skills (reading, writing, listening, and speaking) are often included in the curriculum, which can limit opportunities for students to focus specifically on practical speaking and conversation skills. Additionally, grammar activities are frequently incorporated into conversation classes. *The Writing for Speaking: Smoother Speaking* textbook by Gunther Breaux helps to foster confidence and improve fluency through practical speed dating activities for adult learners and university students. This approach de-emphasizes grammar instruction and traditional methods of language learning. The textbook is centered on speed dating speaking activities that are conducted in the classroom and supplementary written activities that are assigned for homework.

Summary

Writing for Speaking: Smoother Speaking, the first in a series of books that includes *Writing for Speaking: Campus Conversations* and *Academic Conversations*, consists of a wide range of topics that are beneficial especially for beginner and low-intermediate students. However, the textbook can also be used with upper-intermediate and advanced students and be supplemented with more challenging activities and vocabulary. The units include family and favorites, weekend and hobbies, school days, mass media, food and fitness, and summer breaks. Furthermore, the textbook provides practical, engaging, and authentic speaking and writing activities that students need to communicate in the real world. (A sample unit of the textbook is available.) Each unit includes 12 pages

of speed dating speaking activities conducted during regular class time and written activities to be completed as homework.

Based on instructions in the teacher's manual, students sit in pairs and switch partners every 6 to 10 minutes. This is the speed dating approach that is central to the textbook. Sometimes it is ideal for students to sit with partners who are of a similar level. It can also be beneficial to pair



students with a classmate who may be at a lower or higher level. The students practice the speed dating activities as described in the textbook, and they get extensive practice through repetition.

The teacher's guide includes detailed instructions on how to use the textbook. The end of the teacher's guide provides sample feedback from students who have had success through the *Writing for Speaking* textbook. In addition, the [website for the course](#) offers numerous practical resources to enhance the course. Support materials include pair pronunciation worksheets as well as other activities to encourage effective interaction. There are also activities centered on giving directions, describing people, and guessing the names of movies. Class management resources are also included for course scheduling and test grading. In addition, course templates, semester surveys, answers to frequently asked questions, and attendance sheets are supplied. Guidance regarding class activities,

homework, and tests is also provided. Adaptations can be made based on student needs, instructor preferences, or the time span of the class.

My Impression

The *Writing for Speaking* series is a unique approach to speaking and writing, especially in a market dominated by four-skill textbooks that often include substantial grammar exercises. Spending excessive time on grammar, listening, and reading takes away the time that students have to speak and engage in practical conversations. This engaging approach to conversation and speaking classes can benefit students who may desire a change from traditional textbooks that may lack ample speaking activities. Furthermore, repetition can be beneficial in improving fluency and confidence as students practice the same questions and topics with other classmates during each class period. The resources provided on the publisher's website are particularly useful in providing additional support for instructors who may not be familiar with this teaching style.

The textbook's approach fosters a welcoming and comfortable environment for students and reassures them that it is okay to make mistakes. Students should feel at ease while speaking in the classroom. Providing students with a positive learning environment where they feel comfortable communicating is critical for language development and confidence. Textbooks that are loaded with grammar activities and rules can be intimidating to students who may be fearful of making mistakes or are not confident in their speaking ability.

Although this book aims to foster communication through practical speaking activities that deemphasize grammar, it may be beneficial to still include some brief grammar instruction for further explanation. In addition, although students may like the speed dating style of instruction, it could be useful to have some standard partner or group work from time to time since some students may not always enjoy this approach, which includes frequent movement. Nevertheless, this is a practical and engaging textbook that can benefit students in improving English fluency, confidence, and overall proficiency.

Conversation Skill

2:08

These skills are used in most conversations. You'll use them repeatedly in this book.

KIND OF

Are your parents strict?

- | | |
|----------------------|---|
| 1. Sort of. Kind of. | If I make a B, they give me a long talk. Blah blah blah. |
| 2. Kind of. | I get punished about once a month. But, usually not for too long. |
| 3. Sometimes. | But usually they are OK. I just have to come home on time. |
| 4. Half and half. | They are strict during the week, but not on the weekends. |
| 5. It depends. | If my grades are OK, they are OK. |

