

*** Letter from the WAESOL World Editor**

Wednesday, January 5, 2011

Hello WAESOL Colleagues!

Happy New Year! I hope all of you had a peaceful and restful break. It has been great to be back at work and hear all about what my students were up to over the break. As a new year begins, I look forward to taking some ideas I gathered from some of you at the WAESOL Conference 2010: Inspiring Journeys to Success and implementing them into my classroom. Speaking of the conference, can I just say, WOW! What an amazing day. It was truly unbelievable to see so many WAESOL members at this year's conference. We had so many talented presenters and such a variety of topics covered. Make sure you read all about the conference in the 2010 WAESOL Conference Report below. Thanks to all of you who volunteered your time either volunteering or presenting, your contributions are greatly appreciated. And a big thanks to all who came out and supported your WAESOL colleagues and engaged in professional development. Because of all of you, our conferences are getting better each year.

This edition of the Quarterly has a wide variety of articles that were submitted. I would like to note that this is the first edition which includes an article in our new WAESOL World Quarterly feature, Student Success Stories. Lyubov Andriyets shares her amazing story and demonstrates how all of us are clearly making a difference in students' lives. I look forward to hearing other student success stories and encourage all of you to submit one from your classroom.

I hope you enjoy this edition and I look forward to receiving more articles from all of you in the future.

Take care,

Jodi Ritter
WAESOL World Quarterly Editor

Filed in [Winter 2011](#) | Tagged [Winter 2011](#) | [Comments \(0\)](#)

*** Action Research, Community, and Hope—Thich Nhat Hanh, bell hooks, and Postmodernity**

Monday, January 3, 2011

By: LaVona Reeves

EWU MATESL Program Director & Professor of English

Eastern Washington University

When I remember mentors from afar, I think of Thich Nhat Hanh, bell hooks, Maxine Greene, Margaret Mead, and Lenore Buford—all of whom ask us to create spaces in the classroom for writers' stories to be heard, to create a community of hope, and to connect learners to the community outside the classroom. Hanh left the monastery during the Vietnam War and took 10,000 students to bombed villages to care for the sick and dying, to console them, and to build temporary shelters. In recent years, we have seen a new wave of students from Vietnam, but this time they are the generation whose grandparents died in the war, whose relatives' villages were destroyed, and whose parents were children in 1975, when the United States withdrew, and Saigon fell. These are I-20 students seeking degrees in the United States, not refugees from the first wave of the 1980s. Recently, an 18-year-old Vietnamese student in my composition class wrote about elderly Vietnamese who are now suffering from agent-orange disease. Next to him, a Japanese student wrote of the effects of radiation on Hiroshima survivors. A woman sitting nearby wrote of spending 17 or her 19 years in a refugee camp for Bhutanese in Nepal, reflecting on the community garden she and her ELL classmates at Rogers High School in Spokane tended during her first summer in the United States under the supervision of her teacher, Cory Johnson, an EWU MATESL alumnus.

We know of these stories and hundreds of others because master's students have been doing action research in my writing classes for five years now. I ask myself if these multilingual writers leave here with the feeling of hope, despite their losses. A young Iraqi woman tells me she has removed the hijab, and she fears she is losing her culture here as her memory of Iraq is fading—with Jordan feeling more like home and more recently Seattle and Cheney. Displacement seems natural to her, yet she shares a “democratic educational vision that provides hope for all teachers and students [that] is central to critical theory” (Slattery, 2006, p. 229). Her resilience is in everything she writes. She has found her way to an American university, despite the fact that linguistic minority youth are “300% more likely to drop out of high school” than other youth (August & Shannahan, 2006, p. ix). This 18-year-old Iraqi will live the rest of her life here while others in the same writing class will return home to the Pacific Rim forever.

Recently, I went back and looked over the action research published in a dozen theses, reflecting on what I learned through co-inquiry with thesis and ELL writers in my writing classes. For the purpose of this report, I will employ Carr and Kemmis's definition of action research as “simply a form of self-reflective enquiry undertaken by participants in order to improve the rationality and justice of their own practices, their understanding of those practices and the situations in which the practices are carried out” (as cited in Nunan & Bailey, 2009, p. 226). In other words, as teachers, we are asked to be mindful of our students' needs and responses to instruction. We are asked to reconsider materials, approaches, and learning arrangements to create a community of writers each time the course is taught, based on the findings of action research done in that classroom over time.

