WAESOL Educator Vol 1 Issue 1

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WAESOL President

By Dr. Caroline Payant

Thank you for being part of this wonderful community and happy readings!

Caroline

Dear WAESOL community,

Each year, language learners and language educators faced unexpected and complex situations. This year is no exception. Our language learners are experiencing greater difficulty in accessing resources to reside in our state to enjoy educational opportunities that we offer. Our language teachers are also experiencing uncertainty in keeping their teaching positions, renewing their work visas, and obtaining financial resources to receive professional development. Times like these require even more effort and dedication from those who are in a position to speak up and create learning opportunities. Despite this unnerving political climate, rest assured that we, at WAESOL, are working hard to encourage and support our language learners, their families, and you, their teachers. Our communities can only grow if the voices and rights of all learners are protected.

There are some specific activities that we are promoting that we hope will help protect our learners and their teachers' rights. To converse with our members of Congress, two dedicated board members will be attending the TESOL Advocacy and Policy Summit in DC this summer. Michelle Roth and Joan Johnston Nelson, our local board members, will be the voices of our learners who are facing complex linguistic and cultural challenges. It is our role and responsibility to stand up for others and pave the way for improved educational opportunities for internationals. They will share their experience in our second annual issue of the WAESOL Educator, stay tuned!

To grow professionally, WAESOL hosts an annual convention for current and future language educators. This annual event joins educators from the entire state of Washington and nearby communities. We see great value and importance in creating a physical space for us to share, revisit, and create pedagogical ideas/materials that are responsive to learners' needs. Our learners' needs are complex and conversations that unfold at this conference have long-lasting impacts. Be sure to visit our site to learn more about opportunities that can ensure your participation.

Finally, communication is of extreme importance and our working board has been working diligently on sharing what we all do. Under the leadership of Laura Soracco and her team, we are proud to share the first issue of the WAESOL Educator. This first issue represents the voices of authors from all walks of life. In reading this issue, we trust that you will gain new insights to revamp your own practices.

WAESOL is a growing community of dedicated and caring professionals. We understand that our learners, their families, and their teachers are facing a difficult time. We know that we have a great responsibility and we can assure you that we are committed to ensuring equal opportunities for our learners and to helping all learners feel supported and cared for while in the US.

Dedicated to the professional development of language teachers and to the dissemination of ideas and knowledge, Dr. Caroline Payant actively volunteers with various TESOL affiliates (WAESOL: 2012-present; TESOL Team Leader: 2017; Palouse Language and Culture Symposium: 2014-2017).

Her work on teacher training and multilingual acquisition can be found in journals such as TESOL Journal, Foreign Language Annals, TESL Canada, BC TEAL, Canadian Modern Language Review.

Message from
The Editor

By Laura Adele Soracco

Dear WAESOL community,

This year has been a busy and exciting time for the WAESOL Board. Earlier this year, we were all involved volunteering for the TESOL Conference in Seattle, where we got to connect with many of you face to face. It was truly wonderful to see how many of you came out to present and participate at this international event.

In addition to our usual conference planning events, we recently formed a publications committee in order to improve our way of facilitating communication, professional development, and scholarly work amongst our members. Since the beginning of the year, we have worked on creating this new publication you are now reading, The WAESOL Educator. I would like to thank Eva Combs, Nizar Sulaivany, and Michelle Roth for their hard work and enthusiasm. Also, on behalf of the publications committee, I would like to thank all the contributors to our first issue. We received quite a few articles on a myriad of topics, and we hope you will find something inspiring and useful in this first issue.

The WAESOL Educator features a section in which a school, learner, or teacher is profiled. In this issue, you will find an interview with Michele Lesmeister, a Reading Apprenticeship expert from Renton Technical College. We have also included articles on teaching tips and ELT resources, where you may find topics ranging from grammar and vocabulary instruction to reading content based on the refugee experience. In our Scholar-Practitioner section, we include research related to instruction on writing thesis statements, personal narratives, and pronunciation. You will also find a report on mainstream teachers and ELL in Spokane Public Schools. Finally, we have included conference reports from three WAESOL members, including one written by last year's Professional Development grant awardee.

As you see, our publication is as diverse as our community. We aim to continue publishing articles on a wide range of topics relevant to all WAESOL community members, and we would like to encourage you to reach out and share your work with us. If you are interested in writing for our November issue, please check our guidelines at http://waesol.org/we or send me an email at laura@waesol.org.

Hope you will enjoy our first issue!

Sincerely,
Laura Adele Soracco.

Laura teaches English composition at Highline College. Laura holds an MA in TESOL from the New School in NYC and is currently pursuing a doctoral degree in education at Northeastern University. She has taught ESOL in Colombia, Italy, China, and Turkey. Some of her academic interests relate to learning communities, educational equity, project-based learning, and the use of digital technologies in education.

Breaking the Code:

Q and A with Michele Lesmeister, Reading Apprenticeship Expert

By Michele Lesmeister

March 18, 2017

WAESOL Educator: What makes RA different from other reading approaches?

Michele Lesmeister: The Reading Apprenticeship framework is based on four dimensions: social, personal, cognitive, and knowledge-building, which provide a foundation for helping turn over the responsibilities of reading text to students in a way that meets them at whatever skill level they have; it scaffolds them through metacognitive conversations to deconstruct their texts and reconstruct them to find meaning. The nuances of getting students to read and to have metacognitive conversations about the classroom texts are where the power of this approach lies. Rather than simply assigning reading and assessing it via quiz or summary discussions about key points, students in RA classrooms assume a code-breaking stance to make meaning and they have some social responsibilities for questioning and sharing their observations, challenges, and inquiry questions.

WE: How did you become so passionate about Reading Apprenticeship (RA)?

ML: I first learned about Reading Apprenticeship in April 2008 at the Strategies ATD Conference in Atlanta. I have been searching for some methods of teaching reading to adult learners that piggy-backed off their existing skills since the late 1970s. I have tried so many methods for teaching reading; most did little to improve student reading.

WE: Why do you think RA has become so popular these days?

ML: The Reading Apprenticeship framework is popular because it effectively helps students engage their texts, and it gives them a sense of voice and equity around making meaning from their texts.

WE: How has your understanding of RA changed over time?

ML: When I first started working in Reading Apprenticeship, I mistook the reading routines for the real work of RA, when, in fact, the true aspect of a RA classroom is in the metacognitive engagement that students have with the texts via the instructor's careful, intentional, and embedded scaffolding and modeling. Every quarter that I work with my students, I improve my craft in RA.

WE: Renton Technical College has hosted three Reading Apprenticeship Conferences now. How do you think the latest conference compare to previous ones?

ML: The 3rd annual Metacognition and Mindfulness conference added some more presenters who are practitioners in their fields. Also, faculty are sharing and collaborating in their work with texts like never before. Folks love the resources and the time to network and share. The presenters and participants are simply amazing and inspirational.

WE: What advice would you give new teachers?

ML:

Learn from the best practices and keep trying to learn about your craft from a position of empowering students to be learners.

Don't give up on RA if you have tried it once, and it was awkward. These methods require practice and there are protocols for each routine to help you learn the routines and from there, you will be able to tailor these for your classrooms. Learn how to incorporate Reading Apprenticeship into every subject matter you teach; it is a game-changer for students.

WE: How would you encourage seasoned teachers to become teacher trainers?

ML: WestEd/Strategic Literacy Initiative (https://readingapprenticeship.org/professional-development/) does trainings which allow faculty to become trainers. This is not a simple one course journey because reading instruction is complex, social, cultural, and requires understanding the theory behind how to set up and complete the classroom routines. In Washington, we have several trained RA leaders who collaborate with me to provide trainings statewide.

WE: In your experience, how is teacher training similar to, or different from, teaching students?

ML: Faculty tend to be more skeptical about RA than the students I encounter. I totally understand this because across our institutions, faculty have "initiative fatigue" and there seems to a lack of focus on one initiative.

WE: What are you excited about on the horizon?

ML: I am so excited to plan and arrange the 4th Annual Metacognition and Mindfulness conference. We have the dates March 9 and 10, 2018. The bringing together of educators and administrators is an important collaboration around the subject of reading.

WE: Tell us something unexpected about you.

ML: I have just finished the final page review and copy edits on my 5th edition of my textbook: Math Basics for the Healthcare Professional for Pearson Publishing.

Michele Lesmeister teaches College and Career Pathways classes at Renton Technical College in Renton, Washington. She has a BA in Linguistics and a Master's degree in Teaching English. Since 1990, she has focused on teaching adults transferable language skills in writing and reading. Michele is leading a college-wide and state initiative of institutionalizing Reading Apprenticeship. She works with other teachers and professionals to bring about the Metacognition & Mindfulness Reading Apprenticeship conference held in March at Renton Technical College. She has published two titles under Pearson Education: Math Basics for the Healthcare Professional(5th edition) and Writing Basics for the Healthcare Professional. Her passions include working with students to provide real-time routines for their learning needs to build their learning confidence. She loves growing her own vegetables and working in her gardens, cooking, reading, and traveling.

Talking Circles in the ELL Classroom

By Inés Poblet

Biographical Information:
Inés Poblet
Originally from Buenos Aires, Argentina
Over 10 years experience in the ELL field
Tenured Professor – ESL-Academic
Whatcom Community College

During my third year teaching ESL-Academic at Whatcom Community College in Bellingham, Washington, I began a year-long commitment to the Social Justice Leadership Institute, a cohort of thirty community college faculty and staff of color in Washington. This professional development opportunity offered by Bellevue Community College starts with a weekend retreat and is followed by a series of meetings throughout the year to discuss social justice issues, listen to guest speakers, and reflect on our roles as leaders in our perspective institutions. As a Latina, originally from Buenos Aires, Argentina, being a part of this community of inspiring individuals has been absolutely transformative. Not only have I come to more strongly identify myself as a leader but I have also come back to my campus with new tools for fostering equity and access in my classroom.

During that first retreat, however, I recall coming into the experience with some self-doubt. I remember thinking: *How am I going to fit in here? What kind of professional development experience will this be? Do I have enough experience with social justice to be here?* If we are very honest with ourselves, it's common to experience a tiny bit of anxiety as we enter a new social dynamic. We want to know how to work within the context we find ourselves in. It got me thinking, if I, an experienced professional, felt this sense of hesitation, how much more so is this true for my students? How much more amplified is their feeling of hesitation in entering the ELL classroom for the first time?

Thankfully, I was soon to learn that this would not be your typical professional development experience. Why? My first meeting with the SJLI started with a Talking Circle.