FAVORITES

LIKE to DISLIKE (or, if you are emotional) LOVE to HATE

- | | |
|-------------------|--|
| 1. love | I love Jennifer Lawrence. She's so talented. |
| 2. enjoy | I enjoy spending time with my family on the weekends. |
| 3. so-so | Last weekend was so-so. I just hung around the house. |
| 4. don't care for | I don't care for my father's cooking, but I'll never tell him. |
| 5. hate | I hate people who gossip about me behind my back. |
-
- | | |
|--------------------------|--------------------------------|
| FOOD | SPORT |
| 1. My favorite | food is pizza. |
| 2. I prefer | sport is soccer. |
| 3. I like . . . the best | winter sports, such as skiing. |
| 4. I'd rather not | watching baseball the best. |
| 5. My least favorite | eat greasy chicken. |
| | play goalie. It's too boring. |
| | food is chicken feet. Yuck. |
| | sport is sumo wrestling. |

Morning person

Evening person



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ELT RESOURCES REVIEW

Flippity.net: The Google Sheets Activity Maker that Dreams are Made of

Lisa Chanthavisay-Greenfield

Summary: This article outlines some favorite activities from Flippity.net, a free online tool for creating Google Sheets activities, for both in-class and independent study.

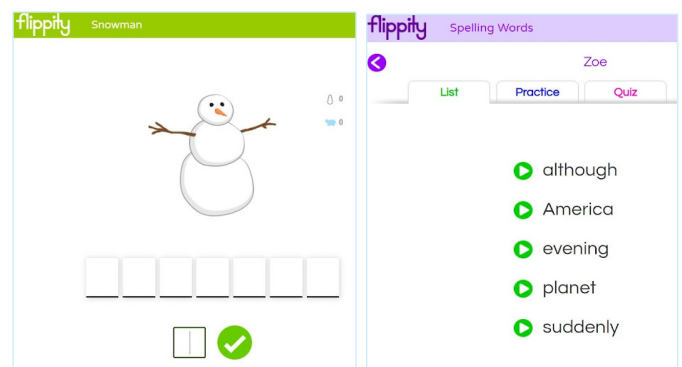
Keywords: free online tool, Google Sheets activities, in-class, independent study

Early in the shift to remote instruction, I latched onto the YouTube channel Pocketful of Primary (Emerson, n.d.), led by Michelle Emerson. She has so many great videos that helped me to add engaging and accessible activities to my mixed-level adult ESOL classes. One tool she introduced me to that has changed my teaching forever is [Flippity.net](https://www.flippity.net). Flippity is completely free and uses Google Sheets templates to create a large number of activities that teachers can run in class or have students use independently. Each activity includes a “demo” link, where you can see an example of the activity in action and an “instructions” link, which explains how to personalize it. Some templates require the user to make a copy of the Sheet in their own Google Drive, while others allow the user to input the information directly into the instructions page. Due to a Google security update in August 2021, some of the activities have limited functionality (particularly when inserting images), but the Flippity team is working on re-writing code to get them back to full function (Flippity, n.d.). In all cases, the activities are still incredibly helpful and the instructions are clear and easy to follow. Some other notable templates are Matching Game, Snowman (a version of Hangman), and Spelling Words. However, my favorites are Random Name Picker and Manipulatives.

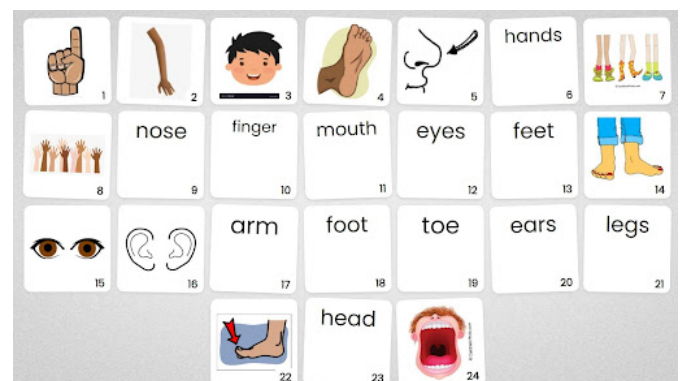
The Random Name Picker allows users to insert text and it generates a randomized spinner, lineup, groups of various sizes, seating chart, gift exchange, and more. I have employed this tool for some of the obvious tasks: calling on students, creating groups/teams before class, and determining what order students would do presentations in. An activity I have done that works for any level is to review vocabulary from the quarter by having students spell or make a sentence using a random vocabulary word. For my higher-level students, I have plugged in all our vocabulary from the quarter, created random groups of 4-5 words, and had a small group of students write a short story using all their words. I have also used it to

practice different grammar points and even to study letters and numbers with my lower-level students. If using it to practice a skill (rather than just for names), teachers can give students the Flippity-generated link and they can use it as a study tool in their own time as well, either continuing with the activities practiced in class, or trying a new activity. And, as long as they don’t have access to the spreadsheet, there is no danger of them accidentally deleting or changing any part of the activity.