In *Curriculum & Imagination: Process Theory, Pedagogy & Action Research*, James McKernan (2008) challenges the curriculum that is objectives-driven because it is “non-reflexive in nature; non self-evaluating” (p. 216). He asks for action research done in classrooms where teachers themselves are the researchers, or teachers do research with others to see what is working and what is not working in order to renew the curriculum. Slattery (2006) recommends that postmodern curriculum include reflective dialogue, autobiographical journals, cooperative

investigation, and probing questions—to name a few. David Nunan introduced what he called the “learner-centered curriculum” and asked teachers to reflect on the planned, implemented, and assessed curriculum, that we see, for example, in an action research project conducted by Kristine Moore (2008) at the Asia University America Program (AUAP) on the EWU campus over a three-year period. Moore wrote a curriculum based on the film, *Dead Poets’ Society*, taught it, assessed the implemented curriculum, and renewed it based on the findings. What she decided, in consultation with me (her thesis chair) and the staff at AUAP, was that she needed to teach wellness directly and deal directly with the teen suicide in the story, to ask students why the main character takes his own life. She also asks them to research teen suicide within Japan—as reported, for example, in *Learning to Bow*, a fascinating book written by Bruce Feiller upon returning from teaching in the JET Program in Japan. What I learned from action research is meaningful to me, and I have worked to change the way I am teaching Composition for Multilingual Writers, a credit-bearing university course that leads to English 101. Most of the research fits broadly in what TESOL calls critical ethnography (TESOL.org, 2010), and I will frame our findings and reflect briefly on each aspect of the action research:

1.”reflexivity (in representing the personal shaping of the findings, in light of the changing biases, subject positions, and involvement of the researcher),”

From Moore (2008), Lu (2010) and I learned that we need to prepare writers for viewing potentially traumatic events in film such as the suicide of the Vietnamese mother in the Broadway musical, *Good Night, Saigon*. Though we asked writers to discuss the kinds of sacrifices others have made for them and they have made for others, we did not directly discuss the alternatives to suicide that the mother had. Nor did we discuss the cultural stigmas related to out-of-wedlock pregnancy seen in the play. What we did was to collect their written responses and categorize the kinds of sacrifices they identified. Lu shared that suicide in Taiwan is very common in the university settings, especially when students fail exams and bring shame to their families. Though we thought we had prepared students for the viewing and post-viewing journals, we wish we had done even more to be certain they could take time to write more in depth about suicide in their communities. An even greater emphasis on wellness and prevention was in order, but time did not permit further discussion suggested in the work of Dao, Lee, and Chang (2007).

2.”narratives (for a more indirect, context-bound, personal form of theorization),” (TESOL.org, 2010);

From Okabe (2008), I learned that displacement was a common feeling in college writers, but that writing about not fitting in and sharing with peers eased some of the pain of being what Zamel calls “strangers in the academy” (1995).

3.”multivocality (for textualizing the plural perspectives and voices of different informants, researchers, participants on the same culture);”

From Narathakoon (2005), I learned that Japanese writers in that classroom that quarter all felt a disdain for their national anthem and did not like to sing it, suggesting that it should be changed to a song with the theme of peace, not war. Yet each one could recite nearly the entire song by

heart in their journals that day. Others objected to the implied loyalty to the emperor that caused Japan to have two major cities destroyed before their leader surrendered.

4. “authorial collaboration (in involving the participants/informants in representation of the findings),”

From Lohpaisankrit (2008), I learned that in simulated journals, gender roles were blurred by design, and males wrote as females and vice versa. They had no problem putting themselves in alternative gender roles, and even though they had the choice of taking on a gender role that matched their own, they often opted for the female persona if they were male. When asked why they had chosen these roles, the males stated that it was because they felt more empathy for Eleanor Roosevelt and wanted to portray themselves as a strong female. Through post-hoc correspondence with participants, Lohpaisankrit was able to involve them in representation of the findings.

5. “open-endedness (in dramatizing the tensions in interpretation and data from the field, and encouraging the readers to form alternate paradigms of interpretation)” (TESOL.org, 2010).

