The WAESOL World Quarterly is a quarterly electronic publication of the Washington Association for the Education of Speakers of Other Languages. It provides information about the world of TESOL by sharing new teaching practices, addressing current issues, and collaborating with each other. WAESOL encourages all ESL and bilingual professionals and graduate students in Washington state to submit an article.

Letter from the WAESOL President

Amal Mahmoud

Dear Colleagues:

On February 6, our board had its first meeting of 2010. As usual, it was a productive meeting. All five new board members attended. They blended in immediately. It was so great to see how every new member was so willing to serve the WAESOL community. Without hesitation, every new member volunteered to serve on one or more of the board committees. It was also great to witness the camaraderie among the members of the board, both new and returning. I do appreciate working with such a diligent group of ESL/ELL professionals. I would like to refer you to the WAESOL website to read about our 2010 Board members. I would also like to urge you to consider donating some of your own time to help your organization prosper further. There is always room for extra help, and I am confident that you will not regret
During the meeting, we discussed a few significant WAESOL issues, chief among them was our annual conference, scheduled for Saturday, October 23, 2010. The Highline Community College campus was unanimously voted on to be the site of the upcoming conference. The decision was based on a couple of factors: membership’s choice in last year’s conference evaluation and Highline’s proximity to SeaTac Airport and Seattle. Familiarity with the campus was another important factor.

During the meeting, we also discussed what went well during the 2009 conference and what needed to be improved. Rest assured that with Ron Belisle and Kathy Hunt as the co-chairs of the 2010 conference, you are guaranteed a first rate WAESOL conference. For more information about the conference, please visit our conference page.

Another major issue discussed during the February meeting was the rising cost of maintaining the organization. The board members felt that adding $5.00 to the membership fees would not be unreasonable. At $35.00, compared to other organizations, WAESOL’s membership fee is still quite inexpensive. We hope that you understand the reasons behind this modest increase.

In closing, I would like to thank each and every one of you for your continued support of WAESOL, an organization for WAESOLers and by WAESOLers. I wish you the very best.

Amal Mahmoud, Ph.D.
2010 WAESOL Board President
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Meet your 2010 WAESOL Board Members

From left to right: Amal Mahmoud, Kathy Hunt, Indira Hazbic, Bevin Taylor, Jodi Ritter
Nicole Diimmel, Ryan Sundlie, Elena Smith, Ron Belisle, Eloise Ariza-Rodriguez, Nancy Strom
Anne Drobish-Shahat, Teresita Tobon, Naomi Elliott
Click HERE for more information about these board members.

Letter from the WAESOL World Newsletter Editor

Nicole Diimmel

Hello WAESOL,

Time is really flying by; it seems I just wrote to you in the last newsletter.

This spring, there have been many changes at WAESOL. We have new board
members, and we are using a new online layout for WAESOL World. Along with Amal, I also want to welcome the new members as well as acknowledge the returning members for their hard work and dedication to WAESOL.

For anyone interested in volunteering or being a board member, I welcome you to our April 17th meeting at Highline Community College. As you know, the board meetings are open to the membership, and we encourage people to come. Please go to our website, www.waesol.org to find out more about it. Also, please consider submitting an article for the next edition of WAESOL World, and if you have the time and desire, please also consider being a board member. It is extremely rewarding to work with so many dedicated ESL professionals.

I have enjoyed my time as the editor for WAESOL World. This may be the last edition that I work as editor. In addition to the changes at WAESOL, there are happy new beginnings in store for me and my husband as we get ready for the birth of our first child. I look forward to the changes in WAESOL and in my life,

Thank you,

Nicole Diimmel
Adjunct ESL Instructor
Whatcom Community College
Member at Large
WAESOL World Newsletter Editor
At the 2010 Spokane Regional ESL Conference with WAESOL members and colleagues, Liz McGinn and Anikke Trier

The New Look and Functionality of the WAESOL World Newsletter

Ron Belisle, WAESOL First Vice President

Have noticed anything different about the WAESOL World Newsletter?