The Manipulatives are equally (if not more) valuable to my current teaching practice. I used to have quite a lot of sentence strips in my in-person classes. With the Manipulatives sheet, users can input various forms of media



Flippity Snowman & Spelling Words



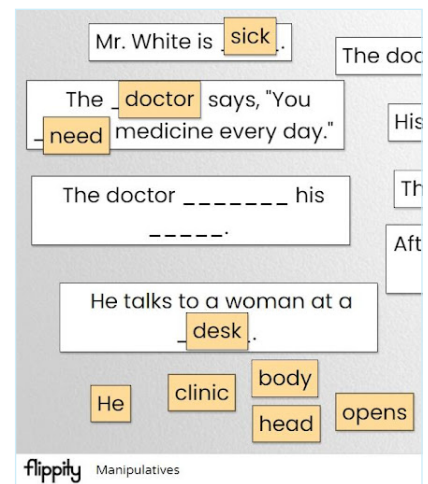
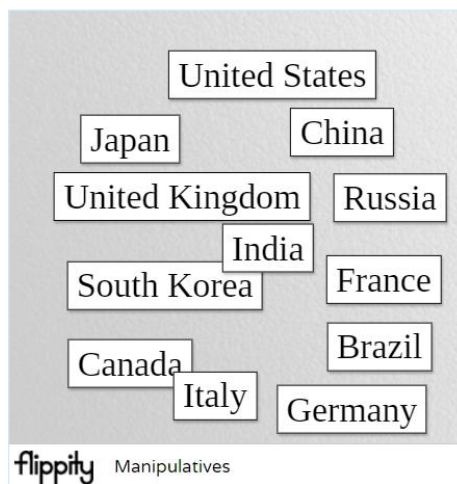
Flippity Matching Game

(text, images, YouTube videos, and/or Vocaroo recordings), and they appear like magnets on a fridge. Users can change the background to match the activity (grids, Venn diagrams, world map, etc.), and can drag and drop the magnets anywhere on the screen. Users can choose what color they would like each magnet to be, too. So, for example, I rely on this tool for mixing up our reading and having the students put it back in order. I may also take out some key words, write them on separate magnets of different colors, and ask learners to drag them into the appropriate blank space. I have also used this to organize words with long vowel sounds on one side of the screen and words with short vowel sounds on the other. I have done similar activities on Google Slides, but there are multiple reasons I prefer Flippity:

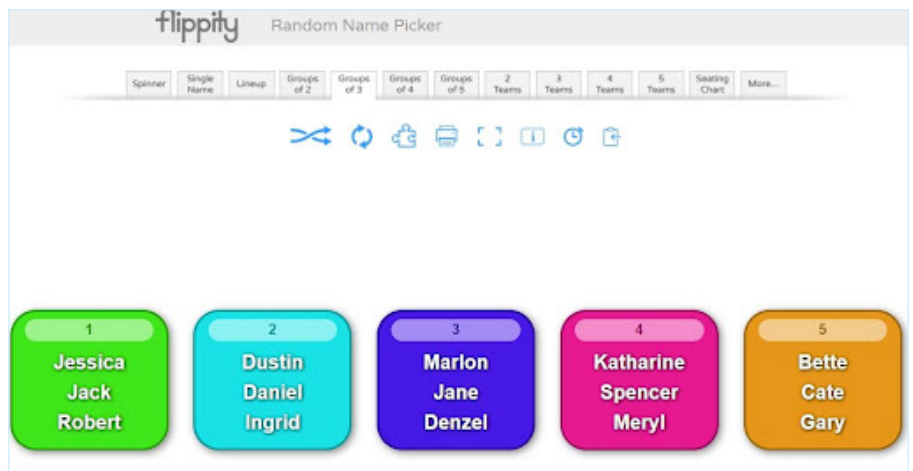
- Flippity activities reset each time the page is loaded or refreshed, so my students can keep going back to study this on their own.
- The elements can only be edited by those who have access to the spreadsheet. I do not have to worry about someone accidentally changing something and making it confusing for everyone else.
- Flippity has a simple, clear interface and thus less visual noise than a Google Slide.

One drawback of using Flippity Manipulatives over Google Slides is the inability to save one's work. If my students want to go back to see the answers they came up with in class, or if they are working independently and close the webpage, there is no way to retrieve their answers.

