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The Call for Submissions for the Summer 2019 issue of WAESOL Educator is now open!

All submissions are due by May 3, 2019.

Publication Team:
Nizar Sulaivany, Editor-in-Chief

Jessica Weimer, Content Editor
Kerry Clark, Tech Editor

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WAESOL Educator
https://waesol.org/
Greetings WAESOL friends,

In these last weeks of 2018, gratitude for this professional community is on my mind.

At her 2018 WAESOL Conference keynote, National Teacher of the Year, Mandy Manning, implored us to think about how educators can work together to help families navigate systemic barriers and to forge better systems for our students--systems that promote belonging and student success. The first step toward more welcoming systems is communication across institutional boundaries. Pre-K-12 teachers, paraeducators, teacher educators, adult basic skills instructors, administrators, researchers, and graduate students all have a home at WAESOL. All of us who serve English language learners have information others need to know, and WAESOL is a great place to share and support each other in the work we do. What a gift! I am inspired by the dedicated educators who come together to share ideas and connect with each other on topics ranging from practical teaching tips to the newest research to advocacy. In challenging times full of change, it seems we knit together more tightly than before, determined to serve our students and each other. As WAESOL members, we are committed to professional development as community service.

As I look forward to 2019, and my coming term as your new WAESOL President, there is so much to look forward to. I am so grateful for all of you who make WAESOL a valuable organization, sharing your passion and commitment--through your conference presentations, your attendance, your submissions to our publication, your nomination of esteemed colleagues for grants or awards, your proposals for project funding, your continued support of our mission, and your membership in WAESOL.
WAESOL board members volunteer to lead our grassroots efforts to advance the teaching of English to speakers of other languages in Washington State, and I am grateful to those who serve or have served. They come from all corners of the state and work at a wide variety of institutions with the common goal of service to our WAESOL community. Thank you to outgoing board members, Randi Freeman and Bryce Smedly. Welcome to new board members, Beth Ankorn and Audra Lord. Welcome back, Dr. Martha Savage, Megan Nestor, Jeanne-Marie Wright, Nizar Sulaivany, Kerry Clark, Jessica Weimer, and Naomi Hagen. I am thrilled to work with each of you, and grateful for all that you do to make WAESOL possible. A special, personal thank you goes out to our 2018 President, Nasrin Nazemi, who has done a tremendous amount of work for our organization over the last two years, stepping into the role of president sooner than anticipated in 2017, learning on the job, and graciously agreeing to remain on the board as Past President in 2019. Her steady hand has been and will be a real help to all of us. Many thanks, also, to Ron Belisle for his tech support; Administrative Assistant, Maggie Diehl, for taking care of operational details; and to our Executive Director, Dr. Joan Johnston Nelson, for being our institutional memory and guiding star.

Together, we can do so much in 2019. I look forward to sharing it with you.

Happy New Year!

Michelle Roth
2019 WAESOL President
Hello WAESOL Community,

The Publication Committee is ending 2018 with a very special interview with Mandy Manning, the 2018 National Teacher of the Year and the WAESOL 2018 keynote speaker. Mandy believes in her students, and she highly advocates that each person involved in students’ lives should never underestimate what students have or could achieve. In her inspiring speech and interview, she has highlighted several very important issues, such as the fact we as educators, instructors, professionals, and even legislators, as well as decision makers, should be always there in classes if we really care about the success of our students. She said, “Every student in this country deserves access to a teacher who is committed to their success.”

Of special interest are a brief report of the 2018 TESOL Policy and Advocacy Summit held in Washington, DC, written by our current WAESOL President, Michelle Roth from Clark College, and a review of “The Technology Symposium and a Regional Conference,” which was held in Vancouver by BCTEAL written by Randi Freeman and Bob Woods. Moreover, in this issue you will read about the recipients of the 2018 grants and scholarships. Finally, you will learn about some upcoming domestic, national, and global professional development opportunities through our events calendar, so you can also get or stay involved in the local TESOL community. With your feedback and contributions, we will continue publishing what is relevant to all our WAESOL members. In this issue, we have also included several articles on teaching reflections and teaching tips. In the scholar-practitioner section you will read two articles tackling different topics in the field for you to ponder.

As always, WAESOL Educator aims to provide a

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Letter from the Editor

Nizar Sulaivany
Renton Technical College

Nizar Sulaivany currently teaches hybrid ELA classes at Renton Technical College. Nizar holds an MA in TESOL from the University of Washington and an MA in English literature from Mosul University in Iraq. He has more than twenty years of teaching experience abroad in United Arab Emirates, Libya, and here in WA state. He is highly interested in linguistic human rights, linguistic genocide, using digital technology in the classroom, finding the best ways to improve students’ writing skills and highly advocates for diversity in the teaching field.

Nizar can be reached at: nizar@waesol.org
professional space for WAESOL members to share and exchange their innovative ideas, teaching tips and practices, as well as their research. WAESOL Educator invites you to submit any original unpublished works, including scholar-practitioner research articles, teaching reflections, book reviews, teaching tips, ELT resources, and conference reviews. Your contributions to WAESOL Educator are highly appreciated by all our readers.

For more details on these topics and for additional guidelines, please go to WAESOL Educator Submission If you are interested in contributing to our upcoming issue, feel free to email the editor, Nizar Sulaivany, at editor@waesol.org.

Thank you very much to all the scholars who contributed to this issue, and special thanks go to the Publication Committee members Jessica Weimer and Kerry Clark for working on this.

The Publication Committee hopes you enjoy reading this new issue as you are enjoying your winter break and New Year.

Nizar Sulaivany
Responses have been edited for clarity and length.

**WAESOL Educator Editor (WEE):** First of all, thank you very much for giving us this opportunity to interview you. Really, we are very proud to have you here at WAESOL 2018 at Renton Technical College.

**Mandy Manning (MM):** Yes, of course. Thank you.

**WEE:** Can you tell us something about the school where you teach and where your students come from?

**MM:** I teach in the Newcomer Center, which is a specialized English language development program housed at Ferris High School in Spokane, Washington. It’s a program specifically for brand-new, high school aged immigrant and refugee students who are just beginning to learn English. They stay a semester with me, sometimes a year; it just depends on the level of support they need and amount of formal education they had prior to coming to the United States. We teach foundations of English language, but more importantly we help them in their transition to living and studying in the United States. That’s really our main purpose.

**WEE:** How and when did you decide to be a high school teacher?

**MM:** Well, it’s really funny because I didn’t know that I was going to be a teacher. Then, when I was in Armenia, I was teaching in the Peace Corps. I taught mostly elementary school...
students. Even after the Peace Corps, I still wasn't convinced I would be a teacher. I think it's because I hadn't quite found my level yet.

When I moved to Texas, I was able to get a position as a high school teacher. I discovered these are the kids I want to work with because teenagers are so funny, right? They really think that they know what's going on and that they're living life, but there's still so much ahead of them. I love that opportunity to help them believe in themselves because I think little kids automatically kind of believe in themselves. As you get older, you start to question your own abilities and lose confidence. You have the sense that you don't fit in, and before I taught English language learners, I tended to teach kids who didn't quite fit in. I love giving them a home place and helping them to believe in themselves and gain confidence because they're going to be our future.

I just love teaching teenagers. They are hilarious, and you can talk to them—not like adults, but almost like an adult. You can be very honest, and you don't have to do anything cute. So, you just treat them with respect and just be honest.

**WEE:** As you know, we all have someone who inspires us. Who, in your life, inspired you to get this job, to be a teacher, and to be loved by your students so much?

**MM:** I had two people, really. My aunt Carol, who I went down to Texas to be with after I left the Peace Corps, is really the reason that I'm an educator. She is the one who really pushed me to be a teacher because she saw me work with some kids in a summer theater camp, and she was like, “Man, what are you doing? You need to be a teacher.” I didn't believe I could, and she was like, “You can.” So because she believed in me, I related to that.

Also, my seventh-grade teacher, Ms. Baker; of course she didn't know this at the time, but she taught me that, truly, it’s not about what you teach, it's about how you connect with kids. She believed in me without even knowing who I was from the moment I walked into her room. The first time I was the lead teacher in a classroom, and not in the Peace Corps, but in here in United States, in Texas with my kids, I remembered that, and
I was like, “Okay. Every kid is someone that has potential, and they need to see that on my face and in my actions from the moment they meet me.” Miss Baker from Star King Middle School in Carmichael, California inspired me, too. She knew what true teaching was, and it was making connections and believing in kids. Students are very smart; they immediately figure out what kind of teacher is teaching them.

**WEE:** Is there anything that you did in your first days of teaching that you regret? What advice do you have for the new or inexperienced teachers?

**MM:** I’m so glad this happened in my very first year as the lead classroom teacher because I learned from it. The biggest issue for teachers is classroom management training, and I hadn’t had any formal education in being a teacher. When I was a teacher for the first year, I had a mentor teacher who helped me a lot. Because I just instinctively, and based on what I learned from Ms. Baker, I really connected with my kids, I didn’t have a whole lot of discipline issues or a lot of behavior problems. Every once in a while, I did because I taught theater, and kids often thought it was fun time.

I would have to keep the kids super busy all the time and focused, but every once in a while, we’d be doing a unit where they had to have some independent work time, and then I had a couple boys of who would get super squirrely. One day, I just got really irritated and I wasn’t thinking. I told one of the kids, “If you would just stop acting like an idiot, we can get on...” and in that moment, like the words came out of my mouth, and I immediately was like, “That was a huge mistake.”

The air went out of the room; everyone went quiet, and that kid was never the same. He was never the same because we had a family. We had a community. We have a safe environment, and in me saying that one just offhand remark, that, of course, I did not intend. He wasn’t really an idiot, but he had no more trust. There was no more trust with that kid, and there wasn’t anything that I could do. I tried, of course, to repair and fix, and you can’t. The words are out, and you can’t take them back.