I had had some brief experiences in the past with Talking Circles through diversity meetings and social justice-themed workshops, but I'd never experienced how powerful it could be quite like my first SJLI practice. Namely, "A Talking Circle, also known as a Peacemaking Circle, uses a structural framework to build relationships and to address conflict within a community. But Talking Circles serve other purposes as well:

they create safe spaces, build connections and offer teachers a unique means of formative assessment,"
(Teaching Tolerance).

What does this have to do with ELL? Plenty! As I came back from my first retreat experience with the SJLI, refreshed and ready to start the academic year, I started to think about how I might pass this feeling on to my students:

this sense of being understood by my colleagues, this sense of safety and support from the get-go. Of course, this is always a priority and goal for educators, but how can we best achieve this dynamic in our classrooms? The answer, or at least the start of one for me, was in the very thing that set the tone for my year-long experience.

Though I had not tried this in an ELL classroom before, I made a plan to use this tool as a "start- of-the-quarter" activity with a few tweaks to help students get to know each other and maybe even themselves a bit more. It was essentially an icebreaker with a whole lot of punch. I created a series of questions for students to take turns sharing about and tried it in my advanced writing and reading class the first week of classes. The questions focused on identity, values, and goals. I used an online timer and projected it on the classroom projector screen so that students knew how much time they had left to talk. I asked students to form an inner circle of chairs facing an outer circle of chairs. Partners took turns sharing and listening to each other. After they'd each talked, the inner circle would rotate to their right and work with a new partner. This was my twist on the traditional talking circle. Talk about communication building skills. It was a hit!

Visual Aid:
Inner Circles / Outer Circles
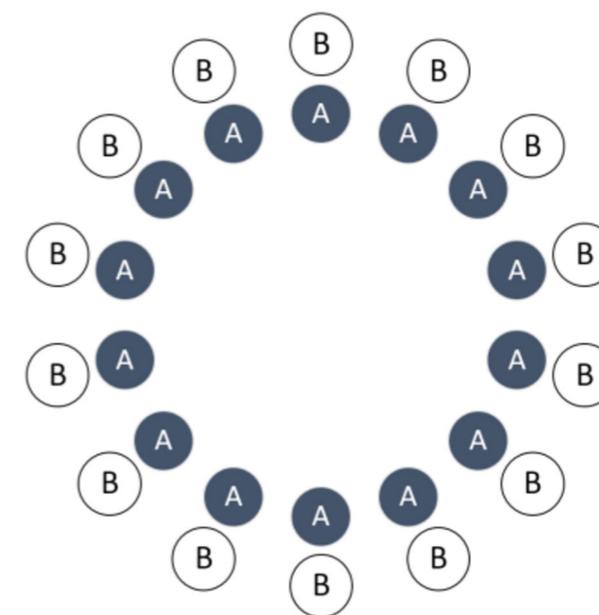
Students shared about their culture, fears, goals, and questions with each other and the impact was incredible. The classroom was filled with a joyful and productive noise. This was the noise of work being done that would benefit the whole and carry us through the quarter through thoughtful peer-editing, engaged group work, and motivated discussions about readings on social justice issues (a new theme I had taken on for the course). Never have I seen a class meld with and know each other so quickly and so meaningfully in such a short amount of time. Usually, this type of classroom atmosphere takes weeks to develop - not so with this group.

In fact, I had a student write about her experience and about how she felt after that day. In her In-Class Essay, she described initially feeling rather hesitant and unsure about the course because she was repeating it. She shared that she felt self-aware and was inwardly comparing herself with her classmates. After the talking circle, however, she wrote,

"I feel like a part of the class more now because I got the chance to talk[ed] and get to know my classmates and I don't feel so nervous. I learned that I have a community to learn from in this class."

The truth is Talking Circles or Peacemaking Circles are nothing new to Native-American tribal communities of Washington; great respect should be paid to the indigenous communities that carry on this practice. However, what might be revolutionary is applying this sage practice to the academic experience of international and immigration populations. As an immigrant myself, I can attest to how powerful the need for a sense of belonging is for a newcomer to a classroom, to a new city, to a new country. TESOL professionals are uniquely situated to create a space for this sense of belonging in the classroom. We can facilitate safe and equitable classrooms for our students to thrive in, to learn in, and this can change everything.

The possibilities and effects of Talking Circles in the ELL classroom are endless. Incorporating a tool that bonds people for a shared purpose is something that every devoted teacher seeks out. I wonder how it could complement your classroom?

References

Teaching Tolerance: Diversity, Equity and Justice. (n.d.). Retrieved March 20, 2017, from http://www.tolerance.org/blog/talking-circles-restorative-justice-and-beyond

Ines Poblet teaches in the ESL-Academic program at Whatcom Community College. Her passion for language teaching comes from her own experience as an immigrant from Buenos Aires, Argentina. Her research interests include sociolinguistics as well as growth-mindset theory and social justice in the E.L.L. field.

Teaching the Pronunciation of -ed in the Present Simple

By Alfred Utton

I've taught the pronunciation of –ed several times to advanced learners, most recently as part of a lesson comparing the present perfect and the past simple. However, it occurs to me that it would make more sense to teach the ways that –ed is pronounced before students are introduced to the past simple, rather than attempting to fine tune pronunciation later. Here are a few ideas on how to use participial adjectives in the present simple to introduce the pronunciation of –ed to beginning English language learners.

A couple notes before we begin. While these suggestions build on each other, culminating in a production activity, I wouldn't teach them all in single lesson. I think they would work best interwoven into other topics, revisited for five or ten minutes at a time. Also, these suggestions involve a significant amount of grammar, some of which might be beyond the typical scope of a beginner lesson. However, language like, He's extremely annoyed with Michael, and, She's not frightened of anything, can be taught to all students through pictures and gesture, without using metalanguage.

Explore the Pronunciation of –ed

Depending on your students, it may be helpful to begin by explaining how the final sound of a root word determines whether –ed is pronounced as /d/, /t/, or /ɪd/. If your goal is simply to expose your students to this distinction, you might choose to skip this step. Regardless, here are some adjectives you could use in a lesson on emotions, as well as how –ed is pronounced in each word.

annoyed	/d/	embarrassed	/t/
confused	/d/	relaxed	/t/
bored	/d/	depressed	/t/
terrified	/d/	shocked	/t/
tired	/d/	disappointed	/t/
scared	/d/	excited	/t/
worried	/d/	delighted	/t/
frightened	/d/	interested	/t/

Once students have practiced pronouncing these words, you can assess their ability to distinguish the –ed endings by giving them a chart like the one above, cut up into pieces, and having students sort the slips according to how the suffix is pronounced. I suggest discussing the words' meanings afterwards. Introducing the pronunciation first enables students to practice saying the words correctly while they're discussing what they mean.

Use the Targeted Adjectives in Sentences

Have students create simple sentences in the present simple using be. Expand these sentences by introducing prepositions—such as by, in, of, about, and with—and matching them to the adjectives with which they collate. Provide example sentences: I am *frightened by* clowns. I am *interested in* books.

Expand the grammar focus of the lesson by introducing negation and question formation. Provide example sentences: *She is not excited by flowers. What is he worried about?* You could also use this as an opportunity to review contractions of *be not*, leading to sentences like *We aren't embarrassed.* Further expand the grammar focus by introducing adverbs: *extremely, really, very.* Students would use these to create sentences like *They are very annoyed with Pat.*

Use Plurals to Explore the Pronunciation of –s

Use sentences with plural objects—such as *He's scared of spiders*—to expand the pronunciation focus by addressing the different ways that *–s* is pronounced. Compare the ways that the pronunciation of *–s* and *–ed* change depending on the sounds they follow. For example, they're pronounced one way following the /t/ in *delighted* and *cats* and another way following the /ɔɪ/ *annoyed* and *toys*.

Use Pictures in an Assessment

Here you might assess understanding and pronunciation by having students sort pictures of different things into piles depending on what they are *interested in, frightened by, bored with, etc.* Depending on the pictures you give them, students would comment on their sorting by saying sentences like *I'm delighted by puppies* or *I'm terrified of guns.*

Practice with an Information Gap

Finally, students can practice writing, listening, and speaking in an information gap activity using the following chart, as is or cut into slips.

Begin by reviewing pronunciation of –ed and –s, as well as question intonation.

Working in pairs, students mix up items from the chart to write sentences. They must supply their own prepositions. Provide examples: Jack is interested in books. I am scared of heights.

Pairs write questions that their sentences answer: What is Jack interested in? What are you scared of?

Pairs peer edit each other's sentences and questions.

Present the use of anything in negative sentences. Provide examples: Elizabeth isn't frightened of anything. The children aren't interested in anything.

Working with students who hadn't edited their sentences, pairs join up to form small groups. Each pair attempts to recreate the other's sentences by asking them questions. Model asking and answering questions: What is her father bored with? Her father is bored with heights. Her father isn't bored with anything. Given sufficient time and class size, the final step can be repeated with students working alone instead of as partners.

Pronunciation should be interwoven throughout an ESL curriculum and that even lower-level students can appreciate distinctions like the ways –ed and –s are pronounced. Furthermore, though it may be difficult to convey these distinctions to students with limited vocabularies, it's better for students to practice saying things correctly from the beginning, instead of correcting fossilized mispronunciations later. The strategies I've presented here use the present simple to introduce distinctions in the pronunciations of –ed and –s, while touching on other areas, including negation, question formation, and adverb use. I hope they prove useful in your beginner English classes.

Jack	scared	spiders
The children	excited	flowers
I	interested	heights
Elizabeth	delighted	clowns
Her Father	bored	books

Alfred recently completed a Master of Arts in Teaching English as a Second Language at Gonzaga University. He has relocated back to his native Colorado and currently works as a Math Fellow at a high school, where he assists students with Algebra and Geometry.

"Interconnectedness" Through Daily Writing:

Orchardists' Daughters Tell Their Stories

"The difference is perceived and affirmed within an ecology, and relations within that ecology become activated in new ways" (p. 547).

LaVona L. Reeves, Professor of English
EWU Graduate TESL Director

LaVona, in Hebrew, means new moon, so kiddush lavona means prayer for the new moon. The Nebraska women who raised me believed that it is good to plant seeds under the new moon. Like Alice Walker, I first learned about growing things from watching my mother and her grandmother, Maggie, plant cheap seeds in a small garden in front of the three-room house where Mother was raised. They knew when to go to buy the seed packets—20 or more for a dollar—pinks, forget-me-nots, zinnias, wishbone flowers, petunias, snapdragons, and phlox. Around Memorial Day, Mother would carry out a low three-legged stool for Great-grandma Maggie to sit on, and Mama and I sat on the ground in the newly cleared weed patch. It was my job to lay down the seed packets in certain spots and keep moving them until the two of them had a perfect plan for planting. Soon the patch of dry land burst into color—every color imaginable—and it looked to me like a miracle, especially since every drop of water that was not rain had to be pumped and carried to water the seedlings by hand. Even today, I wonder how they knew what this garden would look like before one seed was planted. And I still remember that Great-grandma told me her parents, Kansas homesteaders, planted coreopsis and saved the seeds to use inside pillows and mattresses to kill bedbugs.