For our newsletter, we are now using Google Docs. The old system of creating the newsletter in Word,
saving it as PDF and then uploading it to the server (three different kinds of software involved in the process) is now a thing of the past. Now the WAESOL Board members and the contributors to the newsletter can much more easily collaborate during the process of composing the newsletter. We can compile the newsletter anytime, from anywhere and we don't even need any special software, just a browser from any computer connected to the Internet. Multiple people can view and edit the one document (in the cloud) and make changes any time, even at the same time. This was previously a problem as it was difficult to know which Word file and which revision of the Word was the most up-to-date. Was it the one on Sally's computer or on Bob's USB stick or on Sandy's CD-R? Was it on my work computer or my home computer? Now there are no more multiple copies and messy e-mail attachments floating around. When the newsletter is ready for publication, it's simply just a one click process, and we didn't even have to learn anything new. And that published document can be updated if necessary. Say goodbye to the hassle of updating the final Word file (where ever it is), saving it to PDF and then having to upload to the server via FTP (whatever that means).

In addition, for you the reader, there will be many advantages. First, you don't need any special PDF reader to view the newsletter. Just your familiar browser (Internet Explorer, Firefox, Safari or Chrome) is all you need. Also, there is a clickable table of contents for easy navigation in the newsletter. Creation of this is automatic for us using the Insert TOC features of Google Docs. Articles also will have clickable links to provide you with more relevant information. Also, if a contributor wants to share his/her longer paper with the WAESOL World Newsletter readers, a simple abstract or summary could be in the newsletter with a link to the full research article elsewhere. (This is good for contributors who might have pre-formatted longer PDF articles which can be loaded on our server. See Curriculum Development Project below for an example.) The newsletter will no longer be limited by the 8.5 x 11 inch page. In fact, there are no pages, just content. Finally, information in the newsletter will be more accurate because multiple people are working on the one single document. And even if a mistake is found after the newsletter is published (which is occasionally the case), we will not have to track down the Word file (where ever it is), change it, save it to PDF (how in the heck do you do that?) and upload it (via complicated ftp software) to a server.

We are aware of one major disadvantage and that is printing. The new format at the moment is not printer friendly. We are hoping that for most people this will not be a problem. Most folks would like to save paper anyway, but for those who wish to print, we are working on ways to improve this so stay tuned.

This month is our first issue with this new format. We are all still learning and are open to your suggestions HERE.
As always, we are seeking new submissions for our next issue of the WAESOL World Newsletter. You are invited to submit your articles, teaching tips, reflections, or other items HERE.

“Buckled Up Inside”—Teaching ELLs About Disabilities

LaVona Reeves, Ph.D, Professor of English & MATESL Program Director,
Eastern Washington University

A number of years ago, a former colleague, Madonne Miner (1997, 2009) and her sisters were riding their bikes on a road trip when a truck hit her younger sister, leaving her permanently disabled. Miner, now Dean of the College of Arts & Humanities at Weber State University, wrote on the subject and brought a new perspective to disabilities studies. More recently, 25-year-old Melody Gardot, a songwriter and blues singer, broke onto the international scene when she spoke and wrote publicly about being hit by a car when riding her bike through an intersection in Philadelphia. Within the context of teaching a biography about Eleanor Roosevelt, I showed my college composition class the CBS Sunday Morning interview of Gardot where she described her accident and then went on to discuss how writing and singing about her near-death experience helped her overcome the constant pain she faced. In fact, the only time the pain subsided was when she was on stage performing, and almost overnight her album went double platinum in France. Still walking with a cane, Gardot spoke openly about her disability, and multilingual writers in my class were inspired by her story and by Franklin Roosevelt’s success story. As students listened to her song, "Some Lessons" from the album Worrisome Heart on YouTube, they responded to her story in their daily journals and told their own stories about others who are miracles to be alive. Gardot wrote:

To think that I could have fallen
A centimeter to the left
Would not be here to see the sunset

As usual, I shared my journal with the class, asking them to choose a line from the song and to respond to it by connecting it to their own lives as I have done here:

“Lucky to be alive”

My Aunt Dorothy was hit by a car when she was expecting her fourth child, and the man drove away leaving her for dead. She lost her left arm as a result, yet
she managed to be a good wife and mother by learning to use just her right arm. She even adopted three children and raised them. She never had the attitude that she was disabled but always used everything she had to take care of her seven children, do her housework, keep a lovely garden and be a good wife to my uncle. I often see her these days in a wheelchair, and she is always going off to do volunteer work and to help those people in the apartment building who are older and less able than she is. Where does she get her strength and courage from? From her desire to be a good example for her children and grandchildren. She never complains or boasts about anything, just keeps trying to give something to everyone around her every day of her life. Her youngest daughter had Down’s syndrome, but my aunt took her in—as an adopted child—and raised her to adulthood. What she does with one arm is more than most people do with two arms. LaVona Reeves, 2008