I do know that that kid went on and was successful, but it could have derailed his entire high school path and on, you know?
That was such a strong lesson because messages matter, and it's in what we say, and it's in how we act. We have to take care because we mean so much to our kids, our students. Sometimes we're the consistent adult in their life and everything that comes out of our mouth has to be intentional and helping them to believe in themselves. When I told him he needed to stop acting like an idiot, that's all he needed to hear from me for him to think he knew what I believed about him. I'm so thankful that happened in my first year because I guarantee I never did that again. And so, for new teachers, your messages matter and you have to be very careful about what you're communicating to your kids and that is in everything that you do. If you're rephrasing things to make them easier, you're communicating to kids that they're not capable. You should be doing something to help them understand the more difficult language. When you're teaching them, everything you do and say is communicating to them what their ability is, whether you know it or not. And so, we have to be very intentional what kind of an environment we are creating. Is it an asset environment, where we're having belief in every kid's strength and potential, or are we targeting things that we believe kids can't do? Because that's going to be very important. Everything we do and say communicates to a kid who they are, and if they belong, and if they matter, and if they can do something. We have to believe that every kid can.

WEE: Can you tell us something about one of your favorite lessons to teach? Why this lesson and how did you teach it?

MM: Well it’s the one I always talk about because it’s so fun. I do a map-making project. It’s about giving and receiving directions; that’s the language of it. But it’s so experiential and that is what I love because I like to get kids out of the classroom--I think mostly because I also like to get out of the classroom. It’s an opportunity to expose the kids to the world outside of the classroom--and real life--to give context to the language that we’re using and learning, to show them that everything that we do in class connects to our everyday lives. We get to go and we also connect it back to their own experience because they’re creating a visual of their community before they came to this current community. Whatever that community was before, they’re sharing them with each other, so they’re learning about one another. They’re
connecting. They’re finding commonalities and differences and exploring who each other is.

And then, they’re connecting that to their life right now, which is really important because it’s stays really positive, too. Sometimes when we work with English language learners and immigrants and refugees, we can make them relive some things that are very traumatic, so then their memory is negative. But this is an opportunity to be positive and to share something about their community that they love. Because we all love our homes, certainly, and we miss them. Then you share that with one another, and then you connect it to look at our new home and look at what where we live. Then we try to navigate that and interact with people in our new home. It’s my favorite lesson, so I talk about it all the time.

**WEE:** It seems you advocate for involving community members from different positions and levels to visit your class and mingle with your students. How does that help in the learning process and support the success of what you’re doing?

**MM:** Well, of course, at the very basic level, it gives kids practice using English, but more importantly it gives students access to individuals that they wouldn’t normally have access to. I would say even more important are the community members and how it impacts them. It’s easy to see the people living in your community and to just operate in your own personal circle, to do the things that you normally do, and not realize that there’s so much beauty and difference and how amazing and important that is. So really, I do it for my kids, but it’s not necessarily for the learning of my students. It’s for the learning of the community members from different levels. Yes, we do we have legislators, and we have district level administrators, and we have, of course, our own administrators in the classroom. We bring other classes in. We do have advisers. We’ve had community advocates who have come in, and we have just regular people who want to volunteer, or anybody who wants to come in.

My kids are so used to it. We have a parade of people all the time. But the idea is not just, “Hey, come in and check it out.” You’re going to interact, sit down with the students, talk to them, listen to them, and interact and learn about them,
recognize not just their difference, but that they’re an asset and look at what they’re providing our community.

I think there’s also these ideas of hierarchy and things like that. When you sit down with someone and realize their humanity, that we’re the same, just because you hold the position of power, we can still communicate and work together to impact one another. That is so important because everybody, legislators included, they’re regular people who just happen to have this position. That’s such a good lesson for my kids, and it’s a good lesson for the community members.

**WEE:** In most of your previous interviews and speeches, you talk about students’ fears and uncertainty about many things happening in their lives. So, how do you address that in class?

**MM:** They have this kind of feeling, this kind of fear about what is going on in our country, and a lot is going on in our nation that it makes our students fearful. I remember right after the election with the kids coming in and wondering when they were going to have to leave, and, of course, we have students who’re waiting for family members and they still don’t get to have their family members come, or they’re afraid family members will have to leave and that makes a lot of trauma all the time.

So, the solution is not as difficult as it would appear because it’s like, “Oh we have to change the world,” and we do. I mean, of course we need to change hearts and minds, but the real solution is to ensure that the students know they’re welcome and that we are happy they are here and we will do everything in our power to ensure that that safety and security they feel here will not change because they have a whole team of advocates and people who love them. So, really, it’s as simple as being welcoming and showing how happy we are and ensuring that when they’re at school, they’re surrounded by people who love and care about them, and they’re safe.

**WEE:** What’s next for you after your time as Teacher of the Year ends?

**MM:** I will just keep going. Go back to my plan, work with my kids, right? With this opportunity I also have new
responsibility. I think that yes, I’ll go back to the classroom, but I have an obligation to never stop advocating. I have to continue writing. I have to continue speaking. I have to continue working on a project to communicate how important students are—not only immigrants and refugee students, but all students. We need to be welcoming and supportive of all kids, but especially for immigrant and refugee students who bring beauty and diversity and different ways of thinking, being, and doing that we need in order to progress as a society. We need to just continue to humanize humans, which is terrible that we have to do that. So, I’ll be teaching, but I will never stop advocating and speaking up and using my position because yes, I’m the 2018 National Teacher of the Year. I have an obligation to continue to use that to help kids.

**WEE:** How do professional conferences, such as the annual WAESOL conference, help in the success of our students? What message do you have for WAESOL Educator and its readers?

**MM:** Number one, for educators, it helps us to have a community together and just feel like we belong to something bigger. Teachers can often feel like they’re operating in the night, you know, in isolation. Going to conferences and meeting like-minded people is very empowering because you don’t feel alone and ultimately, as a human, that’s all we want. We want to feel like we belong, so coming together for common purposes is very important.

Second, it’s an opportunity to share what you do and what works for you, and then I share what works for me, and we learn from each other. That’s so important because you have to sit down and learn from each other and understand that you bring things to the table that are going help me. We all bring things to the table, so it’s an opportunity to learn from one another and to utilize those things that I’ve learned in my classroom.

Finally, it’s important because we’re focused on the most the important thing together. We’re focused on students and meeting their needs, and it’s an opportunity to fully, one hundred percent, focus on the most important thing, which is the kids.
What’s a Level One ESL Class doing in the Computer Lab? Learning!

Liz Falconer, Ph.D.
Director of Innovative Teaching and Learning
Renton Technical College

All too often, we neglect to see our beginning ESL students as computer users; I know more than a few faculty who have expressed that those students “aren’t ready yet” and “need to focus on basics” as well as “there’s not enough time” to bring computer use into lower-level student curriculum. However, in my experience as both an eLearning administrator and advocate, as well as an ESL teacher, I find that the computer lab experience to be not only possible but also useful for even level one students. In the past, I taught many upper level ESL courses and used the computer extensively for blogging and online tools. I found that it empowered them to move forward with their English, gave them a grasp of digital literacy, and increased their reading and writing skills immensely. (And their CASAS test results were always high, for those who care about that.)

Then in a series of unusual events, I started teaching a level-one night class at a neighboring college. After two quarters of taking them to lab once a week as required, and watching them struggle to re-learn how to log on to the computer and then to our Canvas classroom, I had an idea. I decided to start an experiment: I increased their usual once-a-week lab time to twice a week in our four-night-a-week course. My reasoning was simple: If they came more often, they would remember more, and would become more comfortable and confident in the computer environment. It turns out I was right. Their skills increased greatly (yes, CASAS scores were great too) and they were able to do much more. Contrary to popular belief, increased computer time increased their English skills; listening, speaking, reading, writing, and computers.

Liz Falconer is an educator and lifelong learner. Her career path includes work in professional storytelling, music performance and composition, as well newspaper and magazine writing. Her undergraduate degree is in Japanese Studies, and she lived in Japan for 12 years, where she taught EFL and became a master of the koto, a traditional Japanese instrument. She then earned a Master’s in Japanese Pedagogy and a Doctorate in International Education at the University of Iowa. She has taught in a wide variety of classroom environments, both online and traditional.
I did this by giving them lots of guidance and step-by-step information. I modeled often, and also included typing practice as part of the lab time, utilizing the free interactive course at GCF Learn Free. One finger at a time, they became familiar with the keyboard. Then we talked about the shift key, and they learned to type @ (needed for the email sign in) and capitalizing “I”, their name, and the first words of sentences. The physical steps needed to make a capital letter helps reinforce the concept.

I also incorporated many visuals, and teach them how easy it is to add visuals to their writing in Canvas (by using the flickr option) to illustrate their sentences. “Today it is rainy” calls for a picture of rain. “I like cake” calls for a picture of their favorite kind of cake.

Unlike the all-too-common approach of “computer time is game time” I do not send them off to various ESL sites to play games that have minimal relevance to our topics; with a “we are in college” focus, I embed or link to sites within Canvas, with specific instructions, visuals and ties to themes. In the lab, we work through much of the material as a class, with extensive use of the overhead projector. I do whatever I can throughout the computer lab session to keep the class community together, avoiding student isolation by interacting with the students. I vary the material and put it in small chunks, even if some students take more time and others move ahead, we pause several times during the class to work on something together, such as a crossword puzzle relating to current vocabulary or (their two favorites) play Bingo or Quizlet Live.

I sometimes put time parameters around activities as well; 6:00 - 6:20, typing practice; 6:20 - 6:45, Food: vocabulary and short quiz, to keep student on track.