From the time she was born, Mother practiced gardening with her grandmother, year after year and season after season. Cooley writes that

"practice…is deeply committed to thinking about the interconnectedness of life and life processes (be they biological or socio-cultural)—and the resulting sedimentations that is the artwork in its becoming" (2012, p. 63).

Practice is also a major part of becoming a writer (Boyle, 2016, p. 532). It was through practice that my mother learned to make goat's cheese, watermelon pickles, butter, and grits. It was through practice that we canned peaches, cut corn off the cob, and picked huckleberries—preserving food for Nebraska winters.

In "Writing and rhetoric and/as posthuman practice," Boyle defines practice as "the repetitive production of difference even if that difference looks, to our conscious awareness, the same. When we repeatedly undertake the same task, we introduce differences simply by adding another version" (p. 547). She thinks of practice as more "serial" than "reflective" and adds,

In all of my classes, I write with my students almost every day as we begin to see "the interconnectedness of life and life processes" Cooley believes is necessary for growth and development in writers. In the past two years, I have had two graduate students, Adriana Sanchez (2016) and Brenda Aguilar (2016) who have written about their lives and their parents' work in the orchards in Washington. In our daily writings in graduate seminars, we discovered that we had much in common: growing up in rural areas, seeing our parents working hard in fields and orchards, feeling deep connections to community, leaving those communities to earn college degrees, and engaging in self-translation through the learning process. Often, the daily writing can lead to the discovery of topics for larger projects such as the master's thesis or even a doctoral dissertation (Morales, 2015). As they interned in my Composition for Multilingual Writers classes, we taught a biography of Eleanor Roosevelt and wrote daily journals focusing on key parts of Eleanor's life—her bilingualism from birth, the loss of both parents and a brother before the age of ten, her education in a French immersion finishing school in England, her service to the immigrant community on Manhattan's Lower East Side, her commitment to civil and human rights, and her social activism.

It was during her internship that Brenda followed models I provided, designed lessons based on the biography, shared her journals with our students, and responded to their journals about coming of age celebrations in their countries. This journal prompt and model appear in Brenda's thesis as Artifact 8—one of 46 artifacts she includes in her autoethnography and bi-literacy narrative.

Journal 2: My Happiest Moment

Quote from Freedman

"Everything is changed for me now. I am so happy. Oh! So happy & I love you so dearly."
Eleanor Roosevelt

Interpretation

From the moment Eleanor encounters Franklin Roosevelt again, her life takes a completely new path of happiness—a path, where after a couple meetings they both end up having feelings for each other, and soon enough are secretly engaged. The engagement would test out how much they cared for one another since Franklin's mother thought they were still too young. For Eleanor to have this happen in her life would be the most memorable moment.

Prompt

Describe your happiest moment in life. Who was there? Where did this take place? What was it that made you so happy? Why do you consider this moment the happiest moment you remember?

Intern's Journal

When I was young, turning 15 years old was something I needed to think about since most girls have a special tradition called a quinceañera. One is no longer a child, but is transitioning from childhood to adulthood. At that time, I did not know what it meant to have a quinceañera and I did not see a point in having one until my mom talked to me. My mom is a very kindhearted person who has been working all her life. She gets up early to prepare lunch for work, working from 5 A.M. to 4 P.M. in the afternoon. Growing up, she was never around but I knew how much she cared for her family. My mom never had a quinceañera because her parents did not have the money and she was always working to help her family out. Nonetheless, she always told me it was important to value this tradition as a memorable event that happens once in a lifetime. After speaking to my mom and listening to quinceañera stories some of my aunts had, I decided to plan my quinceañera. Usually a quinceañera is supposed to take place close to or on your birthday, but since my birthday is during the winter season, I chose to wait and have my quinceañera during the spring season. A quinceañera includes both a religious and social ceremony as a way to give thanks for getting this far

in life. Moreover, it's a new beginning to adulthood where one is responsible for her duties at home, is mature, and is ready to make good choices from wrong. The big day arrived, April 30, 2005. After mass, the ceremony transitioned at the Quincy Community Center. The venue was decorated according to the color of my dress, sky blue. Everything was nicely arranged with balloons, stage lights, table decorations, and flower-paper ornaments. Most importantly, was to have the food prepared as the guests arrived. Then came the time for the waltz and father-daughter waltz, respectively, which plays a major role to introduce the beginning of the young adult to the people who are celebrating with her. I recall having to practice constantly to learn the complicated steps the choreographer wanted me to acquire. It drove me crazy. I was thankful for the many gifts I received, but I was more grateful to everyone who was there with me to share this happy moment. I consider my quinceañera, as one of the happiest moments in my life because I learned there was more meaning to this tradition. A quinceañera we can share down to other Mexican-American young girls as a way to remind us of our heritage and whom we can identify within the community.

Brenda Aguilar

As Brenda read the students' journals for the day and responded, she began to see the interconnectedness of the cultures and languages represented in the class, and she learned of the Japanese coming of age ceremony that students had attended when they turned 20.

Adriana Sanchez (2016), noted that she was not asked to write about her life in the orchards until she became a graduate student in TESL, and she was thankful to be given that epistemic space to write about her own life, as she does here in the thesis: After a long hot day's work, the men were often too tired to head back to the cabins to change out of their work clothes. Sometimes the one who drew the short straw would head straight out. When it was his turn to run errands for everyone, my dad recalls getting unfriendly stares as people sized up his dirty khaki work pants, his flannel button-ups, and work boots (2016, p. 4).

We see the interconnectedness of generations Cooley writes about here as Adriana imagines how hard life must have been for her father, who has worked for the same orchardist for 35 years: Being a minority and not knowing English must have been difficult for my father. When I ask him how he managed to not feel intimidated or scared, he often replies with,

"No había de otra, y el trabajo que hacíamos era honesto. No hay porque avergonzarse. Malo fuera que estuviéramos robando o matando." (I had no choice, and the work that we did was honest. There was no reason to be ashamed. It would be bad if we were stealing or killing.)

Adriana opens her thesis with a brief history and a photo of herself in her christening gown, explaining that this is one of the few baby photos she has from her birth in Mexico "because poor Mexicans could not afford to own cameras" (p. 1). We talked about how this was true for my family too because we lost everything in a flood, and we were also poor. For the year that Brenda and Adriana worked on the theses with me, we felt that interconnectedness that helped all of us keep writing about where we came from and how we got from there to here—from lives of poverty and hardship to graduate degrees. Adriana, several other students, Brenda, and I presented parts of our current work at the WAESOL Conference (Aguilar, Alshuaibi, Eliason, & Reeves, 2014), and Brenda and Adriana presented their work at the Tri-TESOL Conference in 2015.

I am currently writing a memoir of my mother, and hearing about Brenda's and Adriana's mothers' strength, courage, and hard work has inspired me to continue to write about my mother's 25 years of working in a chocolate factory at night so she could care for her grandfather during the day. In Washington in 2011, there were 790,000 Hispanics, and their stories are of great interest to all of us teaching English across the state. At the same time, teachers' literacy narratives bring a thick description of culture that is needed in teaching English to Speakers of Other Languages (Anzaldúa, 1987; Canagarajah, 2016, 2012). Adriana and Brenda honor their parents in the heritage language and culture projects they took on to complete the master's degree. Adriana quoted her father in her title because he told her he had come here with all of his possessions in just a "saltine box" to pursue the American dream, while Brenda names her parents in her title, I Am From Epifania and Tomas—An Autoethnography and Bi-literacy Narrative of a Mexican American Orchard Workers' Daughter.   The practice of daily writing with my students has contributed to the interconnectedness needed in a community of writers and language learners. It has made me a better writer and a better teacher.

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The Knowledge Gap:

What Mainstream Teachers Know about Teaching ELLs in the Spokane Public Schools

By Rosa Cordova

The increasing number of refugees and immigrants in Spokane, WA has led to more students designated as English Language Development (ELD) in the Spokane Public Schools (SPS). Mainstream teachers have found it difficult to adapt to the needs of the English Language Learners (ELLs) in their classrooms. Frequently, mainstream teachers lack knowledge of successful instructional methodologies, second language acquisition (SLA), as well as an understanding of cross-cultural dynamics. Through an extensive survey and interviews, the knowledge that mainstream teachers of SPS have is analyzed in order to develop an approach to help these mainstream teachers fill the knowledge gap. This article highlights ways that mainstream teachers can work in conjunction with the ELD specialists to become informed about SLA and successful instructional methodologies. It also provides information about how the data gathered can help teachers reflect on their knowledge and understand where they lack knowledge.

According to the SPS website (2015), "the goal of the English Language Development (ELD) Program is to develop the English language proficiency of eligible ELLs so that they can become socially and academically successful." There are over "65 language groups found in SPS and approximately 1,600 eligible students", so even though the ELD Program and ELD teachers work hard to meet the needs of the students, ELLs spend a majority of their time with mainstream teachers, administrators, and classified staff who have not studied SLA or Teaching English as a Second Language (TESL). If students spend so much time with mainstream teachers, I couldn't help but wonder what those teachers knew about TESL and SLA.

Mainstream Teachers, ESL Training, and what they know

Mainstream teachers don't get much ESL training in their teacher-preparation courses. According to Youngs and Youngs (2001), "mainstream teachers themselves realize that they lack training in ESL and desire more background knowledge," but mainstream teachers don't think that supplementary training in ESL is very helpful to them (p. 101). Because of limited teacher training in TESL and SLA in teacher education programs, ELLs are at a distinct disadvantage. Teachers don't know how to use strategies with ELLs. Those teachers who did have some formal ESL training had a more positive view of teaching ELLs than those who did not (Youngs &Youngs, 2001, p. 102). Although mainstream teachers don't have much teacher training in SLA or TESL, some teachers who have training in cultural awareness can in some ways compensate with their ELLs. According to Youngs and Youngs, "research suggests that mainstream teachers often possess misinformation about the native cultures of their ESL students" (p. 98). Often teachers cannot remember their students' culture or make assumptions about the cultures of their students. Batt (2008) points out how often teachers "lack an understanding of diversity or multicultural education" (p. 40). This is significant because teachers with cultural training are better suited for working with ELLs due to cultural awareness and recognizing different learning styles.