The Spelling Words template, however, allows teachers to pre-assign activities to specific students and have the results sent to the teacher's email upon completion. If they have the Flippity-generate link, they can just click on their name, and then complete their assignment. I relied



Flippity Manipulatives & Multi-colored and Layered Manipulatives



Flippity Random Name Picker Groups of 3

heavily on this when I was not yet using Google Classroom but wanted a way to monitor my students' homework without having them text me a picture of every assignment. There are so many other templates available as well, including Flashcards, Quiz Show, Timeline, MadLibs, and more. I always encourage colleagues to check it out, poke around, and try a few activities. I can't imagine teaching without Flippity, even as I transition back into some in-person classes. I am especially looking forward to trying the Word Search, Crossword, and Word Scramble in person so that I can project the puzzles onto the whiteboard and have students come up to the board to circle or fill in words.

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TEACHER PROFILES

When Your Confidence is Kidnapped: The Journey from Insecure Immigrant to Self-Assured ESL Teacher and Advocate

Selene Bernal & Josephine Prado

Summary: This teacher profile describes the social and psychological journey of a young Mexican immigrant who overcomes her fears to build a life for herself. The essay documents her emerging identity as an NNEST ESL teacher who, with increasing self-confidence, becomes an advocate for her students and fellow immigrants.

Keywords: social and psychological journey, Mexican immigrant, NNEST ESL teacher, advocate

In 2002, every day brought reports of more *express kidnappings* in Mexico City, but I never thought it would happen to me. Then, suddenly, a pistol was pointed at me, and my life changed forever. In seconds, my freedom was taken away, and emotions collided: fear, terror, anxiety, submissiveness, denial. They took money, jewelry, and clothing. Of greater importance, they robbed my self-confidence. I was 26 years old.

After the kidnapping, I was afraid of my surroundings, afraid of meeting new people, and afraid of the dark. After that episode, I went into self-exile to the United States, where movies depicted heroes saving victims. Seeking safety, I fled to the land of dreams. Yet, unlike previous visits, I was now struggling to build a stable and dignified life. When crossing the customs checkpoint, I joined those who leave part of themselves behind. Although I was privileged to have transportation choices other than risking my life by crossing the desert or the Rio Grande, leaving my home was painful. I went north with a wet face from many tears and no assurances for what the future would bring.

Years later, I have come to realize that the United States is filled with many people with different reasons and stories for leaving their countries. Now, as an English as a Second Language teacher, I see myself in my English learners and empathize with their immigration stories and their acculturation struggles. Just like my students, I needed to adapt to a new culture without losing my own, and learn a new language, one that I used to sing without understanding the lyrics. While growing up in Mexico, I viewed the US mostly through a Hollywood camera—as a place where good triumphs over evil. My new American city, Birmingham, Alabama, with its historical struggle for civil rights and social justice, seemed like a real-life version of my

childhood perspective. However, I felt unwelcome when I saw the angry expressions of some people who heard me speak Spanish, so I stopped speaking Spanish for a long time. Later, I learned that my ELs also avoided speaking their home languages after experiencing similar stigma, which often limited their ability to use their home language for extended, meaningful communication, especially with family.

I vividly remember when I could only speak a few words in English. That was a lonely period in my life, and I was desperately homesick for the beautiful Mexico where I was born. I was also afraid of being reborn in the U.S. because I did not want to lose my identity. In this new life, I did not always know who I was. This was my first time seeing and talking to people who were not Mexican. For months I depended on my then-husband, who was not a Spanish speaker, to order food for me, drive for me, and speak for me. Experiencing a silent period in the beginning kept me living in isolation because I did not have a voice in English to express my feelings and thoughts with others. Learning survival vocabulary helped me connect with people in my new community, and liberated me from my lonely life and oppressive marriage. In this unfamiliar language, I learned to make new friends from many cultures. Later, as I became more proficient, I wanted to speak English like a native because without my former life and friends in Mexico, I thought perfect pronunciation would help me fit in and make new friends. Once I broke through my silent period, I quickly learned conversational English, but I struggled for a long time to express myself in formal situations, just like my ELs.