As far as computer use goes, it seems that perhaps it is less that “the students aren’t prepared” and more that the teachers aren’t prepared on how to approach this. Where and when do level one teachers get trained to incorporate computers meaningfully into their curriculum? There’s no place I know of. I would love to have a mini online conference about this. The computer is too integral to our lives; it is a disservice to withhold it from our students. A growing number of students can access it outside of
From the Field

class as well, meaning that ESL can have an increased impact on their lives. In the meantime, here are some of my more successful assignment ideas I’ve used in the computer lab:

- **Computer skills:**
  - 10 points for logging in by yourself
  - 10 points for sending me a message in Canvas that says “Hi”
  - 10 points for checking your grades

- **Discussion posts:** Ties with typing practice, canvas skills, and sharing their lives. Also, more advanced students can type more details and sentences. The visuals add something else to discuss together as well.

Examples:
10 points for writing:
- I am from________. Post a picture.
- I like __________. And posting a picture.
- What is your favorite food? Post a picture
- (Add your topic here. I love discussions!)

- **Short Quizzes** - these are great for reading skills, and computer skills are minimal: Students can have more than once chance, and they are graded automatically.

As with all new material and curriculum, this takes some time investment to set up, and some of it will depend on your own computer skills and familiarity with your learning management system, such as Canvas. The good news is, you can re-use content easily, adjust it easily (such as when you are standing in class and suddenly see your own spelling mistake) and make variations for different students...all without one visit to the copy machine. Keeping a growth mindset is key for this kind of change if you haven’t explored these things before, and baby steps are definitely a great starting point. If you have, you probably have a hundred more ideas to add to this! This is an exciting moment in 21st-century education, and all of us can learn from it.

### Resources

My favorite sites that I embed into our Canvas Classroom:

- **Typing Practice** (this can be very empowering for some struggling students). For beginners, I use GCF Learn Free, [https://edu.gcfglobal.org/en/typing/typing/1/](https://edu.gcfglobal.org/en/typing/typing/1/). There are always one or two who can already type; I then use [https://www.typing.com/](https://www.typing.com/) for more lessons and timed tests.

- **Online Bingo** (it automatically sets up for individuals) teacher is the caller, and students click on the squares: [https://myfreebingocards.com/](https://myfreebingocards.com/).

- **Quizlet flashcards**...followed by quizlet quizzes... followed by Quizlet Live! Check out [https://quizlet.com/](https://quizlet.com/).

- **Online Crosswords puzzles** (you can print and bring to class first, then have them do it online as well). The site I use is [https://crosswordhobbyist.com/](https://crosswordhobbyist.com/) (I subscribe; $5.00 a month).

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Utilizing Task-Types to Guide Lesson Planning

Mark Hershey
Cascadia College & North Seattle College

Introduction
After deciding on the objectives for a lesson, I am always left with two more questions: How do I present a task to meet the objectives in an engaging way? How do I ensure the tasks help the learners engage in meaningful negotiation of the language? A useful approach that kills these two birds with one stone is thinking in terms of “task types.” The purpose of this article is not to describe all the steps of the task-based process (as there are whole texts that explain this process), but to show how thinking in terms of task-types can stimulate creativity in lesson planning by providing a generative framework; armed with the knowledge of a limited set of task-types, the teacher can generate an almost inexhaustible number of specific activities flowing from them.

What are tasks?
Not everyone agrees with what counts as a task or task-type but here are some guidelines from two leading researchers in the field:

Nunan (2004) defines pedagogical tasks as “a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and which the attention is to convey meaning rather than to manipulate form” (p. 4).

Willis (2018a, ¶ 2) states it concisely as “Task-based teaching is about creating opportunities for meaning-focused language use.”
Examples of Task-Types
Willis (2018b) labels some of these tasks as listing or brainstorming, ordering, and sorting (which can include ranking, sequencing, or classifying), matching, comparing similarities and differences, problem solving, and sharing personal experiences or storytelling.

Other task-types can include reconstruction and another one I have labeled transformation.

Activities Utilizing Task-Types
Let’s start with the last one first, transformation:

One idea for using transformations is to have students transform a text into a dialog. For example, students working on understanding the use of passive voice can be given a short newspaper story to analyze. One way to do this would be to start with a dictation exercise (which can also be used as a reconstruction task). After students reconstruct what they heard from the dictation, they can write their reconstructed versions on the board and compare it with other students. Students, with the help of the teacher, can then notice grammatical issues, particularly in this case the fact the passive voice is used. A discussion can ensue about why it is used in this context. The next part of the task is to have students take the story and turn it into a dialog, also transforming some passive voice constructions into active voice constructions.

Another way to use transformations is to turn flat, unillustrated text into a graphic novel format. One quarter, I used a penguin reader novel version of Jane Eyre for a reading task. A task for students was to pick five key scenes, draw them out on a big poster paper, and provide narration as well as dialog.

For storytelling, a favorite activity of mine is to use the skeletal story exercise. For example, the teacher can select out somewhere between five and ten words and phrases from a short non-fiction or fictional story (just a paragraph long – an abridged newspaper story works well here). The teacher can write these on a white board and then have the students work together to create a short story of their own. The students can be given a limit of how long the story should be (ideally, just a paragraph so they can write their versions on the board). This
is an excellent task in that students are forced to negotiate the details of the story and the language used, as well as argue over their grammatical choices. Stories can then be presented to the whole class for meaning and language analysis, guided by the teacher. Additionally, at the end, students can be presented the original version to compare the similarities and differences with each other.

Another idea I’ve used for storytelling and reconstruction (which also involves problem solving) is to take a popular folk story or ghost story and replace some of the vocabulary with nonsense words I have made up (usually just about 10 to 12 words). The task for students is to read through the text and try to guess the meaning of the nonsense words (ideally, words that are used more than once in the story, and even better in two different parts of speech – for example as both a verb and a noun). The students can work together, and then with the whole class and the teacher’s guidance, retell the story, with the correct words selected (the correct words can be supplied at the bottom of the page). Next up, the teacher can take the story away and students must then reconstruct it, negotiating for language with each other. After that, the teacher can ask students to write up different parts of the story on the board. Additionally, the teacher with the whole class can engage in a language analysis activity. Finally, students can be given the task to make up nonsense words of their own for a common story that their group or pair knows. This can be presented to other students to decipher.

Ranking tasks are very useful in getting students to weigh their values and discuss them with others. One example activity is to select a list of inventions throughout history. The teacher can present these to students and then ask them to narrow down the list to just ten. Next, they can be asked to rank them in order of importance. They will need to be able to argue why some inventions are more important than others. Alternatively, they can rank the least important inventions or their favorite inventions.

Ordering activities can be useful in writing classes as well. The teacher can cut up a paragraph, put the sentences in a baggie, hand these out to students and then ask them to put the sentences in the correct order. Students should first try to
identity topic sentences and then the sentences that would logically follow based on preceding sentences and signal words used.

A great activity for problem solving is the famous marshmallow challenge. Students, in groups, are given a marshmallow, some dried spaghetti, tape, and some string. The goal is to make the highest tower (that is also stable) with these materials in an allotted time period. This takes a great deal of negotiation. A matching activity I’ve liked is to take various comic strips, cut out the language, and then have students try to match the dialogues with the comics. Of course, some pre-teaching of language is necessary.

In closing, I like to think of these task types as archetypes of the ESL Teachers’ collective unconscious. Thinking in task-types is useful for creating engaging lessons, in that once you understand the variety of task types, it helps in generating a large body of specific tasks for any one category of task.

References
Stepping Outside my ESL Comfort Zone: Community Development in Rwanda

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During the summer of 2018, I was fortunate enough to join my colleague Tim Costello, Director of the Center for Community Learning at WWU, and Hassan Byumvuhore, a recent graduate of our Intensive English Program, as a teacher for a 12-credit Global Learning Program offered by Western Washington University. In brief, WWU students and three teachers (two Americans & one Rwandan) live, study, and volunteer teach in Gashora, in southern Rwanda near the border with Burundi, and the entire program lasts about six weeks, four weeks of which are spent in Gashora. Tim has been organizing and teaching this program for several years and is quite familiar with the culture, people, and area; it was my first time in Rwanda and Africa, but my third time living abroad for more than a month.

In my daily life at WWU, I’m the Director of Studies and a Senior Instructor in the IEP, which is long-hand for “I teach and I have administrative duties”. Within those administrative duties, I frequently recruit, interview, and place WWU TESOL volunteers and practicum students with our IEP teachers, so I have some experience working with WWU degree-seeking students. The Rwanda program was my first time being a teacher of record for a credit-bearing class, and this fact made me a bit apprehensive before the class started. Eventually, more than 12 WWU students signed up, while seven interviewed and paid their deposits, so we had a small class, but we were still on track to go.

We spent our pre-departure week in class at WWU, getting to know one another, learning about Rwanda, and setting some
guiding principles for the program. We learned about Rwandan agriculture, language, history, and customs. Luckily, Hassan, who had just completed the highest level in the IEP and had become a friend of mine in the past couple years, was available to teach us some language and customs before we left.

Our time in Rwanda basically was spent in three places: Gashora, Kigali, and Gisenyi. The WWU students and I lived in the guest house of the Gashora Girls Academy of Science and Technology, and Tim lived across the village with the Rwandan teacher, Hassan. The WWU students and I ate most of our meals in the academy’s cafeteria, and we became friends with many of the students as well as some of the faculty and staff.

The program consisted of the following parts: a WWU course on service learning, with subtopics ranging from cultural humility and privilege to status, rank, and social action, among others; Kinyarwanda class, in which we learned enough language to negotiate in the market and stores and to greet people and have brief conversations; and English teaching, where we offered free English class every weekday inside the local community health center. Basically, during the week we held WWU-Kinyarwanda class for three hours every morning, and we taught English for about 90 minutes every afternoon. After English class, the WWU students were free to visit friends they made in Gashora, join club activities at the academy, or head home and do laundry by hand.