From Ubaldo (2010), I learned that when teachers share their own writing and personal challenges with students, the students often feel free to respond genuinely and openly. Ubaldo shared his own challenges growing up with English as a Second Language and overcoming obstacles to earn two degrees in the United States. He wrote, “Growing up in a small town of Malaybalay, we did not have electricity. We only had kerosene lamps made from tin cans, and a ‘Petromax’—a type of lantern that my brother Ernesto and I were assigned to light at nightfall. Lamps were important commodities growing up” (2010, p. 24). I also learned from Dan Ubaldo that we carry those early childhood memories of poverty into the classroom and that we must be mindful of our histories, realizing that all students need us as members of the writers’ community, not only those who have been poor like ourselves but also those who come from wealthy families. In *Teaching Community: A Pedagogy of Hope*, bell hooks writes, “All too often we think of community in terms of being with folks like ourselves: the same class, same race, same ethnicity, same social standing and the like... I think we need to be wary: we need to work against the danger of evoking something that we don’t challenge ourselves to actually practice.” And we need to be mindful of our histories as teachers—histories that influence our efforts to bring certain writers to full academic literacy. If we grew up poor, we may be more committed to educating the poor. It behooves us, as action researchers, therefore, to look critically at the “rationality and justice” of our “own practices” as we are urged to do by Carr and Kemmis (as cited in Nunan & Bailey, 2009, p. 226). Sharing our journals with students, Dan and I acknowledged that we had both grown up poor, but that we were doing our best to educate all of them equally and fairly.

In the postmodern curriculum that Dan Ubaldo and I co-taught as he collected student writing for his thesis, we followed Slattery’s advice and were “attentive to ecological concerns...with attention to the unconscious as well as the physiological, emotional, and psychological places of education” knowing that “understanding and healing can be formulated only by uncovering the salient unconscious factors” (p. 223). As Dan now works with recent immigrants who have been sponsored by World Relief, he speaks of the pedagogy of hope and resilience echoed in the other

action research projects. Together, we encourage teachers to create spaces for learners' stories and songs in the writing class while considering simple classroom research and sharing the findings with other teachers in the field.

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*** Featured Student Success Story: Everything is Possible When it Seems Impossible**

Monday, January 3, 2011



Lyubov Andriyets

It all started in 1999, when I first stepped into an elementary school that changed my life forever. As a nine year old girl, I did not know what to expect from this unfamiliar and totally new world. But now I realize, what had been so far from me at that time, became so close to me. While going to school, I had a hard time understanding students and adapting to their culture, since my English was so poor. I was faced with fear and loneliness because I could not make any friends due to a lack of language. It was hard at first, but then things started to pick up. I started going to ESL class, where I began to understand the meanings of words and how to put a sentence together.

Then as years went by, I was still learning how to speak English fluently. In middle school, I had a hard time in my reading and writing classes because I still had trouble understanding everything perfectly. Then I thought to myself, I need to try harder. So, I started reading lots of books and practicing my writing skills. The time that I spent reading and writing brought me to a level, where I no longer needed ESL classes. I knew I had reached a level in my life where I was

getting so close and attached to the new world, which now seems as though I had always been attached to it.

As I started high school, I knew that it was time for me to start thinking seriously about my career and future. I started to research what I would love to do the most in life, and I found my answer about what I should do next. One day, I had a meeting with my counselor and she told me that there was a program called Running Start, where you can go to college as well as have high school credits too. I immediately started to research more about it, and I came to the conclusion that I would do this program. Once I started the program I set a goal for myself to finish my Associates of Arts Degree and high school diploma in two years. So, I started working on it. As I was going to college, I was told that you can transfer to a University with your AA degree, but first you have to take pre-requisites classes. I thought about it, and decided that I wanted to do it, because I was fortunate to have the opportunity to go on in education. That was the beginning of a very stiff time for me, as well as a start to my achievement. The steps that lead me to where I am now were very difficult, since I was working full time; going to college full time; finishing high school; and taking pre-requisites for the university. But in the end, I felt so proud of myself that I reached my goal, no matter what happened, or how difficult it was for me.

In 2010, I graduated with a Bachelor of Science degree from Central Washington University, in Business Administration. For a girl that is only 20 years of age, this seemed impossible when I first arrived to America. But then, with the help of ESL classes and school resources, I was able to achieve so much in my life that I never dreamed of, or thought was even possible. It was hard for a student whose English is a second language, but I managed to pull through it, and you can do that too.

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*** TESOL Italy's 35th Convention in Rome**

Monday, January 3, 2011

Being a member of WAESOL and TESOL brings a lot of opportunities for professional development. Last summer, we found out about TESOL Italy's 35th convention in Rome held on November 19-20, 2010. To go international has been our dream for a long time, and we decided to try our luck. We submitted a proposal, and it was accepted.



Elena Smith, Pam Duran, Eloise Ariza-Rodriguez

Now it was all real, and we actually had to polish the presentation, obtain permission from the travel authorities at WSU and start planning our trip to Rome. The appealing element in this puzzle was that the convention took place the week before the Thanksgiving break, which meant we might be able to stay after the conference and spend some time sightseeing the ancient city.

We couldn't believe it was all happening even when we were actually up in the air flying over Greenland. Are we really going to Rome?