After learning more English and becoming somewhat settled in my adopted city, I decided to seek certification

in Spanish. While earning my BA and MA, I worked as a bilingual paraprofessional and met numerous mini versions of myself. Though from different backgrounds, these boys and girls shared similar challenges—learning English and progressing academically. I wanted to help them by becoming an ESL teacher, but I lacked confidence because of my obsession to speak English “perfectly”. Luckily, two people believed in me. An ESL teacher and a school administrator urged me to teach ESL, but I hesitated. With continual encouragement, they did finally convince me. For me and my ELs, I pursued an Educational Specialist degree (EdS) in Teaching English to Speakers of Other Languages (TESOL).

One of my favorite graduate courses was the pedagogical phonology course because it helped me set reasonable expectations for my own English pronunciation by focusing on intelligibility rather than accent reduction, and on communication rather than perfect pronunciation (Munro, 2008; Spezzini et al., 2018). In other courses, I learned about the native speaker myth. Not only are native speakers idealized—there is no “perfect” way to speak a language—but being a native-speaker does not inherently make them better language teachers. In fact, non-native speakers offer unique perspectives and language expertise (Reis, 2012). Now, when I meet immigrant ELs with similar fears and misconceptions about language that hold them back from becoming ESL teachers, I tell them how valuable their experiences are, and how important it is to become a role model for other English learners.

As an ESL teacher, I discipline myself to build mutual trust

with leaders, teachers, and staff to strengthen school-wide support for my program. While interacting with school colleagues, I hear myths about English learners and misguided stereotypes, especially about Mexicans. For example, some colleagues believe that all Spanish-speaking children are “illegal immigrants” from Mexico. I find ways to describe the rich diversity within Mexico, and the fact that our students come from several different Latin American countries. Another myth teachers believe is that ESL parents do not attend school meetings because they do not care about their children’s education. With patience and positivity, I work with my colleagues, one by one, to discredit these myths by slipping into the conversation facts about geography, demographics, history, and traditions of Mexico and other Latin American countries. I also explain the academic and social-emotional benefits of creating a welcoming environment for all (Allen, 2007), and the many difficulties immigrant families encounter when getting established in a new country.

My ESL graduate courses and my subsequent teaching have helped me regain the confidence that the kidnapping robbed. Instead of focusing on my fears or my imperfect pronunciation, I openly advocate for my students and their families. I encourage my fellow immigrants to become ESL teachers, and I am learning new ways to share my own story in hopes of becoming another example of the many immigrant ELs who push out of their comfort zones to reach for new goals. The time has come for all of us—as immigrants and non-immigrants alike—to set aside our fears and become a voice for English learners and their families.

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SELENE BERNAL has an Educational Specialist degree in TESOL from the University of Alabama at Birmingham. She immigrated to the United States 20 years ago, where she made a new life for herself. She is currently an ESL teacher and advocate for multilingual and multicultural immigrant families living in Alabama. You may contact her at sebernal@uab.edu.



JOSEPHINE PRADO has a PhD in Educational Linguistics from the University of Alabama. She has taught English in Ecuador and in Alabama as a K12 ESOL teacher. Currently, she is an assistant professor for EL education at the University of Alabama at Birmingham. Her research interests include family and community engagement, advocacy, and teacher identity. You can contact her at jprado@uab.edu.



MARK YOUR CALENDAR

June 20-22, 2022	<u>TESOL Advocacy & Policy Summit</u>, Arlington, VA
June 30, 2022	Deadline for <u>2022 Teacher Recertification in Washington State</u>
September 12, 2022	<u>WAESOL Annual Conference</u> Proposals Due
October 21, 2022	<u>WAESOL Pre-conference Workshops</u>, Highline College, Des Moines, WA
October 22, 2022	<u>WAESOL Annual Conference: “Where the World Meets”</u>, Highline College, Des Moines, WA
November 15, 2022	Deadline for <u>article submissions for WAESOL Educator</u>



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GRANTS & AWARDS: REPORTS

2022 Project Funding Grant:

Jana Ewing

Jana Ewing's project involves filmmaking as a Literacy project/process for 5th grade multilingual students through a project named "ChangeWorks 4." She says that while many of her students struggle with developing reading and writing skills, to allow students to experience the creative process of filmmaking adds a dimension of literacy, with added opportunities for discussing, debating, and implementing ethical work. In the application, she noted that students "will learn how to incorporate equitable and responsible values in storyboarding, script

writing, developing sets, and understanding how music and visual devices contribute to creating a message or solving a problem or challenge." The grant has been used to help students connect, collaborate, and create by working in teams to make a film by providing software and other materials needed to allow the project to move forward. Jana commented most recently that this project has helped her 4th grade multilingual learner students to "experience theater arts and what it takes to actually make a video."