For me, this was such a departure from my ESL jobs of the past 13 years in Washington, Montana, and Ecuador. I was not only a classroom teacher (and the one responsible for final course grades), I was also the ESL instructor and teacher-trainer. In addition, I became the de facto “camp counselor”, as I lived in the same building with the WWU students. I found I needed to be able to switch mental gears at the drop of a hat; for example, to go from talking about the ethics of service learning, expectations, and bribes, to practicing a song with the class in Kinyarwanda, to directing my WWU students in their ESL lessons for the afternoon, to attempting conversations in Kinyarwanda with villagers who were shocked to hear abazungu (“white people”) speaking their language, to video chatting with my wife and son back in the U.S., to advising...
the students about cleaning house.

The program and experience were so rich and different, and yet trying and difficult in so many ways. I tried my best to be as patient as possible when schedules, plans, or food would change, or when gaps in cultural understanding would arise. Our WWU students made some genuine connections in Gashora, and I was impressed with their engagement with the course material and requirements; for example, we dressed very modestly whenever we left our house gate (which meant long pants, dress shoes and collared shirts for men, and long dresses with sleeves and shoes for women), and we never directly questioned any Rwandans about certain topics, such as politics or the civil war and genocide of the 1990s. We read about and discussed tourism and “voluntourism” and wanted to avoid being seen in such a light. We met with two NGOs in Kigali and learned how Rwandans are helping their fellow citizens, and we met with local, volunteer health workers in Gashora who visit patients in their free time to advise them and dispense medicine. We also spent a good amount of our free time with a cooperative of weavers, all female, who taught us how they weave their eye-catching handicrafts.

I’ve been fortunate enough to live outside the U.S. twice for a year each time, once in Germany as a college student and once in Ecuador as a rookie teacher. In both cases, I definitely rode the rollercoaster of culture shock and language learning. I can sympathize with some of my international students’ woes as they arrive here, far from family and familiar situations, but my Rwanda experience refreshed those sympathies. I believe I bring more patience to my job in the IEP than I had previously, and I can encourage my colleagues to go get uncomfortable for a while. If you haven’t worked or studied abroad, or it’s been a long time since you last did, get out there! You have so much to gain and so many interesting people and places to encounter.
Some Considerations when Teaching Students with PTSD

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Abstract
Post-Traumatic Stress Disorder or PTSD is affecting our refugee and immigrant student population. Teachers need to quickly assess students’ state of mental health each day in order to create a safe and learning environment in the classroom. Asking questions to establish how students are feeling each day is one way to achieve this goal. Once established it is important to assess students’ basic needs. Basic needs consist of food, shelter and/or personal safety. From there it is possible to create a safe classroom environment. Students need to feel safe in the classroom in order to allow for learning to take place. Consider your classroom layout and how you interact with students to lessen the symptoms of PTSD.

Keywords: PTSD, basic needs, feelings, safe learning environment

For four years, I have had the privilege to teach students who are often newly-arrived refugees. My students come from a wide range of countries including but not limited to: Iraq, Afghanistan, Myanmar, DRC, Ethiopia, Ukraine, and Marshal Islands. Students range in age from 21 to 75 years old. Some students arrive with little or no first language schooling. Newly arrived students are placed in my lower level class and it is my job and privilege to welcome them to the community and begin to help them on their learning journey. These students have regularly struggled to overcome the barrier of Post-Traumatic Stress Disorder or PTSD in their learning. Their struggles inspired me to return to school and obtain my masters in social work focusing on refugee/immigrant mental health. Allowing me to combine my love for teaching with a newly acquired knowledge of trauma and the effects of PTSD on students. In this brief article, drawing upon
From the Field

my teaching experiences in the United States as well as overseas and my background in social work, I share the three elements that I have found essential to consider in support for students whose learning and development is often impacted by PTSD.

I have found that it is most imperative to pay attention to the role of feelings in the classroom. The first task I carry out starting my class every day is ask, “How do you feel today?” As a teacher and mental health professional, I know that the answer to that simple question will determine the course of the lesson plan. If students respond with, “I feel good” or “I feel happy,” I know I will be able to focus on grammar or more complex concepts. If students offer responses such as “I feel hungry,” “I feel sad” or “I feel scared,” then I realize I am not only up against the day-to-day difficulties of language learning, I am facing potential traumas resurfacing. My primary job then becomes to make students feel safe and welcome in order to reach the goal of learning. Often as educators we have students that fail to thrive in a learning environment, and as a TESOL professional we consider such factors as age, previous educational experience, and motivation; however, I suggest that we also need to ask: “How is the student’s mental health? Are basic emotional needs being met?”

Another key question I ask myself is, “How can I provide the safest learning environment possible for students?” To address a safe learning environment first consider your classroom layout. Many PTSD survivors feel uncomfortable when they cannot clearly see the exit. Others might feel uncomfortable if they can be easily seen from a window. Consider changing the layout if possible. Although in TESOL and in education in general, we strive to create diversity when placing students in groups, you might wish to consider if students are initially placed in such a way that raises their anxiety level. Especially for new students, consider if being placed near others of the same language group or gender would lead to more learning or less at least in the early stages of teaching as students adjust to their new setting and culture. As we work towards integrating our diverse classrooms and I truly believe it’s up to the teacher’s discretion on how to group students. I would simply recommend to be aware especially of students who are new to this country that they may feel very anxious sitting next to someone of a different race or gender. If students are anxious
it can stunt the learning process. Students with PTSD may revert to a kind of fight or flight mode or a hyper state of awareness students are then unable to learn and retain new information. Conversely, consider that just because students speak the same language does not mean they will be comfortable next to each other. We need to have a basic understanding of the conflicts that are happening around the world and how they may have shaped the places and experiences our students come from. Sometimes students who were on opposite sides of a conflict are in the same classroom together. Be aware of how and when you call on students who have not raised their hands. Being called on unexpectedly can be a very triggering event for some PTSD survivors. Especially until you create a good teacher student relationship. A seemingly harmless question directed at any student at random can have a negative effect on students with PTSD as they might shut down, when students shut down they stop retaining new information.

Once you establish a safe learning environment, next you need to ascertain if the students’ basic needs are being met. If students are hungry, cold, tired, or scared they will be unable to process your lesson. If this happens, you will find you are continually repeating yourself, causing frustration for everyone. If possible through community donations make sure your students have warm clothes in the winter and offer food in your classroom for those students who are hungry. Offer to hold onto students’ books and materials after class if their home situations are not ideal or if they are forced to move around a lot. Eliminating students’ worries regarding their basic needs will allow them to focus on educational goals which will lead to your classroom running more smoothly.

Finally, it is important for you to acknowledge that sometime students need more support than an educator can provide. For this reason, we need to establish strong working relationships with mental health professionals in our communities. At some point you may need to refer or encourage a student to seek more help. I have found that many students are uncomfortable with the term counselor or going to counseling, which is why as educators it is ideal to create strong bonds with student, to be able to refer students to the proper professional. Often we become unwittingly the front line mental health professionals
and as educators this is not our role. This can blur the lines of our profession and put our own well-being at risk. For example students can unwittingly transfer secondary trauma to educators if they are relating war experiences or other horrors they have experienced. As educators we must do what in the best interest of our students as well as take care of ourselves and refer students to mental health professionals if needed.

In summary, by making your classroom a safe place you can reduce symptoms of PTSD in your students and optimize student outcomes. With a basic understanding of triggers and students’ needs you can reduce anxiety in the classroom and allow students to flourish in an academic setting. This enables you to focus on what you do best – teach!

**For Further Reading:**
Overview
Since the earliest times, storytelling has been utilized as a very appealing and vital tool in transferring knowledge of all kinds. According to several experts, stories have often been characterized by their very effective quality of providing students with an opportunity to get engaged in a unique and effective way in comparison to other methods.

Storytelling could be defined as one of the most meaningful and brilliant tools to describe ideas, people’s experiences, values, ideas, and everyday life-lessons. That might be done through sharing and telling stories as well as narratives, which might arouse strong emotions and wisdom. Storytelling is a very ancient tool in history which has been used universally to communicate people’s values, beliefs, ideas, and cultural traditions regardless of their educational level, or cultural and linguistic background. Moreover, storytelling has been utilized as a very successful tool or means for sharing and delivering information about history, science, government, and life. It is seen by many teachers as a very effective tool in teaching a foreign language, specifically to young learners.

The value of using storytelling in an ESL/ELA class to promote language development and stimulate learners’ imaginations is well acknowledged. It is not limited to enhancing learners’ listening, speaking and writing, but it can be a good catalyst for establishing a good rapport between the teacher and learners. This paper will explore the literature on storytelling, highlight its educational value and share some tips on how they to use stories in in both EFL/ELA settings among different learners.

The Educational Value of Storytelling
Storytelling, if used effectively, might create a very powerful and appealing learning environment in the classroom. It
develops language learning by enhancing and increasing learners’ vocabulary and mastering new language structure. This tool of storytelling lets learners to share their own cultural background, experience their own potential and accordingly increase their self-esteem and self-confidence as learners of a second language.

Storytelling gives teachers the opportunity to create a comfort zone for their learners, while fostering a relaxed atmosphere in the classroom and facilitating language acquisition. Scott (1985) explains that storytelling offers several benefits:

- provides learners with models of story patterns, themes, characters, and events that would help them in their own writing, speaking, and thinking;
- increases knowledge and understanding of other places, people, and beliefs;
- leads to discussions;
- When using stories in an ESL/ELA class, teachers develop not only the social and interpersonal relationships amongst all partners, but also establish a relaxed zone with more mutual confidence.

