Greetings WAESOL members and friends,

All of us on the WAESOL Board wish you a happy and prosperous 2013. Thank you for the opportunity to serve as your WAESOL President this year. I previously served as WAESOL President in 2011, the year of the successful TriTESOL Conference. It was an exciting year as all of us on the board as well as many from the boards of BC TEAL and ORTESOL worked together to make that happen. This year also promises to be exciting for WAESOL as we have several new board members with new energy and new ideas to better serve you. My hat is off to the returning and new board members who serve as volunteers (without pay) in many hours of conference planning, professional development and work preparing the WAESOL World Quarterly and managing the WAESOL Community. You can read more about the new and returning board members at the link below:

http://waesol.org/board/

Thanks to all of you who attended the October 2012 WAESOL Conference. It was a big success. More than 420 professionals gathered from all over the northwest to share and connect and grow professionally. All of us on the WAESOL Board were pleased that at that conference WAESOL began offering new grants and awards. These include the WAESOL Professional Development Grant ($750), two WAESOL Project Funding Grants ($375 each) and the WAESOL Excellence in Teaching Award ($500). Thanks to your support and membership it is our hope that we can provide these grants and awards to support our members at all future conferences as well.

We are already getting a head start on planning for 2013 conference which will be Saturday, October 19, 2013 at Highline Community College. Please mark your calendar. We are pleased to announce that the 2013 Conference will include Pre-conference Workshops on the Friday prior to the conference. The WAESOL Conference Planning Committee will soon open the submissions for these half-day workshops. We hope you
submit a proposal, attend and share in this with your colleagues around the Northwest. Connecting and developing professionally benefit us all. We will keep you posted at our web site. Visit http://waesol.org and click on the conference tab for the latest updates.

In addition, the WAESOL World Quarterly is also getting a jump start after a break last year due to our editor resigning in the early part of the year. Two new incoming member-at-large board members will take on the important job of moving this forward. We welcome Kimberly Russell as the new WAESOL World Quarterly Editor as well as Julie Baumgartner, the Quarterly layout and design specialist. All of us on the WAESOL Board encourage you to submit an article for publication.

Do you know about our forum called WAESOL Community? 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 the last three years who have posted their handouts for others to view/download. Others have posted important ESL news and job announcements. Thus far, more than 160 people have registered and if you haven’t we encourage you to do so. 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. For more information, click on our WAESOL Community tab on our home page.

Thank you again for letting me serve as your 2013 WAESOL President.

Sincerely,
Ron Belisle, 2013 WAESOL President

---

**Seeing through Kriol**

By Jennifer Zirbes, MATESL Student, Gonzaga University, Spokane, WA

As teachers, we can learn much about life from our students. Each one has a story, and oftentimes we encounter students that leave permanent impressions on our outlook of life. I met one such student this year while I was volunteering in a beginning-level ESL class helping immigrant and refugee students learn to read and write. *Johnny (*his name has been changed), who was from Belize, had been placed in this preliterate class because he couldn’t read or write, although he didn’t really belong there because his English was quite fluent.

Johnny’s first language was Belizean Creole (Kriol). This language is an English-based creole, but before the age of 25 he did not speak or understand any English. He began learning English while he was working at a hotel with lots of English-speaking guests. His English was perfectly fluent to the extent that I thought at first that he was a native speaker with a Jamaican-like accent. His problem was that his reading skills were painfully slow to develop. I am certain that he had a learning disorder such as dyslexia; among other issues, for example, he had a lot of difficulty distinguishing between letters such as d, p, q, and b. I was often assigned to work one-on-one with him as he struggled to learn the alphabet and read and write simple words.