ChangeWorks 4 was funded by WAESOL as a way to engage and increase expressive and receptive literacy skills with 4th-grade Multilingual Learners. The course specifically targeted collaboration and responsibility

through this project-based language-rich experience. Students wrote and developed an individual, then a collaborative group storyboard. Photo images helped students identify and create a script. Students took on particular roles. One student was nominated as a videographer, others developed sets, and others were actors. The slideshow is included to show the first story. Eventually, students included most of their home classrooms and developed sets, scripts, and actors to perform for their teacher. This project will continue next year in a co-teaching format in at least one 4th grade class. All materials will be gathered to create a strategy or guide for other teachers to use and this cadre of the original ChangeWorks4 students will teach the next group. Thank you WAESOL for your support. It wouldn't have happened without your support.

And I remembered Bones, my best friend who died a week ago.



And I knew he was a part of me forever, and I am a part of him. Love never dies.



Students wrote and developed an individual, then a collaborative group storyboard. Photo images helped students identify and create a script.



JANA EWING is in her 7th year working with elementary students in Bridgeport, WA. She is a 3rd year Fellow in Literacy at the NCESD, a cadre member in the Science and Language integration initiative through OSPI, and her own initiative which includes ChangeWorks4, encourages students to speak, read, write, and act. Prior to this, she taught in the summer for 3 years as a Child and Family language teacher in agricultural areas through OSPI migrant services. Her favorite teaching story is when she taught multiple families all sitting on a trampoline. She says her greatest asset for teaching is imagination. You may contact her at jewing@bridgeport.wednet.edu.

GRANTS & AWARDS: REPORTS

2022 Project Development Grant: Heather Randolph

It is with great appreciation that I write as the school year comes to a close, to share with you the work I have been able to accomplish based on the generous WAESOL Professional Development Grant. The grant money was used to fund my virtual attendance at the National Association for Bilingual Education conference this winter. Among the many sessions that helped guide my work as a Multilingual Coordinator and teacher, I specifically focused on “Creating a Secondary Program for Newcomers”. Despite the amazing multilingual services my district offers, we were still missing a program designed specifically for Newcomers in our middle and

high schools. The NABE conference sessions on this topic provided me the resources, frameworks, and guidance to feel confident enough to begin the work on this very important program. It is only with the grant that I was able to participate in the conference, and it was at this conference I finally found all that I needed to launch some project charter work in this area. I can share that I have completed my initial discovery phase (collecting data, needs assessment, and risk analysis), and will be moving into the planning phase of creating our Newcomer Program! I thank you for being the catalyst for this work, and I am so grateful for this award. Thank you!



HEATHER RANDOLPH graduated from University of California, Davis with teacher certification, teaching multilingual students for 20 years in Central California. In her educational journey, she earned a Master's in Educational Administration, one in Curriculum Development, and National Board Certification. Moving to the beautiful Pacific Northwest in 2018, she began her work as a Multilingual Specialist with the Olympia School District. For the past 3 years she has had the honor to serve as the district Multilingual Coordinator, collaborating and partnering to ensure multilingual students are provided equitable access to educational and social-emotional success, capitalizing on their multilingual and cultural assets. You may contact her at HeatherRi@spokaneschools.org.

2022 Outstanding Volunteer Award: Martin Quarto

Martin Quarto notes that he has the pleasure of volunteering as a teaching assistant at the Alameda community college in Alameda, California, creating coursework and hosting practice classes. He is also offering IT support for students to make sure they have laptops, can upload documents, and log into canvas. He is attending graduate school while volunteering in pursuit of an MA in TESOL. His emphasis is in educational technology. He

states that his “mission is to reach students, regardless of socially disruptive events.” He says that a portion of his volunteer efforts involve “creating short videos instructing students how to do different tasks within the LMS” to help them successfully navigate their courses. He says, “I took it upon myself to slow down and focus on each step, making sure my understanding didn’t cloud my judgment of what would be a student’s understanding.”