Choosing a Story
There are two options to find or create a story: The teacher can either choose tried and true stories or create a story that serves the objective of the lesson. To achieve the desired effect and get the maximum from a story, some elements ought to be taken into account:

- The teacher must believe in the story to create an enjoyable atmosphere; therefore, the teacher should select a story that students enjoy.
- The teacher should well-informed learners’ likes/dislikes, their attention span, their interests, background, etc…
- The story must make sense, highlighting a clearly defined theme with a well-developed plot connected to the world they live in. If the teacher decides to create a personal story, then it has to highlight positive events.

Tips on Using Stories
The goal of teaching is no longer limited to passing knowledge, but now extends to improving learners’ communicative skills.
in a globalized world, whereby learners are required to express themselves in each communicative circumstance. The following activities can contribute to helping learners develop basic interactive skills necessary for life and make them more active in the learning process in a stress-free environment.

1. **Finishing a Story**
Divide the students into groups. Each group is given a story opening and asked to finish the story in about 20 minutes. Then select one student from each group to tell their story in the class (orally). To avoid the liability that each group asks the best student to do the job, the storytellers are selected by drawing lots instead of being chosen by their peers. In so doing, each group will try to make the story as interesting as possible.

Example:
It was a dark and stormy night. I was alone at home and about to go to bed, when I saw a scary shadow figure at my window. "Who's there" I shouted..... (See complete story at the end of the article).

2. **Reporting**
Before coming to class, learners are asked to read newspaper articles (handed out by the teacher or chosen by the learners themselves), then report to their classmates what they read or found interesting.

3. **Picture Narrating**
This activity is based on several sequential pictures. Learners are asked to tell the story taking place in the sequential pictures.

Example: **The farmer and the Snake**
4. Clouded Story
The teacher hands out a clouded story to learners, then elicits talk through questions, making sure to involve as many learners as possible. By the end of the talk, students try to reconstruct the story. One way to involve a great number of students is to hand a clouded story whereby the clouds are pasted differently.

Tip: If the exercise turns out to be difficult, the clouds can be removed gradually one by one.

Example:
A scholar hired a boatman to row him across the river. The boat was long and slow. "Boatman," he called out, "Let's have a chat."
Suggesting a topic of interest to himself, he asked, "Have you ever studied phonetics or grammar?"
"No," said the boatman. "I've no use for such tools." "Too bad," said the scholar. "You've wasted your life. It's useful to know things." Later, as the boatman was rowing them down the middle of the river, the scholar turned to the boatman and said, "Imagine, the day is so bright and clear, but the air seems dim, but wise, I tell you, have you ever learned to swim?"
"No," said the scholar. "I've never learned. I've immersed myself in thinking." "In that case," said the boatman, "you've wasted all your life. Alas, the boat is sinking." (See full story at the end of article).

5. Proverb Story
Proverbs are a valuable tool to enhance communication skills and can be used in various ways. The teacher suggests a proverb, and learners develop/find a story that surrounds the proverb and tell it.

Example:
Proverb: One bad turn deserves another.
Fable: The Fox and the Stork
Once a fox invited a stork to dinner. He prepared a tasty soup and served it in two flat plates. "Let us begin," said the fox and he soon finished drinking the soup. The stork could not sip the soup but simply sniffed its smell only. He said to himself, "I must teach a lesson to this fox very shortly."

Another day, the stork invited the fox to a dinner. He prepared a delicious soup and served it in a jug with a narrow neck. The fox tried to taste it but could not do so. Because of its realized that he was paid for his mischief. Learners can use this link: https://www.youtube.com/watch?v=BBBymzF8hoI.
6. **Mixed Stories**
Sentences of two stories are muddled for learners to split, arrange, and retell or write the stories separately.

7. **Music and Storytelling**
Most stories are related to a topic. It can be a good idea to familiarize learners with the topic before reading, by using graphic organizers as a springboard to discuss the topic.

Example:
**Topic:** Juvenile Delinquency  
**Lesson:** Reading  
Step of the lesson: Pre-reading  
**Input:** In the Ghetto by Dolly Parton  
(https://www.youtube.com/watch?v=G_H5z_r1TMU)  
**Strategy:** Brainstorming  
**Tool:** Fishbone graphic  
**Procedure:** Learners listen to/read the story, team up to complete the fishbone and use it to retell the story or rewrite it using their own words.

8. **Fractured Stories**
Fractured stories are rearranged to create new plots with different meanings or messages, different/new characters, point of view, time and/or place but should be recognizable.

Example: The Tortoise and the Hare

The hare woke up and realized that he'd lost the race. The hare was disappointed at losing the race and he did some soul-searching. He realized that he'd lost the race only because he had been overconfident. If he had not taken things for granted, there's no way the tortoise could have beaten him. So he challenged the tortoise to another race. The tortoise agreed. This time, the hare went all out and ran without stopping from start to finish. He won by several miles.
9. Comparing/Contrasting Original Stories with Fractured Ones

Learners are asked to find similarities and differences between original and fractured stories. Go to the link and find the fractured story of Little Red Riding Hood.

https://www.youtube.com/watch?v=RksxFR-uMaI

Keys

Exercise 1:
His note was directed instead to an elderly preacher’s wife whose husband had passed away only the day before. When the grieving widow checked her email, she took one look at her messages, let out a piercing scream, and fell on the floor in a dead faint. At the sound, her family rushed into the room and saw this note on the screen:

Dearest Wife,
Just got checked in. Everything prepared for your arrival tomorrow.
P.S. Sure it is hot here.

Exercise 2:
It was a dark and stormy night. I was alone at home and about to go to bed, when I saw a scary shadow figure at my window. "Who’s there" I shouted. Suddenly there was a flash of lightning followed by thundershower. I saw a lion’s face followed by a scary thunderous roar at the window. It was the lion from the local circus that had been announced missing on the television news channel. I felt very scared. I ran to my bed and pulled my blanket over my head. I started to shout for my parents but there was no reply. Then I remembered they were at a late night party.

Exercise 3:
A scholar asked a boatman to row him across the river. The journey was long and slow. The scholar was bored. "Boatman," he called out, "Let’s have a conversation." Suggesting a topic of special interest to himself, he asked, "Have you ever studied phonetics or grammar?" "No," said the boatman, "I've no use for those tools." "Too bad," said the scholar, "You've wasted half your life. It's useful to know the rules." Later, as the rickety boat crashed into a rock in the middle of the river, the boatman turned to the scholar and said, "Pardon my humble mind that to you must seem dim, but, wise man, tell me, have you ever learned to swim?" "No," said the scholar, "I've never learned. I've immersed myself in thinking." "In that case," said the boatman, "you've wasted all your life. Alas, the boat is sinking.

References
In 2018-2019, the English Language Program faculty, International Program staff, and Associate Dean participated in an FLC on retention. It was a valuable experience, as we had an opportunity to delve deeper into our own retention data and the prior research dealing with this topic. So, why did we decide to do this, and what did we take away from this experience?

The “Why” or Rationale for Focusing on Retention

The issue of retention has been an area of scholarly interest since the 1960s during a time when college attendance drastically increased (Voigt & Hundrieser, 2008). This topic recently caught our renewed attention when the number of students applying to our ELP program began a steady decline, perhaps due to various changes in the political climate. As teaching faculty, we have limited impact on the international standing of our country and minor involvement in marketing and recruiting activities. Day-to-day classroom experiences do fall within our sphere of influence, so we focused our attention on identifying which activities and practices provide better results, and on what can we do on the classroom level to increase student engagement and persistence.

The “What” or Take-Aways from the FLC

• Interaction with host nationals, “individuals from the country where the student is studying” (Hendrickson, Rosen, & Aune, 2011, p. 282) is beneficial for retention, student satisfaction, and persistence. The research further suggests that international students with more host national friends have higher satisfaction and success (Hendrickson, Rosen, & Aune, 2011; Voigt & Hundrieser, 2008), and they
are also more involved in the life of the institution (Voigt & Hundreiser, 2008). Yet, even though relationships with host nationals are consistently shown to be beneficial for international students, they are often difficult to form (Zhai, 2002).

- Institutional Support (coaching, mentoring, advising) and creation of a culturally inclusive environment lead to student satisfaction (Misra, Crist., & Burant, 2003; Zhang & Goodson 2011). However, students are sometimes suspicious of institutional support when experiencing difficulties and tend to seek out co-nationals “individuals from their own country” (Hendrickson, Rosen, & Aune, 2011, p. 282) for advice. The relationships with people who speak one’s own language and understand one’s culture can lead to greater comfort, student success, and satisfaction. However, these benefits are only a Band-Aid solution; in the long run, these relationships can serve as a barrier to integrating into the host society (Hendrickson, Rosen, & Aune, 2011).

- Integration and engagement in academic/non-academic college life lead to persistence (Voigt & Hundreiser, 2008). Another important player in developing persistence is self-efficacy (Barouch-Gilbert, 2016). Bandura (1994) defines self-efficacy as “people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (p. 71). There are four main sources of self-efficacy. One of these according to Bandura (1997) is “Enactive Mastery Experience.” It states that if people have experience overcoming obstacles and persevering, then when encountering new challenges “they persevere in the face of adversity and quickly rebound from setbacks” (p.80). Similarly, “knowledge and skills [do] not produce high attainments if people lack self-assurance to use them well” (p. 80). Thus, intelligence alone does not guarantee success, but rather, according to Bandura, it is one’s experience of success while overcoming difficulties that leads to the strength to keep going.