Mainstream teachers' attitudes and perceptions about ELLs are fairly positive.

Despite having no negative perceptions of working with ELLs, many mainstream teachers tend to not think about them at all or how they should teach them. They do not think that ELLs are detrimental but they do not see it as their responsibility to scaffold, build materials, or work directly with their ELLs in their content area.

How mainstream teachers feel and what they think about their students is very significant because "mainstream teachers' attitudes toward ESL students are likely to affect what ESL students learn" (Youngs & Youngs, 2001, p. 98).

Survey & Interviews

I used two main methods of data collection: a survey and interviews. The participants of the survey are all professionals in the SPS district and they vary from teachers, administrators, and classified staff. Based off the survey, of the 360 participants 118 are elementary school teachers, 44 are middle school teachers, 69 are high school teachers, and 20 are self-identified ELD teachers. For qualitative research, I interviewed two teachers that work at a local high school in Spokane, Washington. The school year 2015-2016 was the first full teaching year of both teachers. Teacher 1 is an ELD teacher who has a Master's in Initial Teaching with an ESL endorsement. Teacher 2 is a Math teacher with a Bachelor's degree in Math and a teacher certification. Teacher 1 is the ELD teacher at the High School and teaches 6 periods of ELD English at the school, while Teacher 2 teaches one ELD Math class.

Teacher 1 had much to say in terms of his knowledge about the particular terminology used in the TESL field. Teacher 2 showed that although he lacked explanations for many of terms, he still had some experience in the field. The most notable differences are as follows: knowledge about sheltered instruction, knowledge about BICS and CALP, and experience with SLA. Teacher 1 had very detailed definitions for each of the terms brought up. Teacher 2 expressed hesitation about almost every term that I asked him about.

 Looking at the survey results, 64.7 percent of all 360 participants in the survey said that they worked with ELLs on a daily basis. Of the 360 participants 309 of them claimed to have experience with cultural differences, 209 claimed experience with socioeconomic differences. The participants were least familiar with sheltered instruction, which is notable since sheltered instruction is largely a k-12 concept. As anticipated, most participants did not have experience with the terms BICS and CALP since they are field-specific terminology.

Discussion

What teachers know about SLA/TESL impacts how teachers perceive their ELLs, and what they can do to help them. Based on the survey results, teachers often feel like they do not have the resources to help their students themselves. These survey and interview results provide us researchers with the opportunity to fill that knowledge gap for mainstream teachers in Spokane. We can create more teacher trainings to enable the mainstream teachers of SPS to learn about cultural awareness, SLA and TESL in general. In particular, when asked what information professionals in SPS would like to know so that they can work more effectively with their ELLs, most professionals and teachers answered that they would like to know more about the students culturally. De Jong and Harper (2005) argue "in order to understand the potential for inequity in multilingual and multicultural classrooms, teachers must understand their own cultural identity and the cultural assumptions that underlie their instruction as well as those of their students and their families (p. 111). As a district, SPS needs to educate its mainstream teachers about the cultures of their students and their own culture to be able to see the differences between both cultures and how to negotiate compromises in the classroom. Youngs and Youngs (2001) also argue that

"teachers and other helping professionals must possess a concrete awareness of cultural differences and of specific cultural groups in order to work effectively with students and clients from different cultural backgrounds" (p. 100).

By creating trainings that address these needs SPS can develop the concrete awareness that can help teachers cultivate better strategies in working with ELLs. In educating their mainstream teachers about the cultures of their students, they can continue to encourage positive attitudes towards English language teaching. Various researchers suggest that to inform mainstream

teachers in region where the ELL population is constantly increasing, "teacher education must give higher priority to include coursework in diversity issues and ESL methods for all teachers" (Batt, 2008, p. 41).

In order for SPS teachers to educate their ELLs more efficiently, in-service teacher training needs to focus on sharing strategies and SLA theory. Teacher trainers need to incorporate the strengths of mainstream teachers to inform them how to scaffold their materials and help their students with literacy development. Teacher training should focus on building on the knowledge that is already there. In the survey results, it is easy to see that there is a basis of SLA theory in the district even if the mainstream teachers do not know the field terminology. Teacher training "must include helping teachers to build on their knowledge about language, i.e., develop their understanding of how English works as a linguistic system that is influenced by social, cultural, and academic contexts of use and by multiple learner variables" (De Jong, 2005, p. 93). Increasing teacher training is the most beneficial thing for ELLs that SPS can do, which is why I intend to assist with training in the SPS ELD department to develop trainings that focus on cultural awareness, scaffolding strategies, and basic SLA theory.

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Thesis Statement as a Struggle for ESL Students

By Nouf Alqahtani

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Working as a writing tutor gives me the opportunity to closely observe common issues that of both native and non-native English speaking students at undergraduate level. A very basic element of academic writing that a considerable number of both types of students struggle with is constructing an acceptable thesis statement. Even though this element seems to be an obstacle for students who are native and non-native English speakers, this paper focuses on a combination of teaching ideas that would work well together to help students of English as a second language (ESL) students better produce thesis statements.

Literature

Analyzing students' errors regarding thesis statements is essential to understand their needs and better help them write for academic purposes. Defining some reasons behind L2 students mistakes regarding thesis statements is a possible way of analyzing their errors. First, language interference or negative transfer is one of the reasons ESL students make mistakes when writing a thesis statement. The writing style of several first languages of ESL students, such as Arabic, Farsi, Spanish, and Japanese, is not linear in nature such as the western writing style of English. This negatively affects ESL students' writing in their L2 (Reid, 1984). Therefore, thesis statements are a very crucial element of writing academically that some ESL students in advanced levels do not fully master due to their L1 interference. Other possible ways of L1 interference are the lack of a thesis statement in students' L1s or the different placement of it in an academic essay in their L1 in comparison to their L2. Another reason for ESL students mistakes when constructing thesis statements is that language learners are still not fully aware of when, how, and why they construct a thesis statement in English academic writing. To address ESL students' issues of thesis statements, they could work collaboratively as well as metacognively on their thesis statements. The combination of the previous two tips is a key in helping ESL students develop their level of constructing thesis statements.

The significance of working collaboratively in the field of second language acquisition has been supported by research. According to Dobao (2012), engaging students in collaboratively assessing new input or correcting their or others' mistakes is a source of L2 learning because through working collaboratively, students talk about or question their linguistic problems. Their collaborative dialogues that help them to solve linguistic problems is known as language-related episodes (LREs). Therefore, encouraging students to talk about input that can be new or their input is great source of learning as they negotiate that input to make it linguistically better.

Another other teaching idea that aims to help ESL learners produce better thesis statements is asking them some questions to metacognitively reflect on their knowledge regarding constructing a thesis statement. Metacognition refers to learners' monitoring, reflecting upon and regulating their learning (As cited in Negretti & Kuteeva, 2011).

Methodology

Working in a collaborative way on constructing thesis statements can be approached in different ways. In this paper, I am proposing an activity that I have given to my students in an undergraduate first year composition class that was about guiding them to write an analysis essay of a person's profile on a social networking site (SNS). This activity worked well for my students to the extent that motivates me to share it with others. The goals of this activity are collaboratively assessing three thesis statements, providing suggestions to improve unacceptable thesis statements, and choosing one thesis statement as the best model that students can follow. As in appendix A, the activity includes three thesis statements of analytical essays of a person's SNS that students can assess. It asks students to provide suggestions to improve the less acceptable thesis statements and choose one thesis statement as a model to follow in peers. This activity can be a warm-up activity that takes 10 minutes before students start writing their essays. Assessing some thesis statements in peers is a way to raise students' awareness to some criteria of acceptable and unacceptable thesis statements in academic writing by noticing and analyzing the strength and weakness of these sentences. If students realize some characteristics of acceptable and unacceptable thesis statements, they more likely to produce acceptable thesis statements themselves. Many of my students wrote acceptable thesis statements after this activity.

To help ESL students reflect metacognitively on their thesis statements' construction, teachers can provide them with some metacognitive questions to encourage them deeply thinking about their thesis statements with the intention of improving their level of creating thesis statements in academic writing. Negretti and Kuteeva (2011) argue that the students' metacognition fosters their awareness of a given writing genre. In a freshman composition class, students are usually asked to submit three drafts of an academic essay. After grading students' first drafts, teachers can provide them with reflective questions about their thesis statements (See appendix B). Teachers can give their students these questions consistently after getting their grades on each first draft all over the semester. Giving students the reflective questions after their first drafts is essential to help them work on polishing their thesis statements if needed in their second and possibly final drafts. These questions help teachers to both understand their students' needs and difficulties in terms of writing thesis statements and encourage students to take the time to think about their strength and weakness of writing acceptable thesis statements. As mentioned previously in this paper, combining working metacognitively and collaboratively is essential to best assist students to improve their levels of writing acceptable thesis statements.

Summary

Some might argue that teaching freshman students how to construct acceptable thesis statement is not as important as teaching lower level of ESL student how to come up with academically acceptable thesis statements. However, a thesis statement is a basic component of some academic writing genres that freshman students need to master due to the fact that they write various academic essays that are not academically acceptable without thesis statements. In addition, even first year students whose first language is English may struggle with constructing acceptable thesis statements. Even though the proposed two teaching ideas seem to work best together, the theories and research behind each of them show that it is also effective to apply each strategy separately.

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Appendix A
Activity (Work in Pairs)

- Based on what we have discussed so far about writing academically, identify whether the following thesis statements are good or need improvement? Explain why?

- Provide some suggestions to improve the unacceptable thesis statements.

- If you had to choose one of these sentences as a model to follow in your essay, which one would you choose? Why?

    a) Great, amazing and highly recommended are characteristics that highlight Nora's YouTube channel.

    b) Based on Leslie's Twitter account, her purpose of communication is educational, her audience is advanced English learners and her way of presenting her ideas is academic.

    c) John's Instagram account is inspirational because he posts quotations about how to be successful, focuses on motivating upset individuals and provides his thoughts in a persuasive way.

Appendix B

Answer the following questions about your thesis statement:

A. Questions about your current essay's thesis statement

1. Are you satisfied with your thesis statement? Why?

2. What are the strength/weakness of your thesis statement?

3. If your thesis statement needs improvement, what would you do to make it better?

B. Questions about your thesis statement's construction in general
1. Do you struggle having a good thesis statement? Why?