TESOL, at this point, does not have a disabilities statement, but I have recently asked that the board consider adopting and posting one as the National Council of Teachers of English’s Conference on College Composition and Communication (2006) has done here:

Disability studies seeks to understand disability in the contexts of history, culture and society...[I]n revealing the underlying operations of exclusion that affect all—in the teaching of writing...disability studies examines how disabled people have been and might be educated; how notions of normalcy script social interactions, power institutions, and condition identity formation.

http://www.ncte.org/cccc/resources/positions/disabilitypolicy

One way to incorporate disabilities studies perspectives into an ELL writing class might be to read and write about those who have overcome challenges—both visible and invisible (Jelloun, 2009; Price, 2009). Typically, we read about the lives of Helen Keller, Christopher Reeve (Kenyon, 2002), Franklin Roosevelt, and Stevie Wonder—to name just a few. There are also wonderful children’s books for the younger audiences as well as recommendations for how to teach them that are readily available for both ELL and mainstream classrooms (Cohen, 2002; Prater & Dyches, 2008).

In conducting action research in my composition class over the past two years, Diana Kneff (2009) asked college L2 writers to describe friends’ or family members’ disabilities and explain how they handled them. We discovered that these writers articulated disabilities with great empathy and clarity, particularly when writing a simulated letter inviting a disabled person to participate in the Special Olympics after having viewed a video on the history of that program first started by Eunice Kennedy Shriver, who passed away in the summer of 2009 just before students wrote about her work in class. Students identified disabilities ranging from post-partum depression—perceived as temporary—to blindness and deafness.
Kneff explained, in the introduction to her thesis, what motivated her to explore disabilities as a thesis topic:

*Even though my own father grew up with the polio virus, I have learned to step back and view his disability with a new appreciation, as he did not have to be confined to a wheelchair as President Roosevelt did. I can see from Eleanor’s standpoint the potential burden that she would have carried as she dealt with Franklin’s disability as well as her own emotional torments in her own life. Eleanor, however, never wrote or spoke of her husband’s disability as a burden for them or their family. Rather, she stated that it was a ‘blessing in disguise’ (Freedman, 1994, p. 74) and her biographer writes that despite Franklin’s mother’s ‘anxiety’ and disapproval, ‘Eleanor and Louis were determined that Franklin should not be defeated by his illness. They wanted him to take an active part in his life again, to go back to work as soon as he was able….Eleanor refused to treat Franklin as an invalid, and she would not allow others to do so….’ (Kneff, 2009, p. 52)*

Eleanor was quick to point out that Franklin’s disability “gave him strength and courage he had not had before. He had to think out the fundamentals of living and learn the greatest of all lessons—infinite patience and never-ending persistence” (Freedman, p. 74).

ELL writers can benefit greatly from studying the lives of persons with disabilities, and a number of original curriculum projects have been designed by other thesis writers. Kenyon (2002), for example, designed materials to teach a biography of Christopher Reeve, and Moore (2008) designed, taught, and revised curriculum based on The Dead Poets’ Society in which she created materials to deal specifically with teen suicide and to teach wellness in the Asia University America Program on the EWU campus and at Asia University on the Tokyo campus, where she is now the Director of Composition. McGinn (2005) also created curriculum based on Maya Angelou’s I Know Why the Caged Bird Sings, where Angelou discloses childhood psychological trauma that caused her to be mute for years. By bringing disabilities to the forefront and naming the challenges many people face around the world, ESL teachers can increase learners’ awareness of these challenges as their students tell their own stories of physical, emotional, and cognitive disabilities they are facing.

References


**Acknowledgments**

I wish to thank EWU alumna, Diana Kneff, for sharing her father’s stories with us and for choosing to write openly about disabilities her family faced as well as those faced by Franklin and Eleanor Roosevelt. I dedicate this article to my aunt, Dorothy Snider Stanard, who modeled courage throughout her long life of helping others and who passed away recently.

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**It's a CASAS Test, Not a Fire Drill**

Jennifer Barber, *Grays Harbor College*

Transparency is part of the PTCC (Purposeful Transparent Contextual
Constructivist) of the Washington State Learning Standards. Instructors are encouraged to be transparent in their instruction, clarifying to students what is being taught and why. In addition to teaching, ESL and ABE programs also require instructors and students to deal with CASAS, WABERS, and Achievement Points (formerly known as Momentum Points). These can be a mystery to students, as well as teachers.