So, what?
Our ELP retention data suggests that students who do manage to successfully complete our program tend to perform well in their ensuing ENGL 101 and ENGL 102 courses; therefore, ELP
retention affects not only our program, but also the entire institution. In addition, international students (whether after passing ELP or placing directly into college level classes) make up a significant percentage of Cascadia’s enrollment. Thus, facilitating interactions with host nationals, providing greater opportunities to integrate and engage in academic / non-academic college life, and creating a culturally inclusive environment will not only aid our ELP students, but also benefit the college as a whole.

References
This year, WAESOL board members and other advocates from Washington State were on Capitol Hill when senators announced an end to the separation of migrant children from their families at the southern border. As immigration and education continue to be hot topics, TESOL advocacy is more important than ever.

In June, three WAESOL board members joined a growing number of educators from Washington and across the United States at the TESOL Advocacy and Policy Summit in Washington, DC. We received further advocacy training and current policy updates, then we set out for Capitol Hill to meet with lawmakers. Our delegation included WAESOL Executive Director, Dr. Joan Johnston Nelson who participated in her sixth TESOL Advocacy Day. Representing both WAESOL and WABE (the Washington Association of Bilingual Educators), was Jeanne-Marie Wright, who attended for the third time. This was my second year, and we joined forces with other WAESOL members and WABE officers to create one of the largest state delegations in attendance at the TESOL Advocacy and Policy Summit this year. Together, we had 12 Capitol Hill visits, meeting with 3 senators, 5 representatives, and a handful of legislative assistants. In addition, we had focused, in-depth meetings with Senate HELP Committee staffers who wrote ESSA (K-12) and WIOA (Adult Basic Education) legislation.

Training
The TESOL Advocacy training was two days of policy updates and practical advice for creating positive change. TESOL provided us with very well-written guides and
overviews of current legislation that affects federal K-12 funding (ESSA) as well as adult education (WIOA). We heard speakers from the Department of Education, including Jose Viana, the Assistant Deputy Secretary and Director of the Office of English Language Acquisition, as well as from Chris Coro of the Office of Career and Technical Education. There were speakers from the Migration Policy Institute, the National Skills Coalition, the American Federation of Teachers, and the Migrant Legal Action Program. These groups gave us valuable information about national trends for English Language Learners of all ages. By the end of the training, we had a plan of action and talking points to bring with us on our scheduled Capitol Hill visits. We also came away with an understanding that advocacy is education. We were well-prepared to go forth and educate lawmakers about issues that affect us.

As we attended our information sessions and training, legislation was evolving in real time, and it was an exciting, if sometimes intense, place to be. There was tension on Capitol Hill the week we were there because there were multiple bills in the House on immigration reform, and the president had not yet met with House Republicans to solidify support for any particular bill. We heard about several proposals with exclusively one-party support, and all of them included provisions that would have varying degrees of impact on our students and their families. In the end, the president left it to legislators, and, at the time of this writing, no major, comprehensive immigration reform has moved through the House. In addition to all of that, reports had been circulating about the separation of migrant children from their families at the Mexican border as part of the administration’s new “zero tolerance” policy. On the day that we had our Capitol Hill meetings, a group of senators took to the steps to announce that the administration would cease separating children from their parents, and protests were planned for the next week at the White House and in a Senate office building (in which Congresswoman Pramila Jayapal (WA-7) would be arrested along with a reported 500 other women in an act of civil disobedience.)

In short, it was a wild week to be in DC.
Several issues remain unresolved at the Department of Education which gave us pause. Among them was a proposal to eliminate the Office of English Language Acquisition and have those functions performed by the Office of Elementary and Secondary Education. Washington Senator Patty Murray, ranking member of the Senate Health, Education, Labor, and Pensions (HELP) Committee was a cosigner of the Bicameral Letter to the Department of Education against this proposed move.

In addition, a major issue that concerns immigrant students is a proposed change to the way that the Department of Homeland Security interprets the “Public Charge” rule. Being a financial burden (“public charge”) is grounds for denial of permanent residency applications. In the past, this meant that applicants who were permanently unable to work, or who posed a likelihood of life-long dependence on public assistance would be ineligible for a green card. Under new guidance, however, “public charge” could include applicants who avail themselves of tax credits or a wide variety of public assistance, including Medicaid and SNAP (food assistance)--even for the benefit of citizen children in their household. While tax credits, healthcare, and food aid could make an immigration application inadmissible, it appears that attendance in adult basic education programs would not. This rule change is still a proposal, but if implemented, could have a profound impact on some students’ willingness to seek aid when they need it.

There are a host of issues that concern our students, from international student visa policies to addressing the shortage of qualified ELL instructors in public schools, to legal and administrative challenges to DACA and “zero tolerance” immigration policies. TESOL maintains a list of letters and alerts to help you keep up to date, but you can sign up for alerts from major news outlets or follow advocacy groups on twitter for the latest.

**Meetings with Senators, Congressional Representatives, and Senior Staff**

TESOL members from Washington State began our day on Capitol Hill by meeting Senator Patty Murray at a constituent coffee meeting. We heard from the senator about her work on the HELP Committee, introduced ourselves, and had a photo of Jill Klune, Jeanne-Marie Wright, Senator Patty Murray, Rosemary Colón, Joan Johnston Nelson, and Michelle Roth pose for a picture following a meeting.
taken. After that, our delegation moved on to meet with the Deputy Chief of Staff for Senator Maria Cantwell, where we discussed issues affecting English Language Learners of all ages in Washington State. Later, we attended Senator Cantwell’s constituent coffee meeting and got to shake hands with her and pause for a photo-op. Shortly after that, we split up to cover more ground. Jeanne-Marie Wright and Joan Johnston Nelson met with Senator Murray’s HELP legislative assistant who works on issues related to K-12 education, while others attended meetings with Congressional Representatives from all over Washington State. Members of our group met Congressman Dave Reichert (WA-8), Congresswoman Jaime Herrera Beutler (WA-3), Congresswoman Cathy McMorris Rodgers (WA-5), Congresswoman Suzan DelBene (WA-1), and Congressman Raul Labrador (ID-1) as well as Idaho Senators Mike Crapo and James Risch. As the only Washingtonian in our group who works in Adult Basic Education, I had an appointment with Senator Murray’s HELP legislative assistant in charge of workforce development, but our meeting was postponed to a conference call, as Perkins Act reauthorization was in the midst of committee markup that day. Meeting face-to-face is always nice, but perhaps extending the conversation via email and phone has laid the groundwork for a more established relationship and sustained advocacy. At the end of my latest conversation with the legislative assistant, she asked me, “What changes would you like to see in WIOA the next time it comes up for reauthorization?” This, I think, is a good position to be in.

**Capitol Hill is just the Beginning**
WAESOL plans to send two board members to Washington, D.C for the next Advocacy and Policy Summit in June 2019. We will begin new conversations and continue developing relationships with policymakers whose work affects us. If there are issues you would like us to address, or messages you would like us to carry to Capitol Hill, don’t hesitate to get in touch. We would love to hear from you.

**Tips for Becoming an Advocate**
Anyone can be an advocate. Here are ten steps toward making the changes you want to see.

1. **Define the problem(s) that mean the most to you.** Sit down
and make a list of things that concern you. Which ones do you see as most vital?

2. **Look for opportunities.** Some problems can be fixed, and some are out of our control. A problem you can fix is an opportunity. If someone is asking for feedback, give it!

3. **Learn who your allies are.** Talk to colleagues and find out which of your concerns are systemic. Who among you shares your concerns?

4. **Get together to share ideas.** Discuss with others what you think are the roots of a problem. What would it look like if the problem you identified didn’t exist?

5. **Find out who the players are.** Who ultimately has the power to make the change you’d like to see? Are you talking about a policy that comes from your institution? Is your institution responding to the constraints of a state or federal law or some other outside agency? Does your institution receive funding from a state or federal grant? Which ones? What effect does the grant have on your ability to do what you want to do? Are you dependent on marketing and recruiting students, and do you have to communicate your value in a competitive marketplace? If so, is that being done effectively?

6. **Follow the money.** Ask an administrator you trust (nicely) to learn more about the laws and grants that define your institution. If someone has recently written a grant application, ask to read it. Understand that, if a grant is accepted, the institution is then obligated to follow the plan laid out in the grant application exactly, or risk losing funding. This may answer a lot of questions you may have about “Why can’t we...?” or “Why do we have to...?” If you have a good relationship with your administrators, you may discover that they share your concerns, or maybe they don’t! But this is a good place to start thinking about policies you’d like to change.

7. **Become a source of feedback.** Educate the decision-makers. You’re an educator! You do this all the time in the classroom, but consider the fact that there are good people trying to set policy who need information that you have. Don’t let them work in a vacuum. Reach out and let them know how their good intentions are playing out in the real world. If you don’t tell them, maybe no one will. You don’t have to become an adversary. Work from a place of shared values. Be willing to offer an alternative and make it clear you’re
dedicated to working toward that change together.

8. **Have a specific ask.** Talk with leaders in your institution. Write to school boards and state and federal lawmakers. Find out what actions they are taking, and let them know how you’d like them to proceed.

9. **Appeal to the head and the heart.** Start collecting interesting facts that support your view, and be ready to share them. When asking for money, be prepared to show the good that you do, and consider framing your ask in terms of return on investment. Combine hard facts with stories that are rich in detail, so you can bring a human face to the issues that concern you.

10. **Follow the news, and explore resources.** For more information about ESSA, WIOA, Immigration and Refugee Concerns, check out TESOL Advocacy. For communication templates, take a look at ISTE’s Advocacy Toolkit. Dive deep with a good book on the subject, *Advocating for English Language Learners*. 