During lessons we would sometimes drift off topic into some casual conversation, where he would tell me a little bit about his life. We had established a pretty good rapport, so when I needed to interview an ESL student for a class I was taking at the time, I asked Johnny if he would be willing. He agreed. During the interview, a most interesting thing began to happen. As he went back in his mind to Belize, his normally careful English gradually morphed back into Kriol.
We spoke for several hours, much longer than I had intended. It cut into Johnny’s class time, but we were both caught up in the many intriguing stories about his life. Although there were many great stories, I will focus here on Johnny’s fascinating insights about language. I am including some passages that I have transcribed from the interview, and I have tried to graphically represent his pronunciation. Although the Kriol language has a standard orthography, I am not extensively knowledgeable of it so I will just attempt to spell the words as I heard them. I asked Johnny to compare English and Kriol, and how he felt about each language. I found it extremely interesting that Johnny either did not recognize or chose not to recognize the English roots of Kriol. It’s obvious that the two languages are connected even in his own specific examples of the language: “If dey ax you like, ‘Wha gan on’ or ‘where you gwain? When go catch de bus?’ Instead of just saying that they going to Belize City, they ‘gwain a Belize.’ In America, you say, ‘We’re going to the store.’ No, we say, ‘We gwana da shop.’ How you doing, ‘Wha gan an? Wha hapem? Where you gan? Talk to me. Tell me somethin’.” However, he repeatedly claimed neither English roots nor even a language status for Kriol: “Kriol wasn’t a language, it was a race of people. Kriol dialect is sha’t, and it raw—it’s a raw language. Dere’s no speakin’ in ait, there’s no English in ait, becau’ we never taught English [we were never taught English].” I wonder if this lack of acknowledgement was due to his limited education or if it has something to do with rebellion against British imperialism. “That’s why a lotta people refuse for la’n English because them goes well, “F---, they no do nothin’ for you, why now gan force—because they force English. You guys must la’n for talk it, no you have to learn English right.”

Johnny’s description of Kriol was fascinating to me. He said that “Kriol no a slow language a no. If I have a Kriol friend right there now, we’d a spit out words like, so fast, because I still practice when I’da by myself. I could spit out words fast. Be sha’t, really sha’t, maybe if talk one a my friends from Belize I’na tell him 3 maybe 4 words and he know exactly what I tell him.” He also talked about how his language is more animated than English. “Kriol is just so full of life, it has to come jumpin’ outta the mouth!” It’s loud, fast, and accompanied with lots of big gestures.

His description of English, on the other hand, was that it is “too long for the brain.” He spoke about how the two languages work with or against each other in his mind, in which I can see further conflict. “I have to fit these words ina English, and then sometimes you know easy for fit word from my culture ina English because in American dialect, English dialect different from my Kriol dialect because Kriol dialect ain’t have nothing ina English. It’s different but you see how the English comes in like I said, the English wasn’t there. . . In American word, my word you have to know which word for fit. Which sentence fit ina da English sentence to make it rhyme or come together. Because if I get really worked up, you can’t understand nothin’ I say!”

Reading came very difficult for Johnny. Not only did he have problems with recognizing the letters even after months of schooling and practice, it appears that it may even have had something to do with first language interference. “What I find out with reading, with the reading and the words in Belize, most are the same and some change, right? Because some words were I don’t recognize in America, in a reading it’s different. What happens is da brain done set for certain sha’tness and certain longness. What catch me now, like I could read that whole sentences but then for some reason back of my head the brain wanna just chop it in half. . . because that’s the way they teach me ina school. When you go to school, the teachers they sha’ten it too!” The most difficult thing for him about speaking English was reconciling himself to the “longness” of English: “The brain don’t . . . I try to expan’ it but it don’t work sometime. Just give me a headache. When I get to America, what I have to completely do, train myself to just leave my . . . my Kriol. . . as much as I can out of the English. Back then, never really worked and even now, it still no work sometime.”

He talked about how even after all these years people sometimes had a difficult time understanding him because of his accent.
Personally, I had no difficulty understanding him, and even when he was breaking out the Kriol I still followed his meaning almost the whole time, but perhaps this was because I was used to him. He told me several stories where he also would intentionally mess with peoples’ minds by breaking out in Kriol when they least expected it, just to see how they would react. I suspect that he was doing the same to me during the interview, but I think I passed the test! On the other hand, he said that it was easy for him to understand Americans. “I never did have a hard time. I can figure out more or less what they’re saying, but then there were some Americans like them people from Boston and Chicago, oh my God! I did get los’ a couple times with those people.”

A few days after this interview took place, he left Washington to return to Maui where he had lived for a few years. I promised to keep in touch with him, so I sent him an e-mail to see how he was doing. It wasn’t Johnny that answered, but a friend of his that was reading Johnny’s e-mail to him. He asked me to call him instead, which I kept putting off until I had a little bit of free time.