Martin Quarto is currently pursuing an MA in TESOL, through the wonderful University of San Francisco. His emphasis is in Educational Technology. He is very passionate about how education can positively impact people's lives. His greatest goal is getting to know his students' needs and helping address their difficulties. He is eager to work within educational institutions, building connections and furthering community support. His hope is to bring human-touch to distance learning. You may contact him at Martin.quarto@gmail.com

GRANTS & AWARDS: REPORTS

2022 Sally Wellman Outstanding Volunteer Award: Andrea Mason Garner

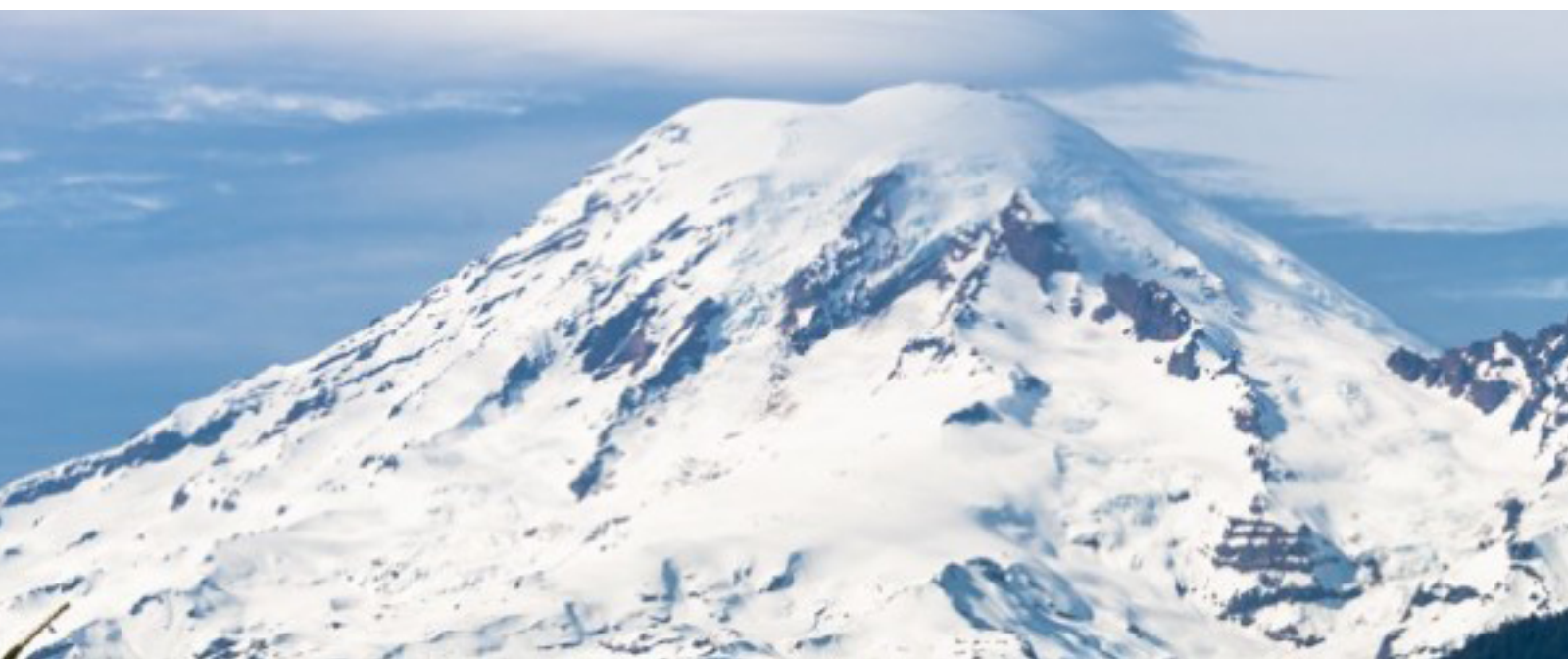
Andrea Mason is an ESL teacher, tutor, and researcher. As a lecturer in the University of Idaho's intensive English program, she discovered the joy of working with international students. Always seeking adventure, she joined the U.S. Embassy English Language program, first as a



Fellow and then as a consultant. As a Fellow, she taught at an Islamic university in Indonesia. As a virtual consultant, she continues to help establish an online writing center at an Indonesian university. In addition, Andrea works with Washington State University's

Intensive American Language Center as a tutor for IEP and international PhD students. She especially enjoys her ESL volunteer outreach involving the tutoring of community members and facilitating an online English conversation club for Ukrainian university students. Her current research projects focus on second language writing, academic writing centers, and tutor development.

Andrea notes that it's an honor to win this award, as she believes in the power of service as a volunteer. She says that it's an important part of her identity and life purpose. Ibtesam Hussein, who nominated Andrea, says, "Andrea has dedicated her time to help mothers in Moscow to learn English. She took it upon herself to provide them with the support they need to fully participate in community life. The mother of six kids that Andrea currently works with shared that "she is able to go to stores, her department office, and other places and communicate with them without any difficulty," as a result of Andrea's help. Ibtesam concludes that "Andrea's tireless commitment to serve the community makes her so deserving of this award and recognition."