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The milestone 50th Annual Conference for The Association of British Columbia Teachers of English as an Additional Language (BC TEAL) was held in early May 2018 at the Vantage College on the expansive campus of the University of British Columbia in Vancouver, Canada. Comparable in nature to WAESOL in Washington State, BC TEAL is an organization of educators in the Province of British Columbia who are dedicated to the growth and development of the profession of English language teaching. The theme of this year’s annual conference was “Space and Pedagogy,” prompting the five hundred or so participants to consider how physical, virtual, linguistic, cultural, and other forms of space interact with teaching and learning.

The conference commenced with the 2018 TESOL International Symposium on “the Global Citizen & New Technologies,” co-hosted by TESOL International Association and BC TEAL. Attendees heard that with the world-wide web growing daily, TESOL professionals are faced with a desire to create not only English language users, but global citizens as well. Also, with an increasingly mobile population among the planet’s seven-and-one-half-million inhabitants, cultural awareness is more important than ever. Participants attending this one-day symposium were exposed to ways technology can simultaneously teach English and build the global citizens necessary for the changing 21st century who can think beyond the classroom. Themes included creating global citizens, women in technology, teaching tech that hasn’t been realized yet, and overcoming the “I don’t do tech” mindset.

As a thirty–year veteran of the TESOL profession who has actively employed technology in the service of language learning for all of those years, I (Randi) thought I had at least...
Washington University; and has nearly completed an EdD in TESOL from Anaheim University. Bob’s undergraduate degree is in business administration from the University of Washington; he holds a certificate in TESOL from Trinity College in London, England; and earned his MA in Applied Linguistics for TESOL from Australia’s Macquarie University.

Randi can be reached at: randifreeman62@icloud.com

an average knowledge of the technology available for language learning before attending TESOL’s 2018 International Symposium “The Global Citizen & New Technologies” on May 3rd. This perception was radically altered in the first few minutes of the symposium!

The day started with a brief introduction of the three symposium presenters (Nicky Hockly, Greg Kessler, and Ahmar Mahboob, who also doubled as the keynote speakers for the balance of the conference—see below), followed by separate workshops by each of the three. Attendees divided themselves into three cohorts and each cohort cycled through the three workshops for the remainder of the day.

Dr. Kessler’s workshop was titled “How Can You Prepare for the Future of Language Teaching?” He showcased a variety of programs and activities which could be used with a range of students. For example, he demonstrated how we could create a “crowd source map” where students combine their own experiences and available data and connect this to a map. He recommended that we give students the responsibility of making their own materials, whether they are child or adult learners. For example, he demonstrated how we can use the OCR function on the Google Translate App. You point your phone at the world with Google Translate and it will tell you information. Another tip was that Google Maps has an education website with a plethora of ideas for educators. “Geo-guesser” is a game where we can travel around the world.

Nicky Hockly’s workshop was titled “Digital Literacies for The Global Citizen.” Her workshop was less high tech and invited the participants to explore the concept of what a global citizen is. She showed how students could create movies about their own countries and what others’ stereotypes of their cultures are using Kaltura.

Dr. Mahboob’s workshop was titled “Towards a Pedagogy of ‘Global Citizenship’: Practices and Principles.” He explained how he develops projects with students that are credible. He admonished that research or activities must benefit local communities. He then proceeded to describe a project where he invited students to become eco-linguists. He called the project “Transgressive Linguistic Landscape.” The project was designed
for first year university students in Australia as part of the course “Language, Society, and Power.” Many of the students in that course were from China. He pointed out that all too often international students don’t interact with other students or locals in the suburbs. Therefore, he designed the project to take place outside of the classroom and related to the ‘real world’ of issues around us, such as social and environmental concerns. Dr. Mahboob gave the students links to the demographics of the suburb they studied, data on the health indicators for that suburb, and linguistic landscape data in the form of the trash found. Every group collected trash from the same area. They took photos of the trash they found. The students in a group analyzed their findings before discussing their results with other groups. The project lasted six weeks during which time the professor met with the groups. This was not a causal study, but rather a correlational study. The students looked at the literature on fast food and health impacts. They studied a variety of texts about nutrition and examined the census data on the languages spoken at home in the area they studied. He mentioned that this project could lead to a campaign about health in your neighborhood.

Another technologically-based activity he does with students is student–created academic videos. The idea is to create a set of resources that can actually be used by other people. The students create a video and a three- or four-hour workshop that goes along with it. The total project takes 13 or 14 hours to complete. Dr. Mahboob works with the students on their videos during his office hours and as a result his office hours are always packed. The videos go through 7 or 8 drafts. An example of one of the student created videos is “Refugees and Cross-Cultural Communication.” Dr. Mahboob’s research can be found at https://sydney.academia.edu/AhmarMahboob.

These exceptional transnational TESOL International Symposium presenters also served as the hard-working keynote speakers for the balance of the BC TEAL annual conference. In greater detail, they are:

- South African Nicky Hockly, now living in Barcelona, who describes herself as a “technophobe turned technophile.” She has been working in the field of English language teaching and training since 1987 and is the author of
• several prize-winning methodology books about technology in EFL. Ms. Hockly shared how virtual spaces like augmented reality, virtual reality, and social networks have the potential to support formal and informal language learning and what this might mean for English language teachers in a range of contexts. For more information, visit https://bcteal2018.sched.com/ and type “Hockly” in the “search” box at the top of the page; then click on specific presentations you are interested in.

• American Greg Kessler is a Professor at Ohio University who has been technology editor of the TESOL Encyclopedia of English Language Teaching, an author of the TESOL Technology Standards, and former Ohio TESOL President. Dr. Kessler’s research addresses technology, learning, and teacher preparation. He reflected that technological developments can be equally exciting or intimidating—depending on your perspective—and how smarter tools mean that teachers need to be more informed about how, when, and why to incorporate these intelligent tools in a globalized world. For more information, visit https://bcteal2018.sched.com/ and type “Kessler” in the “search” box at the top of the page; then click on specific presentations of interest.

• Pakistan native Ahmar Mahboob, is an Associate Professor of Linguistics at Australia’s University of Sydney. Dr. Mahboob is keenly interested in the application of language sciences to developmental issues, with a particular focus on education and draws from, and contributes to, a range of linguistics and applied linguistics traditions, theories, and methodologies. He stressed the importance of feedback from teacher to student: a.) not as a reaction to student work, but as a planned response to student needs; b.) looking at assignments over time in order to assess/identify student progress in writing. For more information, visit https://bcteal2018.sched.com/ and type “Mahboob” in the “search” box at the top of the page; then click on his specific presentations.

In addition to these three speakers, the conference offered a packed schedule featuring outstanding presenters from a wide array of backgrounds and viewpoints who addressed issues of space and technology in English language teaching.
While I found all of the presentations I attended at the symposium and conference fruitful and stimulating, the highlights for me were the First Nations’ welcome; a chance to have informal conversations with the three featured speakers; an introduction by Dr. Kessler to the vast array of new technologies, most of which are free or low-cost, that one can use with students; Dr. Mahboob’s idea that teacher feedback on student writing is a specific genre type that can be taught to educators to make it more their feedback to language learners more effective (see https://www.academia.edu/17498183/Understanding_and_Providing_Cohesive_and_Coherent_Feedback_on_Writing); and finally Bonnie Norton’s introduction of “Storybooks Canada,” a free, open access digital resource that promotes family literacy and multilingualism, available at https://www.storybookscanada.ca/.

Other notable takeaways from the conference included:

- A very informative panel discussion on “physical space,” as it relates to room usage in classes, highlighted essential features such as comfort, confidentiality, trouble-free technology, and how “space always has an agenda.” In other words, user input is essential since, ideally, it should be “the users who dictate the space.”

- The value of developing critical thinking skills in language learners was the emphasis of a presentation entitled, “space for uncertainty.” In contrast to “mindless” rote memorization and repetition, for example, critical thinking skills invite disagreement and discussion which prompt learners to engage in hypothetical discourse, examine consequences, identify bias, clarify underlying questions, and generally raise awareness from L1 to L2. In short, critical thinking skills promote more open-mindedness and intensify language learning by making room for uncertainty, ambiguity, and clarification. For more information on all aspects of this delightful conference, visit https://bcteal2018.sched.com/ and navigate the various helpful links available there.

“Technology must be used as a tool, not a pedagogy” was an important conclusion drawn from this conference. In other words, ELT, English language teaching, should not focus on technology, but rather maintain focus on teachers and learning.
General Information about Grants, Awards, and Conference Scholarships

Our 2019 applications for the WAESOL Grants, Awards and Conference Scholarships will open soon.

• You may only apply for one grant.
  o You can, in addition, apply for one conference scholarship and/or nominate colleagues for an award.

• You may only nominate one individual for the Sally Wellman Volunteer Award.

• You may only nominate one individual for the Excellence in Teaching Award.

Important
• Recipients of a grant must be present at the 2019 Conference in Renton, WA.

• The WAESOL Board reserves the right to award grants based on qualified applicants and on available funds.

• The winners of 2018 WAESOL Grants and Awards are not eligible for a 2019 Grant or Award.

WAESOL Professional Development Grant ($500)
This grant is for $500 and is awarded to one WAESOL member. Its purpose is to assist one WAESOL member with professional development. The recipient can use this grant to attend (1) a conference, (2) a workshop, or (3) a class related to the ESOL field. The recipient of this grant will be asked to write a report of the event attended to be published in the WAESOL Educator and/or on the WAESOL website.
WAESOL Project Funding Grants (2 @ $500)
This grant is for $500 each and will be award to two individuals. The purpose is to encourage and benefit classroom/community projects that directly impact English language learning in Washington state or nearby communities. The recipients of this grant will be asked to write a report of the project to be published in the WAESOL Educator and/or on the WAESOL website.