For instructors, I cannot encourage enough befriending your CASAS/WABERS person on campus. S/he can help you learn the ins and outs of these mysterious and magical systems. Alice Bisbee and Donnita Benton at Grays Harbor College have been invaluable to me. Once you get some training, use the programs! Don’t be afraid to wade through WABERS. See all the information you can find on your students! You can also righteously point out what is missing or incorrect.

To further develop your grasp of this newfound or refreshed knowledge, share it. What do we tell our students? Teaching someone helps us understand the concept better. That applies to teachers too. Explain to students the hows and whys of CASAS testing. Give them a printout of their WABERS report. Tell them how many Achievement Points they generated for the college and how much money that brings in.

Explain what CASAS tests are and how often students will be tested. There are practice tests online. While there are security issues with the tests, they do not have to be top secret. Part of test taking skills is knowing what the test is like. Be sure lower level students understand the art of bubbling too. Not being familiar with the format can affect student scores.

When I started teaching at Grays Harbor College, there was one student who would try to tell us the building was on fire to get out of CASAS testing. Then, she would develop a huge headache at the mere mention of CASAS post testing. This quarter, she came to me to get post tested. You could have knocked me over with a feather.

At the beginning of the quarter, I gave each student a printout of his/her WABERS testing report. Too often, if you ask a student what level he/she is in, the student has no idea. It does not mean anything to them. Not only could they see their current score on the report but also they can see their history of testing. They could see how they have progressed over the quarters.

I always include the CASAS score chart in my syllabus. I had students refer to that to confirm their level and to see how many points they needed to reach the next level. These numbers became real for them.

If you really want to score points with your students, take a CASAS test. Sit
through an ESL Listening test (one of the new ones with no book) or take a math test. That was a humiliating experience for me. I scored in Level 1 for math. I have not post tested. Nor have I told my mother, a retired math teacher. Students appreciate that you make an effort to understand what they experience when taking these tests.

I have to look at the formula repeatedly but it is worth understanding how your students generate Achievement Points. The formulas for calculating Achievement Points are tricky. I struggle with them every quarter. Another person to befriend is your campus Excel expert. Mark Holm at Grays Harbor College created a formula for me. Now I can just plug in student test scores and then up pops the Achievement Points. Share these with your students too. They take pride in contributing to the college achievement and income.

Being transparent with students about CASAS, WABERS, and Achievement Points benefits everyone. The instructors get to know the programs and share their data, creating working relationships with other people on campus. Students are brought into the loop and feel more invested in their education and progress.

Puget Sound Invitation

Discover New Ways to Motivate and Engage Your English-Language Learners and Striving Readers

_Facing the Future_ and the Secondary Bilingual Orientation Center invite you to receive a complimentary copy of a new teacher’s guide that will engage and motivate your ELLs and striving readers at the release party for _Facing the Future_’s newest curriculum resource, _Making Connections: Engaging Students in Language, Literacy, and Global Issues._

**BOOK RELEASE PARTY**

The release party is on **Monday, April 26th from 4 - 5:30 p.m.** at the Secondary Bilingual Orientation Center, 301 21st Ave E., Seattle, WA.
To receive more details and to RSVP, please email Sheeba Jacob, Assistant Program Director, at sheeba@facingthefuture.org.

At this event, you will discover new strategies and materials to enhance your teaching and motivate your students. You will hear from the curriculum developers of Making Connections and educators who are using this resource in their classrooms.

Ample parking is available at the SBOC. Light snacks and beverages will be provided.

PRESS RELEASE AND WEBINAR

If you are unable to attend the event on April 26th but want to learn more about this new resource, visit http://tinyurl.com/yaee3ap or click here and join us on Wednesday, April 7th for a free webinar.

Making Connections is a new research-based textbook and teacher’s guide that helps students develop English language skills through highly engaging real-world investigations of global issues. Designed for intermediate-level English language learners and striving readers, Making Connections combines language learning with opportunities for students to think critically about sustainable solutions for community development, environmental issues, quality of life, peace and conflict, and more. Aligned with national and state standards, the student textbook and teacher’s guide include nine chapters that have been reviewed and field tested by content experts, teachers, and students.

FOR FUTURE NOTICES

To be sure you are on our list to receive future notices about new resources and special deals from Facing the Future, sign up today!

Facing the Future is a nonprofit organization whose mission is to
engage students in learning by making academics relevant to their lives. We empower students to think critically, develop a global perspective, and participate in positive solutions for a sustainable future. *Facing the Future* curriculum is in use in all 50 U.S. states and over 100 countries by teachers and students in grades K-12, in undergraduate and graduate classes, and across multiple subject areas. For more information about *Facing the Future*, visit: [www.facingthefuture.org](http://www.facingthefuture.org).