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Did you know that WAESOL will distribute **\$2,500 in grants and awards** this year? WAESOL will also offer **ten scholarships** to attend this year's WAESOL Conference, *Exploring New Horizons*, Saturday, October 22, 2021.

The application for a WAESOL grant, award, or scholarship is relatively small in relation to the impact it can make. It takes 500 words or fewer to apply. This is the equivalent of two short paragraphs. A 500-word grant application could spark a meaningful project; an application for a scholarship could create a new professional opportunity. An award nomination could give back to someone whose generosity and dedication has impacted countless others.

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- the Outstanding Volunteer Award (\$500)

*To be eligible to submit a nomination or submit an application for a grant or scholarship, you need to be a current member of WAESOL. To become a member or renew your membership, visit the [Membership](#) page of the WAESOL website.

Read about the 2021 award winners on the [Grants and Awards](#) page of the WAESOL website.

Application deadline: September 18, 2022

Winners will be notified by October 1.

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Help us to recognize and support outstanding work in our profession!

Nominate a colleague who inspires others through their dedication and skill as an educator or their willingness to volunteer.

Apply for a grant to fund projects that bring energy and needed resources to valuable activities that benefit our community.



Martha Savage: Esteemed Colleague and Mentor

It is with pleasure that we at WAESOL honor one of our esteemed colleagues, Martha Savage, Ph.D., as she leaves the WAESOL board and transitions into retirement. Dr. Savage (or Martha, as we know her) has been a steadfast presence at conferences and in various contexts throughout her career. She has twice served on the WAESOL board in many capacities from 2014 until 2021, including as president-elect, president, and past-president from 2015-2017 and again from 2019-2021. Maybe more importantly, she has been a mentor for so many of us over the years. We express our sincerest gratitude for her efforts to be a positive role model in these challenging times.

Martha began her career as a K-12 Speech Pathologist in California, working specifically with fourth and fifth grade special education students. While still in California, she transitioned to teaching immigrants and refugees from around the world in an adult education program. Her experience in California was instrumental in establishing a dedication to immigrant education that has helped define and guide her career.

When she moved to Spokane, Martha sought positions in immigrant and refugee education but found none; however, this seemingly closed door led her to Gonzaga University where she took on multiple leadership roles along with opportunities to teach academic ESL classes.

As an ESL teacher, she worked with students from around the world, including Mexico, Japan, Korea, Iraq, Saudi Arabia, Kuwait, United Arab Emirates, Venezuela, Colombia, and China. She also began teaching new teachers at the undergraduate and graduate levels in the MA/TESOL program. In fact, she has taught many of the wonderful teachers now serving in various capacities within the TESOL world, including numerous K-12 teachers achieving an ESL endorsement. Her work at Gonzaga, in the Spokane area, and in WAESOL is truly marked with a genuine sense of professionalism and dedication to both the profession and her students.

In addition to her work with Gonzaga and with the ESL profession in general, Martha has made time in her schedule to assist Whitworth University and the Barton School to help train current and future educators to enhance their teaching strategies and methods. Since Barton School, a faith-based community organization, thrives on the work of volunteer ELL teachers, Martha's efforts have been especially essential to their mission to provide English language skills and a true sense of connection to the immigrant and refugee communities in Spokane. She has also extended a helping hand to local families through World Relief, along with her lifelong partner Bob Savage, to help new arrivals resettle in the Spokane area, often becoming their advocate to help navigate housing, social services, and the complex healthcare system.



As WAESOL President in 2020, Martha was instrumental in rallying others to transition from face-to-face conference mode to the first-ever WAESOL virtual conference. Her support, along with WAESOL Executive Director Joan Nelson, in helping to resolve a variety of technological and logistical challenges in transitioning to an online conference as well as implementing the first WAESOL Online workshops, was inspiring for all of us. Martha's gentle leadership and endearing support was exactly what was needed in such trying times. In addition, her leadership continued into her

year as Past President where she maintained a dedication to passing on essential knowledge to those who took up the reins upon her retirement.

Martha's cheerful professionalism and commitment to engendering a positive learning and working environment will be missed on the board, but the legacy she has established will carry on through those whose lives she has touched and minds she has molded. It is with great gratitude that we honor Dr. Savage as she moves on and we welcome her to join us in future conferences and events.

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