A couple weeks later, Johnny’s ESL teacher informed me that she had heard that Johnny had died in Maui. He had drowned while out fishing on the ocean. This news came as a huge shock to me. Instantly I regretted that I hadn’t called him that last time, which goes to show that we should never put off friendship until later because there might not be a later. I will always remember my friend Johnny. It was a wonderful experience getting to know him. He showed me a new way of looking at language and life, and this experience has enriched my own understanding of language and the world by seeing it through the lens of Johnny’s words.

---

**Supporting Job Skills for Beginning ESL students**

By Cat Howell, Janet Arbogast, and Yu-Wen Kuo

Literacy Source, Seattle, WA

Literacy Source is a community-based adult basic education program in Seattle. As part of our classes for our Workfirst students, we offer ESL literacy and ESL for job seekers classes. Each class meets three hours/week. Over the last year, in addition to providing explicit literacy instruction and communicative activities that focus on real-life, often with work-related content, the teachers for these classes have started to coordinate classroom activities to help prepare the learners for work. One of these activities was having students sign in and out on timesheets.

In addition to teaching about time, the teaching team wants to emphasize the job-related skills of punctuality and clocking in and out. As part of the class, students sign in and out on a time sheet. Each month, they have to write their name and the month on the top of a new time sheet. Each day, when they come in and leave class, they sign in and out with the date and time. In order to do this, the students have to learn to spell the month, write the date, and tell and write the time. Every class starts with putting the date on the board so those students that need help can copy this onto their timesheets. Timesheets also provide practice with alphabetization skills; they are kept in an alphabetically organized expandable file, and students need to find their timesheets at the beginning of class and file them alphabetically when they leave.

Each month, one class takes on the responsibility of tallying attendance data for the month and plots the number of days each student attended on a graph paper. Students make (and therefore understand) the bar graph, and can practice discussing who comes to class the most and the least.
The retrieval of time sheets can be a disruption when students come in late. This quarter, the teachers have changed the process to address this issue. Students who come in late no longer find their timesheets and sign in when they get to class. Rather, they have to fill out their time sheets after class and fill out a short note about why they are late. This whole process helps students be more aware of their own behavior and practice relevant work skills.

One unit early in class was about daily schedules, with lots of practice telling, writing and talking about time. The students use what they learned in the unit every day with the timesheets. The class also discussed bus schedules, time management, and how students can be sure to get to school on time. An added benefit was that, in addition to learning how to read, write, and talk about time (on digital and analog clocks), students developed supplementary job skills. After explicit instruction on telling time and the importance of getting to school on time and staying for the whole class, which was reinforced every day as the students had to sign in and out, there were fewer tardy and absent students, an important skill for ESL learners and employees.

Through the consistent use of one activity, time sheets, our beginning ESL learners are able to develop and use a wide range of workplace relevant language and skills.

---

**Letter from the WAESOL World Editor**

Greetings!

Julie Baumgartner and I have been working to get out our first issue of 2013, and we hope that you enjoy this latest edition of WAESOL World Quarterly. We also wanted to let you know that there have been improvements to the WAESOL website submission page. Now submitting articles online should be easier. I would like to encourage you to consider submitting scholarly articles, book reviews, reports on conferences or other professional events attended, articles regarding teaching methodologies or classroom tips, or other items that you would like to share with our WAESOL members. Your submissions help to make our Quarterly what it is. We look forward to seeing your work in future Quarterlies. ([Link for submissions](#))

Thanks so much to all the contributors to this edition and we look forward to working with our WAESOL colleagues for future editions as well. Happy Reading!

Kimberly Russell

Editor, WAESOL World Quarterly
The Reading Activity: Fundamental Aspects that Teachers should Know
By, Eman Elturki
Washington State University, Pullman, WA