*The Secondary Bilingual Orientation Center* is Seattle Public Schools’ culturally diverse newcomer school dedicated to supporting students in learning the academic, social, and life skills needed for success.

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**Relics of the Past**

Ron Belisle, Mukogawa Fort Wright Institute

Have you ever experienced another culture and in so doing realized how much you didn't realize about your own culture? Most of us as language teachers have lived overseas and know fully well what I'm talking about. Looking at one's own culture only from the inside has certain limitations.

Apply now this potentially limiting perspective looking from the inside to our culture of technology that we as ESL educators are embedded in. We have a myriad of different kinds of software available for teaching. These tools have become more and more essential for our effective teaching in our profession for most of us. How would we function without our e-mail software to communicate with students and colleagues, our word processing software to create our materials, our presentation software to project our stuff on the white screen and our electronic spread sheets to manage our grades? These tools are now lodged deeply in our educational culture. However, could it be that some of these tools which we are now dependent on also serve to confine and hinder us? Could some of their underlying features and presuppositions actually limit our ability to "think outside of the box" in terms of helping us to accomplish our goals and objectives as ESL professionals?

Having been involved in ESL since 1983, I have seen a lot of technological changes in our profession. In the early 1980s, we used mimeographs for...
copying our materials. I can still remember the ink that would smear on the hands, and the big roller with the handle to crank out the copies. A little later, many of us typed papers on our IBM Selectrics. (My own dad continued to use an old Underwood typewriter for many years.) At that time, no one ever heard of blogs, spam (except for the stuff in the can), the browser, the Internet, e-mail, Word, PowerPoint, Excel, Google, Microsoft and Apple. Now we live in a world in which these tools and terms are part of our everyday educational culture. However, it is my belief that most of us do not realize that some of the software programs that we as teachers use today are relics from the past which actually limit us in how we function. Some of these programs were designed for a different age with different presuppositions. Take for example, your favorite word processor (name withheld), the one you probably use daily, just like me. This particular software was first designed in the 1980s, long before the advent of the Internet. In those days and through the 1990s, print media was the norm, and as the software developed, this was naturally kept forefront in the mind of the developers. That's why even today when you create a new word processing file, you are asked to create page settings, letter size vs. legal size and portrait vs. landscape views. These choices and more (page layout view, page break option, page numbers) were all designed with paper in mind, assuming the final destination of the product to be paper. However, today, because of the Internet, information on a "page" is often shared without consideration of paper media at all. The Internet does not operate in terms of letter size paper vs. legal size paper nor portrait vs. landscape view, nor page numbers, features all of which are limited by space and assume printed media as the output. And even more importantly than space, in terms of collaboration, during the process of composition the assumption was that this process would be accomplished by one person, saving the file on one's own computer in one's own account. What else could files be saved? We now can see how this is now very limiting. At that time, it was assumed that your work (and the process of composing it) would exist on your own computer with your file locally saved on your hard drive. One would compose the materials by oneself. Collaboration during the process was not built in by the developers. Why should it have been? Only by printing out what you created (or having someone sit in front of your screen) could there be teamwork during the process of writing. You might be asking "What about sharing the file via floppy disks, CD-Rs, and then USB memory sticks or e-mail attachments more recently?" Think about that. Suppose you are on a curriculum team working on materials and you distribute a particular Word file to your team. All of a sudden you have multiple copies of that Word file out there on several computers, or floppy disks or USB memory sticks. People may make revisions during the process to those individual files, but now coordinating all of those changes into one file becomes very troublesome. All of the limitations due to such kind collaboration result from an old way of thinking. Click HERE to view an interesting video demonstrating word processing from a modern point of view.
Even as I write this I am using a modern word processor realizing that the process of composing these thoughts here should not just involve me. I understand the importance of input from others during the process (i.e., collaboration), and ultimately I want it viewed by others in its final form (i.e., good product). (But is writing ever in its final form?) I've created a discussion place for this article on our new WAESOL Community Discussion board [HERE].

This out of the box thinking has caught my interest lately, and I plan to write about it more in a future column for the WAESOL World Newsletter. But in the meantime, click [HERE] to view a radical idea regarding computers in general from Google.