Of course, there were some adventures: lost baggage, unpredictable expenses, and way too many bad carbs in our Italian diet. But was it all worth it? Absolutely!

What an amazing conference it was!

We listened to David Crystal on the globalization of English—an excellent glimpse into the English of the future.

We tried to figure out Steven Thorne's ideas on sociable media and language learning—a complicated inquiry “into the interstitial spaces between instructed L2 contexts and entirely out-of-school realms of freely chosen digital engagement.”

We also watched renaissance dancers—a delightful digression from serious linguistic themes.



The Magic Hat presentation

We even did yoga, guided by John Angelori, who effectively taught us how to awaken our listening skills.

Sarah Phillips' workshop "Being brain-friendly in the primary classroom" was engaging and useful even for us, teaching High Ed. She demonstrated fun brain games and practices that are generally helpful in the process of foreign language acquisition. Her games clearly illustrated how differently each person's brain works when learning and problem-solving – something we need to be aware of as educators.

And we gave our presentation "The Magic Hat." We had a full house. The audience eagerly participated in the learning activities and asked us lots of questions after the workshop.

The experience of participating in an international conference is invaluable. There is definitely great interest in an interdisciplinary approach with the focus on culture as part of language learning. With that, we understood that we also learned many nuances of Italian culture, which will be helpful when we have Italian students in our classrooms. It was also illuminating to see language learning and teaching through a new cultural lens.

As the majority of our student population is now from China, it's clear to us that going to China might be the best preparation for understanding "Chinese classroom culture." We're on the quest—is there China TESOL.

Elena Smith, Eloise Ariza-Rodriguez, Pam Duran
Washington State University
[Intensive American Language Center](#)

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[* A Letter from Incoming WAESOL President](#)

Monday, January 3, 2011

Greetings WAESOL members and friends,

All of us on the WAESOL Board wish you a happy and prosperous 2011.



I am very honored to serve as your WAESOL President this year, and I truly appreciate this opportunity. Many people have served on the WAESOL Board over the years and I would like to express my gratitude to all of them. These volunteers have spent countless hours preparing for the annual conference, providing professional development opportunities, advocating for our profession, preparing the WAESOL World Quarterly, and serving on our many committees. Two of our board members have just left us, Elena Smith, our 2009 WAESOL President and Eloise Ariza-Rodriguez, the WAESOL Recording Secretary. Both of them served well, we thank them, and we will miss them. I have noticed that when people leave the Board, they do not stop serving our profession. They continue to work hard for others. At our most recent conference, many former WAESOL Board members volunteered at the registration table, with the publishers, arranging tables, helping to clean up and in many other ways. Why do current and past Board members serve? They do it to serve you and to ultimately serve those we teach, our students. My hat is off to all of them.

Thanks to all of you who attended the October 2010 WAESOL Conference. It was a big success. You can read more about it below. We are already busy planning for the upcoming Tri-TESOL conference. WAESOL is joining with ORTESOL and B.C.TEAL to sponsor this conference which is tentatively set for October 21 & 22, 2011. It has been 15 years since the last Tri-TESOL conference, so we are very excited. We are planning some big name keynotes. We hope you submit a proposal, attend and share in this with hundreds of your colleagues around the Northwest. Connecting and developing professionally benefit all of us. We will keep you posted at our website. Visit <http://tri-tesol.org> where you can sign up for updates

Speaking of connecting, if you haven't yet registered at our new [WAESOL Community](#) forum, I encourage you to do so. It's a place in cyberspace (in the cloud) where registered users can share teaching resources, conference handouts, PowerPoints, links, ideas, post job and ESL news announcements as well as ask questions, and connect and collaborate with others on issues related to our profession. Thanks to the many conference presenters who posted their handouts for others to view/download, including our conference keynote speaker, Diane Larsen-Freeman. Others have posted important ESL news and job announcements. Thus far, more than 60 people

have registered. When you register, please be sure to subscribe to replies to your own posts (threads) which means that when someone posts a reply to your post, you will be notified by email. The more we connect, collaborate and share ideas and resources, the better for all of us.

Thank you again for letting me serve as your 2011 WAESOL President.

Sincerely,

Ron Belisle
2011 WAESOL President

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*** Sally Wellman Memorial Teaching Award Recipient**

Monday, January 3, 2011

I would like to thank the WAESOL Board for choosing me to be this year's recipient of the Sally Wellman Memorial Teaching Award. It was a great honor for me to receive this very special award at the recent WAESOL Conference and to have the chance to share some of my memories of Sally during my acceptance speech.