2. How do you assess your level of constructing a good thesis statement? (A,B,C,D,F)

Native-like Pronunciation versus Comprehensibility:

Teaching Japanese Learners English Pronunciation

By Julie Wakeman

In a world that is becoming more globally connected and has the need to communicate through English, the question arises of what needs to be taught in consideration to English. Trends show that in the 1980s and 1990s, British English pronunciation was the preferred instruction, while now it has switched to American English pronunciation (Kang, 2015). Berns (1995) questions if English belongs to native speakers or to anyone who uses it. If English belongs to anyone who uses it then one specific kind of pronunciation should not be taught.

However, 85% of Japanese and South Korean speakers express their interest to sound like a native speaker (Kang, 2015). Teachers then need to consider how to balance native like pronunciation and comprehensibility. First, Japanese patterns of English will be highlighted, next pronunciation and comprehensibility and then applications for teachers.

Japanese Patterns of English

The Japanese language contains the adoption of *katakana* which simulates English (Smith, 2012). Japanese students may believe they are correctly pronouncing English words when they speak katakana words. However, katakana words may actually hinder communication, because the English words have less vowel sounds and less syllables than *katakana* words. For example, *chocolate* in English has two or three syllables, (depending on the way in which you pronounce the word!) but in Japanese there are four syllables. Students say *cho-ko-ra-te*, instead of *choc-late* or *cho-co-late*. Even though katakana puts English words directly into Japanese, the pronunciation is often different.

Vowels are central in the Japanese language, while consonant sounds are not, with a total of about 15, while English has 24 consonant sounds. It becomes difficult for Japanese learners to end English words in a *w, d, t or k* sound in particular, as these letters are never in a final position in Japanese (Smith, 2012).

Some English consonant sounds that cause difficulty include /l/ and /r/, which is one combined sound in Japanese. Students may confuse minimal pairs such as *rice* and *lice* or *room* and *loom*. Both /th/ sounds are difficult as well as /v/, which may be pronounced as /b/ (Thompson, 2001). A cause for difficulty in producing these English sounds is partly due to tongue placement and the difficulty for Japanese speakers to get their tongue in the correct position (Smith, 2012).

Looking at suprasegmental aspects, stress is a main feature. Stressed parts of words are longer, louder and higher in pitch. In English, stress is very important, but in Japanese the focus is only on high or low tones (Smith, 2012). It is difficult for Japanese speakers to use stress, so both English intonation and stress patterns must be learned and practiced (Thompson, 2001).

Pronunciation versus Comprehensibility

Comprehensibility is the focus on meaning in communication (Jung, 2010).

It relates to the level of difficulty a listener has to understand the speaker (Derwing & Munro, 2009). While pronunciation focuses on producing the correct sound for each letter, comprehensibility focuses on the meaning as a whole. Students may not be able to pronounce every letter correctly, but if their speech is comprehensible to the listener, it really does not matter if a sound is incorrect to the ears of the listener.

There is a link between pronunciation and comprehensibility, though. Sometimes in order to be comprehensible, correct pronunciation is necessary. A study by Saito (2011) revealed that explicit letter sound instruction did improve the students' comprehensibility. However, the students did not sound more native like, though their pronunciation was better.

In another study by Tominaga (2011), Japanese students who were considered to have successful pronunciation skills, were rated by both native English speakers (NES) and non-native English speakers (NNES) based on suprasegmentals of pronunciation, including stress, rhythm and intonation, as well as voice quality and sound change in the beginning or end of sentences. The NES rated the students 7.13 on a scale of 10 while the NNES rated the students a 5.27 on a scale of 10. NES actually rated the Japanese students about two points higher than the NNES, so NES are not so focused on perfect pronunciation, in terms of suprasegmentals.

Global English

Global English is the background of teaching pronunciation and considering what aspects are most important – native-like pronunciation or comprehensibility. Global English is English used when talking to people from other countries for successful communication. In today's world, many NNES to NNES interact (Jung, 2010).

A university professor from Japan wrote about his efforts to help students and in turn Japanese people as a whole realize that native-like fluency is an unrealistic expectation and that special status should not be given to certain countries. Rather, there needs to be acceptance for all kinds of (global) English (Sakai & D'Angelo, 2005) There are many dialects and ways to speak English, which change depending on the context. (Kachru, 1991; Berns, 1995).

Application for Teachers

Saito (2011) states,

"Although some L2 learners who strongly strive for nativeness should not be discouraged to pursue their ambitions, researchers as well as teachers should set realistic goals for L2 learners" (p. 45).

Piske et al. (2001) explains that L2 instruction does not necessarily decrease foreign accent. If teachers are centered on this goal, students with different aims be inhibited from their desired achievements.

Teachers can consider what is important for students to learn about pronunciation in order to become comprehensible. As mentioned, pronunciation of individual sounds can be useful to learn if those particular sounds disrupt comprehension. Suprasegmentals such as stress, tone and intonation help improve comprehensibility as well.

Many Japanese students may want to sound like native speakers but their ability to reach this goal may not be possible, so students need to be taught that it is okay to make mistakes. Negotiating interaction is part of the communication process. It is not just the listener who does not understand the student. The student may not always find input from the listener comprehensible either.

Both the L2 speaker and the listener have a need to negotiate for meaning, through modifications of speech (listener may speak slower and simpler) and corrective feedback ("Do you mean…?" for both the speaker and the listener) in order to communicate (Ellis, 2008; Kumaravadivelu, 2003).

Considering the purpose of the class and what will help the students need to communicate is the key element in this process. In a class of all Japanese learners their needs are fairly similar because they share a common native language. Their plans for their future use of English, such as learning English for fun or learning for academic purposes will change the emphasis on what should be taught explicitly, or not. In a mixed class with speakers from various languages, the teacher may need to focus on several comprehension factors and determine what will benefit the class as a whole, while having the willingness to help individual students with pronunciation.

Japanese Students' Views

Some Japanese students from a small school in the Northwest United States said:

I want to enjoy talking with American.

If we can't speak perfect English pronunciation, we will misunderstand in other word instead of correct word.

Sometimes American can't understand what I want to say. Maybe, my pronunciation is bad. So I want to get perfect English pronunciation and talk more.

Other American can hear my English talking if I can speak perfect English pronunciation.

Perfect English pronunciation can understand easy.

The students recognized that they have a "deficit" in their pronunciation and want to sound better, in order to be understood. Some students mentioned elements that support comprehensibility over perfect pronunciation:

I think we can communicate with American without perfect English pronunciation.

I think that if I can't speak English well, I can communication with other country people. I think it is okay for me to just conversation.

Perfection isn't important because nothing is perfect. (My language, my pronounce.) I can't speak like Americans.

Language is just a tool, so I think we don't have to be perfect. I think it's more important to be able to have contents rather than just good pronunciation.

(Japanese university students, personal communication, March 2016).

Students need to consider what makes it difficult for them to be understood by both native speakers and speakers from other language and cultural backgrounds. This way, students can set goals that will help them become more comprehensible. Teachers can choose what parts of pronunciation to teach or not, but learners must practice it to improve and set their own goals for improvement, too.

Conclusion

The conclusion that this information arrives at is that some Japanese students desire to speak like a native speaker, but teachers need to consider the importance of comprehensibility over perfect pronunciation. Understanding students' views on their own ability to communicate will help teachers, and students, develop goals that are realistic for themselves and their future plans. Additionally, teachers need a high degree of knowledge about their students' native language, as it pertains to teaching English pronunciation.

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Three Useful Features of Compleat Lexical Tutor (v.8) for Vocabulary Teaching

by Xiaoli Yu

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Three Useful Features of Compleat Lexical Tutor (v.8) for Vocabulary Teaching

It is difficult to argue against the significance of vocabulary in second language acquisition (SLA). Various empirical studies have proved the robust connection between vocabulary knowledge and second language (L2) learners' productive and receptive language skills (Schmitt, 2010). Lexical competence is not only considered as the heart of communicative competence but also the crucial foundation for academic success (Meara, 1996; Laufer & Ravenhorst-Kalovski, 2010). During the previous decades, research in vocabulary teaching and learning has been developing from focusing on contextualized and communicative instruction to arguing against learning from the contexts (Krashen, 1989; Folse, 2004). However, research-informed recommendations seem to be far from reaching practitioners' application in language classrooms. Language educators often feel the inadequacy of grasping and applying effective vocabulary teaching strategies in their classrooms. This

article provides three beneficial features of The Compleat Lexical Tutor, an online vocabulary researching/teaching/learning website, for English as a second language (ESL) educators to employ in their classrooms to provide effective vocabulary instruction, especially in an academic context.

The development of corpus linguistics has been providing effective tools and information for researching in vocabulary teaching and learning. A corpus consists of a databank of natural texts, including writing texts and/or transcription of recorded speeches (Krieger, 2003). Due to the empirical nature of corpus data, corpora offer the pool of intuitions from a great number of speakers, which makes linguistic analysis more objective. Compared to the language intuition of a single speaker, corpus-based information offers more authentic and accurate foundation for identifying linguistic patterns, structures and frequency of particular words according to real-world usages. Meanwhile, data-drive learning (DDL) and computer-based corpus research in linguistics have boosted a new era of SLA (John, 1991). With the development of computerized tools and software, L2 learners are assisted to access corpus data and have more exposure to the target language, thus DDL can be achieved.

Compleat Lexical Tutor (v.8) is developed by Tom Cobb of University of Quebec at Montreal (UQAM), aiming to provide useful resources for English and French language researchers, teachers, and learners. Due to the wide range of resources and functions, numerous scholars have employed Compleat Lexical Tutor to conduct empirical studies in different areas, such as concordance, lexical bundles, and word lists (Cobb, n.d.; Horse, 2005; Laufer, 2011). The results of the research have confirmed the validity of the website and its resources. However, the features that are created for language teachers are rarely used by classroom teachers. Next, I will be introducing three useful features of Compleat Lexical Tutor for classroom teachers, including List Learn, Group Lex, and Concord Writer.

List Learn – How Vocabulary Lists Work

Even though memorizing vocabulary lists has been usually considered as boring and ineffective for learning a L2, there is practically no empirical evidence suggests that learning new words in lists is detrimental (Folse, 2004). As a matter of fact, there have been numerous empirical studies advocate the effectiveness of providing vocabulary lists for L2 learners, especially for beginning learners (Nation, 1993). Folse (2004) suggests that

teachers should not hesitate to use vocabulary lists in teaching L2, however, other complements and approaches should also be involved in classroom teaching to enlarge students' exposure to the target vocabulary and achieve the best effect.