This reflection briefly highlights some important information on the reading activity as it has been explained in the influential work of the contemporary psycholinguist, Frank Smith, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*. This work has revolutionized the theories and research on reading. It first appeared in 1971 and has been republished several times. The most recent is edition 6th (2004, 2010, 2011, 2012). The main construct in Smith’s theory is that the reading activity involves comprehension, prediction, and should always have a purpose. He argued that although many researchers and theorists have frequently studied reading as an abstract and purposeless activity, “reading can never be separated from the purposes of readers and from its consequences upon them” (p.167). He stresses that people always read for a purpose and the purpose depends on the nature of the text. For instance, a person can read a novel for the sake of pleasure and experience, a recipe book to follow the cooking instructions of a particular dish, or a telephone directory to look for a certain phone number. Hence, Smith clarified that what makes all these instances a reading activity is because “the answers are being sought in print” (p. 169). In addition to being purposeful, Smith added that the reading activity involves two other elements, which are prediction and comprehension. He emphasizes, throughout the book, that prediction is a significant component for comprehension. A reader can make predictions based on his/her prior knowledge, experiences, and feelings as well as having relevant expectations of what he/she is going to get out of the text. Therefore, in order for comprehension to take place, when a person is involved in a reading activity, he/she should be able to ask relevant questions to the text and try to predict and test the answers he/she arrives to. For Smith, “reading is not a matter of identifying letters in order to recognize words in order to get the meaning of sentences”; however, a reader should take “advantage of the sense of the whole” (p. 170) and bring meaning to the text to avoid failing to understand the text. Thus, comprehension of the text occurs when the reader is thinking, predicting, asking questions, and trying to interpret the text. Consequently, it can be understood that the reading activity is all about thinking, or as Smith put it, “reading is thinking” (p. 180).

Nonetheless, Smith argued that sometimes it is not necessarily that reading involves comprehension. For instance, many times individuals would read a particular text and complain about not being able to comprehend it. This happens a lot with school textbooks. Students sometimes are unable to make any predictions of what they are reading, which lead us to conclude that the book, is “completely incomprehensible” (p. 173). We can assume that students struggle to comprehend a particular reading when the text is beyond the level of the student, and/or the student lacks prior knowledge and is unable to form relevant expectations to the text. That is why it is believed that teachers should select texts that are purposeful to the students so that they can, to some extent, relate to the text and be able to make predictions and eventually comprehend the content.

Reference

Come explore National Geographic in
Pathways: Listening, Speaking, and Critical Thinking!

Pathways uses content from National Geographic by selecting topics that students find motivating and engaging, while also presenting academically and socially relevant themes, concepts, and vocabulary.

View a guided tour and learn more about Pathways at: elt.heinle.com/pathways

Receive a complimentary review copy today.
Click on the book cover to receive your sample copy.
All levels are available now!

Please contact your local sales representative for any help or to request samples:

Wendy Aspin
Academic Specialist
Aspin@earthlink.com (p) (206) 406-0232

Barbara Blair
K–12 Specialist
barbarablair@mac.com (p) (306) 385-5999

Pathways Reading, Writing, and Critical Thinking

Coming Fall 2012
More than 420 WAESOL members attended the conference, beginning their day at the registration table.

Student Volunteers assisted attendees & presenters at the registration table and throughout the conference.

WAESOL board member Kenna Winston at the On-Site Registration Table.

Conference attendees enjoy lunch and the chance to network with fellow WAESOL colleagues.

WAESOL board member Teresita Tobon records clock hours.

Conference attendees listen to morning keynote speaker, Randi Reppen, author of the Grammar & Beyond series.
2012

Conference attendees enjoy a beautiful October day at Highline Community College campus.

WAESOL Conference

Conference Attendees observing one of the many interesting poster presentations.

Highline Community College

WAESOL President elect Bevin Taylor presents a raffle winner with a prize from the publisher’s end of conference raffle.

Where do we go from here?
Pathways in Times of Change

Conference Attendees browse the publisher’s tables for the latest textbooks & materials.
In 2012, WAESOL implemented new grants and awards (See below.) Twenty four applications were submitted. After an extensive review process by two WAESOL members, one a current board member and another, a previous board member, there was strong agreement on the four winners listed below. We wish to extend congratulations to the 2012 WAESOL Grant and Award recipients.

**Professional Development Grant ($750)**

This grant is awarded to one WAESOL member. Its purpose is to assist WAESOL members with professional development. The recipient can use this grant to attend a conference, workshop or class related to the ESOL field.

**Recipient:**

**Macy Ratliff**, Northshore School District

**Project Funding Grant ($375 each)**

This grant is awarded to two individuals. The purpose of this grant is to encourage and benefit classroom/community projects that directly impact English language learning in Washington state.

**Recipients:**

**Jennifer Zirbes**, Gonzaga University

**Naomi Krant**, Pierce College Puyallup

**Excellence in Teaching Award (in honor of Sally Wellman) ($500)**

This award is given to an ESOL teacher who has exhibited outstanding dedication in the classroom. It is the intent of WAESOL that this award will honor the recipient and inspire continued dedication to others in the profession. Any current WAESOL member may nominate a deserving individual. The nominee themselves need not be a WAESOL member, but should work/reside in Washington state.