Megan Mulvany receiving the Sally Wellman Memorial Teaching Award from conference co-chair Ron Belisle

To many here at EWU and beyond, Sally was a bigger than life individual – an unforgettable person. I would like to share a way in which Sally is still remembered. For the last 18 years, a group of Sally's friends and fellow ESL teachers have gathered together on Sally's birthday at the end of November to remember and celebrate her memory. We will do so again this Sunday. To this day, there is still so much love and respect for this remarkable teacher, friend, and colleague. All of us who knew Sally are very grateful to the WAESOL Board for making this

“Sally Award” a part of the WAESOL Conference each year. It’s an important way to recognize dedicated and experienced teachers and a moving tribute to Sally and her love of teaching.

Megan Mulvany
[Asia University America Program](#)
Eastern Washington State University

*** Excellent Opportunity for ESL Teachers: Special Request from Keith Folse**

Saturday, January 1, 2011

Dear Teacher,

I have taught ESL/EFL for more than 30 years and have written 55 books on TESOL. I’ve spoken at your WAESOL conference, most recently in 2009. I am currently working on book #56, which is a reference book of grammar questions and answers for teachers and teachers in training, and I am asking for your help.



Keith Folse, Ph.D.

The title of my new book is “Grammar Hot Seat Questions”. By a hot seat question, I mean those questions that your students ask you and often catch you by surprise. Here are 3 examples of grammar hot seat questions: A student from Panama asked me: What’s the difference between how many and how much? Can I use one for the other?

A student from Venezuela asked me: Why is it OK to say “I want to go” and “I need to go,” but it’s not OK to say “I will to go” and “I can to go”?

My class asked me today if there is a rule about THE with bodies of water? She wants to know why we say “the Pacific Ocean” and “the Amazon River” but not “the Lake Michigan”? Most of my students are Japanese and Koreans.

This book, which will be published by the University of Michigan Press, will benefit our profession in 2 very important ways:

- First, this will be a great reference book for teachers. How I wish I had had access to such a book when I started teaching ESL in 1979!
- Second, ALL royalties from this book will be donated to an undergraduate TESOL scholarship at the university where I teach.

So how can YOU help this project? Send me a question! If your question is selected for inclusion, your name, city/state, and school affiliation will be published in the book.

Please email your questions to: mygrammarquestion@gmail.com

DEADLINE: May 1, 2011; please send as soon as possible. Please cross-post to as many people as possible! Multiple questions from one individual are possible.

Thank you so much for your help with this book.

Keith Folse, Ph.D.
Professor, TESOL
[University of Central Florida](#)

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*** 2010 WAESOL Conference Report**

Saturday, January 1, 2011

The October 2010 WAESOL Conference was a tremendous success. Thanks to the more than 450 of you who attended and presented. It was great to see so many people learning from all the diverse presentations, and reconnecting with friends and colleagues over lunch or snacks.



Diane Larsen-Freeman

There were nearly 90 different workshops, presentations and posters covering a wide variety of topics. For those of you who were unable to attend the conference, many of the handouts, including the slides from our popular keynote speaker, Diane Larsen-Freeman, are available on WAESOL Community on our web site. Some presentations may also be featured in upcoming issues of WAESOL World, so check our web page for that.



valuable workshops & presentations

We thank the nearly 100 attendees who left very positive and constructive feedback on our web site. In addition to asking for evaluations of the conference overall, we also asked attendees to vote for what they considered the best presentation they had attended. Obviously there were a lot of excellent presentations, as many different talks were mentioned. However, the one which received the most votes was *The Whys and Hows of English Vowels*. Congratulations to Frieda Hoops of the University of Washington. Her abstract will now be forwarded on for possible inclusion in next year's "Best of Affiliates" category at the national TESOL conference.

Organizing the conference represented a lot of work which began as soon as the 2009 conference was over. We had wonderful support throughout from all of the Board Members, the staff at Highline, and many volunteers. We are also grateful to the 20 exhibitors and their generosity with supporting the conference. The Publishers' Raffle they supported was a great way to end the day. Special thanks also to Heinle, who sponsored our keynote speaker.



creative poster presentations

We are already working on next year's conference, which will be an even bigger one – Tri-TESOL 2011, with Oregon and British Columbia. This will be a great opportunity for members to share ideas with a wider audience, without the cost of attending the national TESOL conference. You can find more information about this at <http://tri-tesol.org>. If you have ideas or suggestions about this larger conference, or if you would like to be involved in the planning, feel

free to contact us through the WAESOL website. There will be lots of opportunities for volunteers.

Thank you again for your participation.

Ron Belisle and Kathy Hunt
2010 WAESOL Conference co-chairs
<http://waesol.org>

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