List Learn offers two major options for users, including choosing correct definitions from concordance lines (Defcon2) and interactive learning of three vocabulary lists. The first section is a new feature of the eighth version of Compleat Lexical Tutor. Teachers are able to type or upload the specific vocabulary lists and receive the corresponding number of definition choosing questions. Different from traditional multiple choice questions, there are concordance lines of the word under each question. Students are able to read through the concordance lines and determine the definition of the word. The concordance lines are retrieved from various corpora, which offers authentic real-world usages of the word. Furthermore, users can click on the keyword in the concordance lines and look for larger contexts. This feature combines vocabulary lists with concordance, which increases exposure of the word to learners. The second section provides three vocabulary lists for learners to study and interact with – the General Service List (GSL) (West, 1953), the University Word List (UWL) (Xue & Nation, 1984), and the Academic Word List (AWL) (Coxhead, 2000). These three word lists have been proved to be able to cover relatively high percentage of conversational and academic English speeches and texts (Nation & Waring, 1997; Schmitt, Schmitt & Clapham, 2001). Similar as the first section, concordance lines of the keywords are a critical feature here. Learners are not only provided with the definition of the word, but how native English speakers use the word in natural contexts. Moreover, the "save" function allows users to build their own dictionary with keywords, definitions, and concordances.

For the first section of List Learn, teachers may find it beneficial for reviewing target words with the entire class. Alternatively, if there are enough device available, the teacher can divide the class into pairs or small groups to review or self-study the target words. Regarding the second section, teachers can ask students to use it as a

tool to accumulate their own vocabulary lists outside of class and check their progress individually.

Group Lex – Interactive Vocabulary Learning

The lack of vocabulary knowledge often hinders students' reading in L2. Some teachers ask students to avoid using dictionary and encourage them to guess the meaning out of the context. However, research suggests that even though guessing vocabulary from context is how native speakers deal with new words in reading, it does not work as effectively for L2 learners (Nassaji, 2003). In order to successfully guess the meaning from contexts, a large amount of vocabulary is required for L2 learners.

The Group Lex feature can serve as a vocabulary learning component for learners to study and review before and after reading the texts. Teachers can extract the target vocabulary from the readings first and compose a specialized vocabulary list. The definitions and examples are available from the embedded dictionary. The teacher can also assign the vocabulary to different students by adding students' names to individualize the vocabulary list. After building the vocabulary list, the teacher can present the quizzes to the class or individual students. There are two formats of quizzes available. Quiz 1 is a vocabulary cloze test, which requires the learners to complete sentences according to its parts of speech and definitions. After successfully completing Quiz 1, the second quiz will be available. Quiz 2 tests learners' understanding of the occurrence of the vocabulary by providing multiple concordance lines from multiple corpora. Testees can choose the corpus according to their vocabulary level. In addition, the quizzes are available in print format, which gives teachers more convenience if computers are not available for individual students. The empirical study conducted by Horst, Cobb, and Nicolae (2005) states that this interactive vocabulary learning tool offers rich authentic and comprehensible linguistic input for L2 learners, which is beneficial for mastering the vocabulary deeply and effectively.

Concord Writer – Using Vocabulary in an Authentic Way
One critical component of truly mastering a word is

knowing how to use it appropriately. Studies have shown that even with known words, L2 learners often face difficulties in applying them properly (Laufer, 2011). The Concord Writer feature allows users to input their own writing and evaluate whether the vocabulary usages are appropriate.

This tool can be employed by classroom teachers to encourage students' independent vocabulary learning skills. After students finish their writings, teachers can first mark the questionable words. Then, students can input their writing in the Concord Writer and search for the concordance information of the marked words. Again, all the concordance information is extracted from various corpora to ensure the comprehensible references. Additionally, besides English version, this tool also provides French, Chinese, and Turkish interfaces and corresponding dictionary explanations, which helps student users from different linguistic backgrounds to better navigate the functions.

Conclusion

Overall, the above three effective tools from Compleat Lexical Tutor can be utilized by ESL classroom teachers to facilitate learners' receptive and productive skills. However,

teachers should bear in mind that there is no single supreme strategy for teaching vocabulary; dynamic tools should be employed to promote students' exposure to the target vocabulary.

Through the huge online database that Compleat Lexical Tutor offers, students should be able to gradually achieve DDL and higher level of L2 proficiency under teachers' effective guidance.

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Interactive Language Learning Opportunities for Beginner and Intermediate ESL Learners

By Eman Elturki

FLAX: Best of Password

Flexible Language Acquisition (FLAX) is a digital library consisting of authentic language collections for diverse language needs and proficiency levels. These collections are drawn from sources such as the British National Corpus (BNC), Wikipedia, Google, and other ESL materials. It is a rich resource for ESL learners to explore and practice language in context. The *FLAX Distributed Collections* are designed for beginner and intermediate ESL learners. Two collections that are particularly useful in the *FLAX Distributed Collections* are: *The Best of Password* and *Earth Science*. The former contains articles and exercises that come from a magazine for learning English called *Password* and published in New Zealand, whereas the latter collection consists of articles and exercises for beginner levels focusing on earth science. These collections offer rich resources to learn and practice English independently. Students can read and listen to reading passages at their level, learn about parts of speech, expand their vocabulary including collocations, and practice what they have learned in the collection through interactive games. Since both collections have the same browsing options, this article focuses on *the Best of Password Collection*.

What does FLAX's Best of Password Offer?

Reading, listening, and learning about parts of speech in the reading.

Students can browse *the Best of Password* collection by title or level (Figure 1). The collection consists of four levels; beginner to intermediate. Students can read and listen at the same time. Passages are read at a pace and speed appropriate for the level. Students can listen to passage by clicking on the player widget.

Figure 1. *The Best of Password* collection and its different levels and features.

Another interesting feature is having specific parts of speech and highly frequent words highlighted in the reading by clicking on one of the tabs on the top right side of the page: wordlist, adjective, noun, preposition, and verb. For instance, by clicking on the wordlist tab, the most frequent words in English are highlighted. Through the dropdown list a student can select whether they want to see the top 100 most frequent words, the top 2000, academic words, topic-specific words, or keywords highlighted in the text.

Expanding vocabulary. Students have multiple opportunities to learn new vocabulary and explore word usages. Through "Search," for example, students can search for specific words and see how they are used in the collection. For instance, by typing a word in the search engine, students can find articles, sentences, paragraphs, and collocations that contain the search word.

Furthermore, students can improve their vocabulary by learning about collocations (i.e. words that tend to occur together) through clicking on the "Collocations" tab. It lists all the words occurred in the collection. When students click on a word, they can see examples of collocations from the readings. Clicking on any word in the collocational string takes students to another page "Learning Collocations," which provides a comprehensive list of collocations associated with the word as well as sentence examples when clicking on a particular collocation.

The "Wordlist" browsing option is another resource for students to develop general and academic vocabulary. Students can view words from the collection that are among the 1000 or 2000 most frequent words or academic words. Students can click on a word on the list to see how it is used in context. Another interesting feature is saving words and collocations to "My Cherry Basket" by clicking on the cherry icon and then printing the list out or saving it to their computers as a text file.

Playing with English. The "Activities" option takes students to language games built for the collection such as hangman, scrambled sentences, word guessing, collocation dominoes, and punctuation and capitalization. For example, through playing the "Hangman" game, students can practice spelling and then see a full report of what they have done right or missed by clicking on the "Summary Report".

Conclusion

To sum up, *FLAX Distributed Collocations* are a rich resource for practicing English in an interactive way. It provides students with opportunities to improve their English independently and have fun with language.

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"Let Me Help You Find Your Way Home"

Including the Refugee Experience in the English Language Classroom

By Janine J. Darragh

University of Idaho

President Trump's recent executive order temporarily prohibiting the entry of all refugees into the country has made the topic of refugees a hot-button issue in both local and national news. Scrolling through headlines and social media sources, stories about refugees abound. Refugees make up a large component of the English language learner population. In the Fiscal Year 2016, for example, communities in the United States welcomed 84,995 refugees from 79 countries (US Department of State, 2016). WAESOL communities in particular have some of the largest number of refugee populations. Washington state ranks number ten of all states in number of refugees (16,504 between 2010-2016), with nearly two-thirds of the state's refugees living in King County, and 18% living in Spokane (McDermott, 2016). As English language teachers, there is a large possibility that our students will have experienced or know someone who has experienced being a refugee, a fact that yields unique considerations for teachers, students, and the classrooms in which they learn. For example, research shows us that refugees often feel isolated and alone. Iraqi refugee Zahraa Naser, currently living in Boise, Idaho, explains:

My friends are mostly refugees. I also have American friends, but I only talk to them at school. I think for Americans, if they talk to you once, if they see you out somewhere, anywhere else outside of school, they just act like they don't know you. I know; I've tried it a lot (Mosle, 2016).

Accordingly, what can teachers do to help not only their refugee students to not feel so alone, but also to help the other students in the classroom to better understand their refugee peers? Children's and young adult literature portraying the refugee experience might be one answer.

Incorporating children's and young adult literature about the refugee experience into the language classroom can yield dual benefits. Bishop (1990) writes about how literature can act as a window or mirror for its readers. Seeing one's own life reflected (like a mirror) in stories can help children to not feel so alone in the world. Reading about characters who are similar to them can help children to feel validated through the literature that their lives are interesting, important, and matter to others. Conversely, reading about characters with lives different from one's own can serve as a window into the experiences of others, and in turn help readers to gain

knowledge, understanding, and empathy for those who are different (Parsons & Rietschlin, 2014). In thinking specifically about texts with protagonists who are refugees, incorporating these books into the classroom can offer readers knowledge about different cultures, different countries, and different histories, as well as provide a vehicle for them to vicariously live through the characters portrayed. This first-hand experience can help students in gaining empathy and understanding about the long-standing complexity of the refugee issue and the challenges their classmates who are refugees might have faced and still be facing. Second, students who are refugees can see their lives and experiences represented in the literature, and, as such, might not feel as isolated from their classmates, as refugees often do (Finnerty, 2015; Mosle, 2016). Of course, in all cases,

care and sensitivity must be taken when including literature about refugees into the classroom. Students who are refugees may have experienced trauma and not be ready to participate in class discussions and activities that might trigger painful memories.

However, if teachers are ready to fully represent the diverse society in which we live, there are a plethora of quality resources available that can assist them in developing units of study that include the refugee experience. Below are a few I have found particularly useful.