**Cara Izumi**, University of Washington International and English Language Programs
Thank You Letter From Award Recipient

To the WAESOL Board and WAESOL Membership:

I am thrilled to receive the WAESOL Excellence in Teaching Award (in honor of Sally Wellman) – thank you very much for this honor! When I was notified that I am the recipient of the award this year, I was filled with gratitude for my colleagues who nominated me, the WAESOL Board for selecting me for the award, and the WAESOL membership for making the award possible.

I’ve now had a few weeks to mentally process what it means to be the recipient of this award. I’ve read more about it, and Sally Wellman, on the WAESOL website; also, Cindy Etter, who submitted the nominating essay, shared the essay with me, and I feel even more honored and grateful than when I first got the great news.

I am most fortunate to have been surrounded by excellence throughout my career. That is, to anyone who sees excellence in my teaching, I want to say, "Right back atcha!" I am the teacher I am because of an idea I collaborated on a team to develop, or a suggestion from a conversation with a colleague, a lesson plan shared with me, an inspiration from hearing what another instructor has done in a class, a professional goal I achieved because of encouragement offered, etc. My hope is that I have also made contributions to encourage excellence in others, but I think we who work in the field of TESL focus on sharing and community. If I'm excellent, then, it's because I truly reflect our community, and I intend to celebrate our community with the award.

As I've processed what's happened, I've also come to realize the value of this recognition of my work to me. The experience of reading what my colleagues see as my strengths - my contributions to the UW University of Washington International and English Language Programs - has been most meaningful. What a great feeling it also is to have this affirmation from the WAESOL Board and WAESOL membership that the career path I've chosen, and what I've chosen to focus upon in it, have been right for me.

My heart is full of gratitude and what I've known all along - I am surrounded by excellence!

Regards,

Cara Izumi
The Spokane Regional ESL Conference is scheduled for February 23, 2013. This conference, now in its 23rd year, offers a wide variety of excellent presentations and professional development opportunities. More information about the conference is at the link below:

http://spokaneregionaleslconference.com

This year’s conference features a special keynote sponsored by National Geographic, Dr. Neil Anderson. Dr. Anderson is the past President of TESOL and author of several books on ESL reading theory and strategies as well as author of the Active Skills for Reading textbook series. His plenary is titled “Inspiring Motivational Teaching Practices.” You can read more about Dr. Anderson and his keynote on the conference home page.

We hope to see you at the conference!

Your Spokane Regional ESL Conference Advisory Team:

Ron Belisle (Chair), Mukogawa Fort Wright Institute
Jennie Sevedge, Gonzaga University
Sheri Decker, IELP Spokane Community College
Vince Eberly, Central Valley School District
Victorya Rouse, Spokane District 81
Neil Heyen, Eastern Washington University
Kathy Laise, Institute of Extended Learning
Gregg Brekke, Whitworth University
Anne Wilcox, Whitworth University
Jeff Nelson, WSU Intensive American Language Institute
President
Ron Belisle
ron@waesol.org
Affiliation: Mukogawa Fort Wright Institute

President-Elect
Bevin Taylor
bevin@waesol.org
Affiliation: Highline Community College

Treasurer
Joan Ann Johnston
joan@waesol.org
Affiliation: Gonzaga University

Assistant Treasurer
Ani Derderian
ani@waesol.org
PhD Candidate at Washington State University

Recording Secretary
Lina Older
lina@waesol.org
Affiliation: Highline Community College

TESOL Liaison
Bevin Taylor
bevin@waesol.org
Affiliation: Highline Community College

Members-at-Large
Kenna Winston
kenna@waesol.org
Affiliation: Highline Community College

Dr. Lijun Shen
lijun@waesol.org
Affiliation: Highline Community College

Katie Johnson
katie@waesol.org
Affiliation: Seattle Times, Newspapers In Education

Jamila Barton
jamila@waesol.org
Affiliation: North Seattle Community College

Caroline Payant
caroline@waesol.org
Affiliation: University of Idaho

Anne Drobish-Shahat
anne@waesol.org
Affiliation: Washington State University
Intensive American Language Center

Julie Baumgartner
julie@waesol.org
Affiliation: Washington State University
Intensive American Language Center

Kimberly Russell
kimberly@waesol.org
Affiliation: Clark College