Source of mimeograph image: Wikipedia (used under the terms of the [GNU Free Documentation License](http://www.gnu.org/copyleft/fdl.html))

'Future' -- What's new from Pearson

[http://www.futureenglishforresults.com](http://www.futureenglishforresults.com)
Congratulations to the Spokane Regional ESL Conference
anniversary in 2010. It is always a great conference, and we look forward to its new location in 2011 at Mukogawa Fort Wright Institute.

Our 2009 WAESOL president and 2010 TESOL liaison, Elena Smith gave the keynote address at the 2010 Spokane Regional ESL Conference.

Teaching Math to ESL Students

Elizabeth Hanson, Shoreline Community College
The current March/April issue of American Federation of Teachers’ (AFT) On Campus publication, http://www.aft.org/newspubs/periodicals/oc/index.cfm, contains a picture of our own Dan Loos, ESL Professor extraordinaire at Seattle Central Community College. The picture shows Dan working intently with immigrant students in an IBEST class. We in Washington State should be proud to be the birthplace of the IBEST program whereby basic skills teachers team with professional-technical teachers to help students earn a credential toward a job that pays a living wage. In fact, upwards of 55% of students who enroll in an IBEST program earn a credential. IBEST is excellent, and is showcased around the nation. However, it’s not enough. Many of our basic skills students come to us woefully unprepared to succeed in an IBEST program.

Shoreline Community College, as well as a few other colleges, offers a math class especially designed for ESL students. I have taught this math class several times. At first I had prepared to teach only the language of math. I had imagined that my students would come to me with adequate math skills, at least skills up to basic geometry and algebra and that I would simply be providing words such as denominator, numerator, factor, multiple, pi, and so on. In effect, I thought I would be teaching the language more and the math less. However, that hasn’t been the case, and along the way my stereotype of certain groups definitely having math better than mine has been thrown out the window. After a brief profile of my class, I will explain what I think we could do better as a state.

ESL MATH Class (ABE 046)--- 27 students from ESL levels 4-6

- 4 from Eastern Europe
- 8 from Africa
- 8 from Spanish speaking countries
- 4 from Asia
- 3 from the Middle East

Upon entrance to math class this quarter, roughly half of the students were rusty on their multiplication tables. Only two could divide decimals with ease and likewise only two or three could add fractions. During the quarter I gave several quizzes. Nearly everyone passed their quiz or almost passed their quiz. If they don’t pass it, I make them study and take it again. I tell them that no one is allowed to fail. I know. It’s quite draconian. However, I firmly believe that everyone can learn math, but it takes practice. Sadly, however, for people who have never gone to school, it takes a lot of practice and several students have retaken this course again on their own volition, as it is an elective course. (For those students I retake the test with them and am not quite as draconian.) But interestingly, the fear and dread of math does seem to be universal. Likewise, the empowerment people feel when they can do something that they had thought was elusive is quite wonderful. Math is a very gratifying class to teach.
Remember I said that half of the students in my class were rusty on their multiplication tables? Of that half, three or four didn't know their multiplication tables hardly at all. The concept of counting “8, 16, 24, 32…” was not familiar to them. And these are smart students. They are in your ESL class and are very verbal, perhaps good readers and writers. However, their math skills are hidden from you when they are in your language class. If these students, good at English, poor at math, are put in an IBEST program, they are likely to become part of the 45% that don’t make it through, who don’t go on to earn a credential and earn a living wage.

So, my call is that we, in Washington State become leaders in teaching math to ESL students. I propose that we ESL teachers begin teaching math by looking at the ABE math outcomes that exist already in our state. We do our students a disservice by helping them learn English, tell them that their English is good enough for an IBEST and then put them in an IBEST where they are required to subtract fractions or order decimals as part of their training, yet they have no idea what we are talking about and can’t even count by 8’s. That is a shame, and from my experience it is a wake-up call. Will you be the one to pick up the gauntlet?

Curriculum Development Project

Sara Boyer, Rochelle Provenzano, Lloyd Stull, Melissa Tan, Professor Martha Clark Cummings

My colleagues and I in the MA TESOL program at Anaheim University completed an extensive project in curriculum development in December 2009. The project was designed with a learner-centered approach. The focus of the lessons was on the navigation of the NYC subway system; however, the lessons easily could be adapted by instructors here in the Northwest.

Click HERE to view the project.

Lloyd Stull
Anaheim University MA TESOL candidate
Recent WAESOL Updates

- Diane Larsen-Freeman will be our keynote speaker at the 2010 WAESOL Conference.
- The conference Call to Proposals is now open.
- Check out the new WAESOL Community discussion board which has new ESL job postings by members.