Electronic Resources

http://www.unhcr.org/teaching-about-refugees.html
This wonderful website from The United Nations High Commissioner for Refugees (UNHCR) is full of teaching resources as well a "teaching tool kit." The resources are offered in a variety of languages, so they can easily be provided in a student's primary language if desired. Lesson plan ideas, interactive awareness games, as well as videos sharing personal refugee stories are just some of the many resources on this site.

https://www.learner.org/resources/refugees/
This site, from the Annenberg Foundation, also has a plethora of resources for teaching about refugees. The resources provided are separated into curriculum/resources for teachers and curriculum/resources for students, so teachers can choose what will be most helpful to their individual needs- whether that be informing themselves about the refugee crisis or explaining it to their students. A refugee exhibit, photos, statistics, and maps are all provided in teacher and student-friendly formats for easy use.

http://brycs.org/clearinghouse/Highlighted-Resources-Immigrant-Refugee-Awareness-Instructional-Materials.cfm
The Bridging Refugee Youth and Children's Services site has a variety of teaching materials, including activities focused on bullying, websites, podcasts, and video links, as well as links to other sites that offer teacher resources for learners of various age levels.

http://www.bbc.com/news/world-middle-east-32057601
On this website, the BBC News Services provide an activity called "Syrian journey: Choose your own escape route." Participants take on the role of a refugee and must make a series of impossible choices that refugees unfortunately too often have to make. At the end of the simulation, students learn if they were successful in their journey to safety.

https://blogs.commons.georgetown.edu/rochelledavis/refugee-video-project/
Professor Rochelle Davis has a blog entitled "Teaching about refugees: Curriculum units and lessons." Aimed at secondary students and inspired by her own field research in Jordan and Lebanon in 2013, this site provides lesson plans and other resources that teachers who want to create a unit on forced displacement and refugees will find valuable.

Children's and Young Adult Books

As a former high school teacher, I know just how overwhelming it can be to find quality books to offer to students and incorporate into units of study. Teachers are busy; days are short; and the amount of new children's and young adult books published each year makes the task often feel overwhelming. Over the past year I have been reading almost exclusively children's and young adult literature that portrays the refugee experience. Below, you will find my in-progress consolidated booklist with author, title, genre, and identified level (primary picture book, intermediate chapter book, young adult book). The titles have come from a variety of sources including the National Council of the Social Studies' Notable Social Studies Trade Books for Young People booklists, the NBGS (Notable Books for a Global Society) booklists, the OIB (Outstanding International Books) lists, the Jane Addams Peace Association Children's Book Award winners, as well as any and all suggestions from colleagues, students, and librarians. The books included represent a variety of genres and age levels, as well as span multiple time periods, with many portraying refugees from World War II, the Cuban Revolution, Sudan, and the Middle East. Reading about refugees from different time periods may allow students to analyze the similarities and differences among the refugee experience throughout the decades, and the variety of sources, formats, and styles can appeal to students' reading preferences. If anyone has resources to add to this list, please feel free to contact me at janined@uidaho.edu with your suggestions.

Author	Title	Genre	Level (Primary, Intermediate, Young adult)
Applegate, K.	*Home of the Brave*	Fiction, Novel in verse	Intermediate, Young adult
Barakat, I.	*Tasting the Sky: A Palestinian Childhood*	Nonfiction	Young adult
Borden, L.	*Journey that Saved Curious George: The True Wartime Escape of Margret and H. A. Rey*	Noniction, Picture book	Intermediate
Carleson, J.C.	*The Tyrant's Daughter*	Fiction	Young adult
Choi, Y.	*The Name Jar*	Picture book	Primary

Dau, J.B., & Akech,	*Lost Boy, Lost Girl: Escaping Civil War in Sudan*	Nonfiction	Intermediate, Young adult	Gruener, R., Gruener, J., and Gratz, A.	*Prisoner B-3087*	Fiction inspired by author's experiences	Young adult
DePrince, M.	*Taking Flight: From War Orphan to Star Ballerina*	Nonfiction	Young adult	Hoffman, M.	*The Color of Home*	Picture book	Primary
Eire, C.	*Learning to Die in Miami: Confessions of a Refugee Boy*	Nonfiction	Young adult	Jacobsen, R.	*Rescued Images: Memories of a Childhood in Hiding*	Nonfiction	Young adult
Eire, C.	*Waiting for Snow in Havana: Confessions of a Cuban Boy*	Nonfiction	Young adult	Asgedom, M.	*Of Beetles and Angels: A Boy's Remarkable Journey from a Refugee Camp to Harvard*	Nonfiction	Young adult
Ellis, D.	*The Breadwinner*	Fiction	Intermediate, Young adult	Cole, T. C.	*Wall*	Picture book	Primary, Intermediate
Ellis, D.	*Parvana's Journey: Breadwinner #2*	Fiction	Intermediate, Young adult	Friedman, D. D.	*Escaping into the Night*	Fiction	Young adult
Ellis, D.	*Mud City: Breadwinner #3*	Fiction	Intermediate, Young adult	Harlow, J. H.	*Watcher*	Fiction	Intermediate
Ellis, D.	*My Name is Parvana: Breadwinner #4*	Fiction	Intermediate, Young adult	Heuvel, E.	*Family Secret*	Fiction, Graphic novel	Intermediate, Young Adult
Flores-Galbis, E.	*90 Miles to Havana*	Fiction based on author's experiences	Intermediate, Young adult	Kobald, I.	*My Two Blankets*	Picture book	Primary
Gleitzman, M.	*Now*	Fiction	Intermediate, Young adult	Kuntz, D.	*Lost and Found Cat: The True Story of Kunkush's Incredible Journey*	Nonfiction, Picture book	Primary
Gonzalez, C.D.	*The Red Umbrella*	Fiction	Young adult	Lai, T.	*Inside Out and Back Again*	Fiction inspired by author's own life, Novel in verse	Intermediate, Young adult
				Macdonald, M.	*Odette's Secrets*	Fiction	Intermediate
				Marx, T.	*A Boy from Kosovo*	Nonfiction	Intermediate
				Matthews, J.	*Children Growing Up with War*	Nonfiction, Photo journalism	Young adult

Naidoo, B.	*Other side of Truth*	Fiction	Intermediate, Young adult
Pinkney, A.D.	*The Red Pencil*	Fiction, Novel in verse	Intermediate, Young adult
Polacco, P.	*Blessing Cup*	Picture book	Primary
Polacco, P.	*Butterfly*	Picture book	Primary
Railsback, L.	*Betti on the High Wire*	Fiction	Intermediate, Young adult
Russo, M.	*I Will Come Back for You: A Family in Hiding during WWII*	Picture book inspired by family's experiences	Primary
Ruurs, M.	*Stepping Stones: A Refugee Family's Journey*	Picture book	Primary
Sanna, F.	*The Journey*	Picture book	Primary
Shea, P.D., & Yang, Y.	*The Whispering Cloth*	Picture book	Primary, Intermediate
Short, D., & Tinajero, J.	*Journey Home*	Picture book	Primary, Intermediate
Shulvitz, U.	*How I Learned Geography*	Picture book	Primary, Intermediate
Simon, T., & Simon R.	*Oskar and the Eight Blessings*	Picture book	Primary
St. John, W.	*Outcasts United: The Story of a Refugee Soccer Team that Changed a Town*	Nonfiction	Young adult
Thor, A.	*A Faraway Island*	Fiction	Intermediate
Voorhoeve, A.C.	*My Family for the War*	Fiction	Young adult

Williams, K.L.	*My Name Is Sangoel*	Picture book	Primary
Wells, R., & Fernandez, S.	*My Havana: Memories of a Cuban boyhood.*	Fiction inspired by fact	Intermediate
Woodruff, E.	*The Memory Coat*	Picture book	Primary
Yousafzai, M.	*I Am Malala: How One Girl Stood Up for Education and Changed the World*	Nonfiction	Intermediate
Yousafzai, M.	*I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*	Nonfiction	Young adult
Whelan, G.	*After the Train*	Fiction	Intermediate
Williams, K.	*Brothers in Hope: The story of the Lost Boys of Sudan*	Picture book	Primary, Intermediate
Williams, K.	*Four Feet, Two Sandals*	Picture book	Primary

Conclusion

There are numerous quality books and resources available for teachers interested in intentionally incorporating the refugee experience into their curriculum, and the benefits of doing so are great for all students of all grade levels. In her novel in verse, Home of the Brave, author Katherine Applegate says, "Today, tomorrow, sooner or later, you will meet someone who is lost, just as you yourself have been lost, and as you will be lost again someday. And when that happens, it is your duty to say 'I've been lost, too. Let me help you find your way home'" (p. 253). I truly believe the WAESOL community is full of amazing educators who, in teaching about refugees, can inspire the future generation (refugees and non-refugees alike) to have courage on their own journeys and empathy and strength to help support others, in learning, in life, and to find their ways home.

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WAESOL Professional Development Grant Recipient Report

By Lorrae Fox

In October of last year, I was fortunate to receive a WAESOL professional development grant. It was a long 5 months as I excitedly prepared to attend the CCCCs in Portland and TESOL in Seattle this year. As an M.A. TESL graduate and composition teacher with a primary research interest in L2 writing, these conferences were the ideal combination for me to develop professionally as a teacher.

The CCCCs was my first national conference attendance and presentation, which was an incredible experience. My panel presentation was a nerve-racking highlight! Other stand out moments were meeting and talking with Peter Elbow, a composition scholar I've admired for years, and attending several sessions on using technology in the classroom, and teaching online, two topics I had little knowledge on previously. The smaller size of the CCCCs made this an ideal chance to network with many other teachers from around the country, share classroom suggestions, and research ideas. It's a few weeks later and I'm still flipping through my notebook and emailing with follow ups.

After 7 days in Portland, I headed to Seattle for TESOL for a further week. I thought I was prepared with what to expect but the conference was so utterly vast. The Graduate Student Forum was incredibly valuable as I got to see a broad overview of many interesting research studies on a variety of topics. Other memorable presentations included Corpus-Based Learning of Reporting Verbs in L2 Academic Writing given by speakers from Purdue and University of Arizona: this inspired me to create activities in my composition class based on corpus, and Applying Research Findings to L2 Writing Instruction: this presentation helped me understand how to move research to practice in my own classroom. Overall, the two-week experience was intense but incredible. I am so thankful to WAESOL for allowing me the opportunity to attend both CCCCs and TESOL this year with their professional development grant. Since returning, I have felt enriched by the experience and invigorated to use the knowledge I gained in my own classrooms.

Conference Cross-Talk:
Tracing Across Repertoires/Resources

With the recent abundance of March conferences in the Pacific Northwest, it was possible to trace several threads of conversation across disciplines, specifically related to Second Language Writing (SLW). What follows is a brief mapping of the intellectual terrain at the conferences related to translingualism and translanguaging, both topics receiving a great deal of attention in 2017 at the convention for Teachers of English to Speakers of Other Languages (TESOL), American Association for Applied Linguistics (AAAL), and the Conference on College Composition and Communication (CCCC).

Translanguaging reconceptualizes language as a verb instead of a noun. It is a type of communicative action. A bilingual (or multilingual) person is not the sum of two (or more) distinct and internal monolingual people, but draws from a single holistic language repertoire depending on the situation and who she is interacting with. Several presenters at various conferences pointed to ways in which surface analysis of such interactions may look similar to previous approaches to identifying code-switching. However, it is a different conceptualization of the mind. Instead of two (or more) separate and distinct language codes in the mind that someone switches between, translanguaging is the act of drawing on strategic and appropriate aspects of their holistic language repertoire for a given situation.

For bilingual education, this could mean that instead of asking, "How would you say that in English/Spanish?" a teacher might ask, "Can you think of any other ways we could say that?" Wisconsin educators Laura Hamman, Emeline Beck, and Aubrey Hellenbrand showed that asking students such questions identified different and multiple ways of saying things "within" as well as "across" named (recognized) language varieties, which helps get at the situational nature of language and communication. Other learning project ideas included writings on identity that included certain aspects of students' lives in languages that represented different parts of their lives within a single text or writing two different research report texts on a single topic for different audiences in different languages.

Translingualism focuses on how individuals draw on many semiotic resources - including, but not limited to language - depending on their purposes and situation. However, several speakers across conferences spoke of their perceived need to define and be precise about what translingualism is. At TESOL, Tony Silva and others even held a session to "interrogate" translingualism as a more aggressive attempt to define its meaning. At CCCC, Missy Watson from City University in New York took a more open stance in identifying the semiotic ambiguity that has led to several interpretations of translingualism, as well as different affordances of these various interpretations. At this same session, Suresh Canagarajah (author of the 2015 book Translingual Practice and 2017 AAAL keynote speaker) was actually in the audience and said he did not intend to use this word during his upcoming keynote at AAAL because of the pressure to limit it.

It seems that translingualism is undergoing some disciplinary push-back within SLW as I heard several comments from people critiquing it as an "anything goes" approach – or at least contrasting translanguaging to such an approach with the implication being that translingualism holds this position. While this is not actually what most writers on translingualism have proposed, it seems to be a discourse in circulation since Paul Kei Matsuda's 2014 article "The Lure of Translingual Writing" in which he presented a view of uncritical celebration of this term. In contrast to this view, David Schwarzer at the TESOL conference pointed out that translingualism represents the practices people use when they're trying to sell something – such as how New Jersey restaurant owners and other businesses in his research have made different kinds of information available in multicultural neighborhoods in order to better communicate with customers. Such decisions require a great deal of material investment, local/global sensitivity, reflexivity, and feedback from the community. During a CCCC presentation, an audience member also pointed out that translingualism has some political force, as well, for recognizing the reality of real world diversity of both identity and communication practices as it can be used to push against oppressive monolingual and monocultural ideological assumptions, still often present in the privileging of academic English to the exclusion of other semiotic resources.

During his plenary talk, Li Wei was careful to situate and trace the notion of "languaging" as separate from and historically preceding the rise of translingualism (which he never addresses directly) and demonstrated its traction especially among bilingual education scholars such as Ofelia García. For translingualism, presentation scholars referenced work from researchers such as Suresh Canagarajah, Bruce Horner, Min-Zhan Lu, Alastair Pennycook, John Trimbur, and Nancy Bou Ayash. With its focus on semiotic resources beyond language, many presenters are finding connections between translingualism with multimodality (extremely relevant considering the recent special edition TESOL Quarterly on this topic). At CCCC, many scholars are even moving further along this trajectory to talking about transmodality as the synthesis and synergy of communicative modes like visual, gestural, spatial, aural, and linguistic, instead of just considering multiple modes separately.

While both translanguaging and translingualism call for a reconceptualization of language teaching and research, translanguaging seems to be the term in vogue for the fields of TESOL and Applied Linguistics while translingualism is being operationalized more in Composition and Rhetoric. Since SLW is an inherently interdisciplinary endeavor and sits at this intersection, it is useful to follow both terms in use. Both have implications for teaching and research, and they both respond to the exigence of a non-monolingual world and the necessity of navigating it situationally.

Holly Shelton is an Assistant Director at the University of Washington Expository Writing Program and Computer-Integrated Courses. She holds MA degrees in TESOL and Applied Linguistics and is pursuing a PhD in Language & Rhetoric. She has teaching experience in Chile, Turkey, Kazakhstan, and the US.

2017 TESOL Conference Reflections

By Jamie L. Olson

Attending the 2017 TESOL Convention at the end of March was truly a rewarding, enriching and thought-provoking experience. I am always grateful to be able to attend conferences, in particular WAESOL and TESOL. I replenish my toolbox of effective and dynamic instructional tools, learn about new research, and become inspired and humbled by my colleagues from around the world, who not only give so much to their students but also to our TESOL community. I was also very fortunate to attend the conference with my nearly my entire ESLA department from Whatcom Community College in Bellingham. As I described to my teenage son, this was my chance to go "nerd out on teacher stuff with my friends from work". I felt much like a kid with a catalog of goodies as I pored through the conference schedule choosing and highlighting all of the potential presentations, forums, and topics to choose from. How many of you feel the same way at a conference?

While I attended around 18 sessions over the three days (truly a mental marathon!) I was most moved, challenged and excited by the sessions and forum on diversity and equity in our field. Having graduated in 2013 with my M.Ed. and explored this topic as a TA in an Education, Equity and Diversity course, I have found very little discussion about this topic amongst colleagues and in a wider setting. Even at the 2014 TESOL conference, I did not notice much light being shed in this direction. I was more than thrilled to see it discussed more at this conference with an assortment of dynamic professionals sharing their wisdom, experience and perspectives on these issues.

In consideration of the position of power that we hold being English language instructors for non-native speakers, it seems that explorations of privilege, power, equity, inclusion and diversity are essential for us to tackle as this professional field expands, and we serve more and more students from all parts of the world. As educators, we have a huge responsibility to our students, and I believe implicit in this responsibility is our own self-reflective process. We are all products of an educational system, and if English is our first language, we have inherited all the culture, power, biases, coded ways of communicating about race, class, gender, and values albeit mostly unconsciously.

The most thought-provoking and transformational sessions I attended were "Colonization of the Mind" by Elisabeth L. Chan, (N. Virginia Community College) and "Towards Epistemic Decolonization" by Ana Campos-Solanos (University of Massachusetts –Boston). Both of these sessions gently guided attendees through a process of discussing and explaining larger concepts, such as what it means that the English language has been used to continue the process of Western colonization through education, explaining explicitly how ideology is inherent in language and how we as educators are unknowing participants in this intellectual hegemony unless we begin to consciously consider these issues outside of the mainstream, dominant culture narrative that we have inherited and live within. Given that we have all had differing experiences and levels of familiarity with these concepts, I greatly appreciated the care and thoughtfulness with which these two educators presented. Their presentations gave an abundance of research alongside sharing their personal experiences and invited the participants to explore these ideas for themselves.

As a discipline, I believe it essential that these issues of equity, diversity and pedagogy be brought forward in TESOL and WAESOL communities for wider exploration in safe, inclusive ways. It can certainly be uncomfortable territory for those of us from the dominant culture (White), but we lose nothing by being willing to be vulnerable and challenge our beliefs. We have the opportunity to grow exponentially as individuals, as educators and world citizens. We do have an awful lot to lose if we choose to continue with the status quo and ultimately would do our students and discipline disservice. As I often tell my students, "You didn't come to my class to stay the same and be comfortable. You can here to learn, and learning involves some kind of discomfort and finding your edge." This is the most significant take-away for me from this amazing conference filled with dynamic presenters and these particular presentations: It's time for me to a little uncomfortable, find my edges, confront more of the issues around equity and diversity in my profession, and become an even better teacher and colleague. I invite you to come along and see what you discover at your edges.

Resources

TESOL Diversity Collaborative Forum is listed in the TESOL groups section of the TESOL Community website. They also have a website open to anyone, not only TESOL members, which you can find at: http://tesoldiversitycollaborative.weebly.com

Elisabeth Chan's PowerPoint presentation on "Colonialism of the Mind" has fascinating information and plenty of academic research to get you started.
Check it out here: tinyurl.com/nyxzbus

Ana Campos-Solanos's website: https://asolanocampos.com/publications/

Fantastic newly published by TESOL Press: "Social Justice in English Language Teaching" edited by Christopher Hastings and Laura Jacob. This book has chapters from various TESOL members ranges from introducing social justice issues from gender, orientation, race and working across borders)to language rights and classroom practices.

A great primer on beginning to understand "Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education" by Ozlem Sensoy and Robin DiAngelo

Jamie Olson received her M.Ed. and TESOL certificate from WWU in 2013 and is currently an instructor at Whatcom Community College in their ESL Academic program, which she thoroughly enjoys. Currently, she is teaching an academic composition course with a sustainability theme and an elective ESLA service-learning course connecting students with the wider Whatcom County community to develop their cultural and communication skills. She is also a member of the 2016-2017 WWU Community Engagement Fellows.

Upcoming Events

Pivot: Exploring TESOL Career Pathways
June 23, 2017 Portland, OR

Association of Two-Way and Dual Language Education (ATDLE) Annual Conference 2017
June 26 - 28, 2017 Palm Springs, CA

22nd Conference of the International Association for World Englishes, "Local and Global Contexts of World Englishes."
30-2 July New York, USA.

WIDA 2017 National Conference
"WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators" (WIDA Mission Statement)
October 16 - 19, 2017 Tampa, FL

WAESOL Conference
Saturday October 21, 2017 and our pre-conference event on Friday October 20, 2017
Highline College, Des Moines, WA.

Call for Proposals

TESOL 2018 International Convention and English Language Expo

March 21 - 24, 2018 Chicago, IL
Call for session proposal deadline is June 1, 2017.

WAESOL Conference

Submission is now open until
Monday, **July 17, 2017** (9 p.m. PST)
http://waesol.org/conference/call/

Scholarships and Grants

WAESOL Grants, Awards, and Scholarships

Apply to a Professional Development Grant ($750), a WAESOL Project Funding Grant (up to $750), or the Sally Wellman Volunteer Award ($500).

Application window: May 20th 2017 until July 24th, 2017 (9 pm).

IATEFL Conference

Each year IATEFL offers a great range of conference scholarships to enable teachers, trainers and other ELT professionals the opportunity to attend the IATEFL Annual Conference in the UK.

Application Window: **Tuesday 18th July 2017** 4PM UK Time.