The Sally Wellman Volunteer Award ($500)
This award is for $500 and is given to an ESOL teacher who has exhibited outstanding dedication in the community as a volunteer doing additional ESL-related work. It is the intent of WAESOL that this award will honor the recipient and inspire continued dedication to others in the local communities. Any current WAESOL member may nominate a deserving teacher who also does volunteer work as an ESL volunteer. The nominee themselves need not to be a WAESOL member and should work/reside in Washington state or in a nearby community. The nominating essay will be published in the WAESOL Educator and/or on the WAESOL website.

WAESOL Excellence in Teaching Award ($500)
This award is for $500 and is given to an ESOL teacher who has exhibited outstanding dedication in the classroom and/or learning community. It is the intent of WAESOL that this award will honor the recipient and inspire continued dedication to others in the profession. Any current WAESOL member may nominate a deserving individual. The nominee themselves need not be a WAESOL member, but must work/reside in Washington state or in a nearby community. The nominating essay will be published in the WAESOL Educator and/or on the WAESOL website.

Scholarships for WAESOL Conference Registration
To encourage students and teachers to attend the 2019 WAESOL conference, WAESOL is again offering 10 scholarships to cover the conference registration costs (excludes pre-conference workshops). All WAESOL members in good standing are eligible to apply for a conference registration scholarship. Applying for the scholarship does not prevent you from applying for other grants or from nominating deserving individual for our awards.

See https://waesol.org/grants-awards/ for more information.
WAESOL Excellence in Teaching Award Recipient Nomination Letter

We are pleased to nominate Jennifer Haywood for the WAESOL excellence in teaching award. While we at UW International & English Language Programs are fortunate to have a number of excellent instructors in our department, we can think of no one more deserving of this recognition than Jennifer. She is a remarkably skilled and dedicated language educator who has taught as a full-time Extension Lecturer at UW IELP for the past 14 years. Her dedication to students, commitment to language education, and passion for teaching are greatly appreciated by students and peers alike.

While Jennifer has taught different skills areas to students of varying levels, her specialty is pronunciation. In addition to regularly teaching pronunciation in the Intensive English Program, Jennifer also frequently teaches a course for International Teaching Assistants designed to improve their lesson presentation skills, language production, and communication skills.

Jennifer has taken several graduate linguistic courses and has also taught a number of undergraduate courses for the UW Linguistics Department, including Fundamentals of Grammar and Phonology. In the ESL courses she teaches for IELP, Jennifer skillfully manages to utilize that strong foundation in linguistics. Students in her classes are challenged to consider issues of transference from their L1. Students in her pronunciation and listening & speaking courses, often without realizing it, have effectively taken a strong introductory course in both phonology and morphology. Jennifer routinely receives superlative student evaluations. Students also recognize, and frequently comment on, Jennifer’s passion for teaching and commitment to helping them improve and reach their goals.

Jennifer’s expertise also extends beyond the classroom. She
regularly participates in curriculum committee meetings and often provides extensive feedback on course curricula and assessment. In the past year alone, she developed and piloted a test preparation course and an advanced content-based course focused on the leadership skills students need to succeed in college. With each course she developed, she provided organized teachers’ guides, syllabi, plans, scope & sequences, and class materials, including tests, activities, and projects. The level of detail and guidance she provided in these materials have greatly benefitted students and will be appreciated by future teachers. Jennifer’s willingness to work with instructors and staff on developing and revising existing courses and exams has shown her dedication to our learning community.

Jennifer has also been active professionally. She regularly attends TESOL, Tri-TESOL, and other conferences focused on linguistics, and she has delivered a number of presentations. For her dedication in the classroom and commitment to the field and profession, we nominate Jennifer Haywood for this award.

To nominate an excellent teacher for this grant please go to: WAESOL Grants & Awards
I want to nominate Lia Preftes for the Sally Wellman Volunteer Award. Lia has been volunteer tutoring and teaching at Literacy Source, a non-profit that provides language and citizenship training, for over two years.

Lia has faithfully spent many hours working with individual students to prepare them for their citizenship interviews. As a tutor, she volunteered over three hours a week to meet with individual students to help them learn civics material in preparation for the US citizenship interview. After spending all of last year working with Lia in tutoring, her student passed the citizenship interview. Currently, Lia is volunteer teaching in one of Literacy Source’s citizenship courses. This means that she volunteers for over three hours a week in addition to teaching a full course load at Cascadia College. In the citizenship class, Lia supports the primary teacher by working one-on-one with students. She also takes time to get to know the students in the course, and she really cares about their progress and success. This heartfelt dedication clearly demonstrates the kind of person Lia is. She is warm, friendly, and cares deeply about her students and colleagues, especially students in need. Literacy Source is an organization she really is passionate about because it focuses on this type of student. Lia works hard to make sure everyone feels welcome and included in her classroom as well as in daily interactions. She is an amazing listener who always puts the needs of others first.

In addition to her work at Literacy Source, Lia is always willing to step up and support her colleagues and department at Cascadia College. She often volunteers to substitute teach or to assist another teacher in need, even if she is not going to be compensated. It is clear that she is kind and generous with her time and help. She is gracious and humble in acknowledging all that she does.
For all the reasons above, I am very excited to nominate Lia Preftes for this award.

To nominate an excellent instructor for the Sally Wellman Volunteer Award please go to: WAESOL Grants & Awards
WAESOL Professional Development Grant Recipient Report

Xue Zhang
Washington State University PhD Candidate

As a doctoral candidate in the Language, Literacy, and Technology PhD program at Washington State University, I would like to apply to the WAESOL Professional Development grant to attend and present (two pending proposals acceptance) at the American Educational Research Association’s (AERA) annual conference in April 2019 in Toronto, Canada. Attending AERA will give me a chance to network with scholars interested in researching ways to support English language learners (ELLs), especially in English public speaking (EPS).

As critical thinking, creativity, and most pertinent to our study, communication are major 21st century skills needed for success in education, life, and work, EPS, integrating multiple disciplines, including second language acquisition (SLA), linguistics, rhetoric, communication, and psychology, is increasingly important for ELLs/EFL learners for future careers. Having a better understanding of ELLs’ EPS self-efficacy levels would inform a better pedagogical support in college ESL/ EFL curriculum, in terms of speaking, writing, and communication abilities.

My two AERA conference proposals this year focus on: a) model comparison for the bifactor versus second-order models to establish a better fitting ESP self-efficacy construct structure conceptualization, and b). the effect of individual differences and pedagogical implications on English public speaking self-efficacy development with college students, respectively.

Browsing AERA 2018 program, I noticed several sessions that
related to English speaking and ELs/EFL learners. Thus, I anticipate that attending AERA 2019 would give me a rare opportunity to meet colleagues within my field of inquiry to learn about their work, get feedback on my research agenda, and, possibly, lay foundations for future collaborations.

The grant money will cover the costs of AERA membership ($55 graduate student), conference registration ($95), and housing in Toronto for the 5-day conference. Budget priced hotel rooms in Toronto could potentially run between $150 – 300 per night during the dates of the AERA conference (April 5 to 9, 2019). Attending AERA would allow me to network with other researchers to gain ideas and insights on how to better prepare for my future career as a researcher and educator. Having this grant will give me a greater chance of affording the conference and the chance to learn what other scholars are doing to support the ELLs’ speaking abilities.

To apply for the Professional Development Grant please go to: WAESOL Grants & Awards
WAESOL Project Funding
Grant Recipient Report

Sarah Griffith
Gonzaga University

The Gonzaga ESL Community Outreach (GECO), established in 2012, is a community-based ESL program which provides a weekly two-hour free ESL class to immigrants and refugees adults in Spokane. It is student-run and is sustained on the manpower and dedication of Gonzaga University students acting as volunteer teachers. Participants gain valuable teaching experience while engaging with the community.

GECO students represent 21 different countries (Belarus, Chile, Ghana, Haiti, India, Kazakhstan, Peru, Taiwan, Uruguay, Ethiopia, Marshall Islands, Russia, Saudi Arabia, Sudan, Syria, Ukraine, Venezuela, Vietnam, Afghanistan, Mexico, Brazil) and speak 16 languages (French, Chinese, Creole, Farsi, Romanian, Ukrainian, Telugu, Amharic, Fur, Dari, Marshallese, Vietnamese, Arabic, Russian, Spanish, English). GECO has developed into a multi-level, multilingual program. In Spring 2018, 26 Gonzaga University graduate and undergraduate students participated as teachers, mentors, and coordinators. Student-teachers and mentor volunteers average 9 hours or more per semester.

The program has expanded considerably due to the interest among the Spokane immigrant and refugee communities. In Spring 2018, GECO began offering afternoon workshops to provide GECO students the option for extended learning on Saturday afternoons, such the Tips for Job Interviewing workshop. Since the beginning of the program, GECO has grown from an average of 6 students to 25 with a total student base of over 50. In Spring 2018 attendance increased by 43%.

However, the increasing demand on resources has begun to jeopardize the continued growth of the program and ability to offer need-based workshops. Receiving the WAESOL Project Funding Grant would give GECO the opportunity to continue
growing as well as to continue hosting workshops specific to student learning interests. We would use a portion of the grant to continue providing materials such as notebooks, writing utensils, and snacks. Additionally, we provide a small lunch option for students who attend afternoon workshops because they are on campus for four hours. Providing lunch has increased student concentration during the afternoon workshops and overall attendance. The attached budget details how the grant would be allocated for Spring 2019.

GECO is a community outreach class and teacher training program. Not to be ignored, the GECO students are a valued within the GECO program. They contribute to the education of one another and to the ESL student-teachers. GECO is not viewed as ‘serving the community’, rather it’s creating the space for a community to be built, a community where everyone has something to learn and something to teach.

**The budget for spring 2019**

- 50-page spiral notebooks: 50 at $1.00
- Pre-sharpened Pencils: 1 at $12.00
- Pink Erasers 12 pack: 1 at $4.98
- Whiteboard markers 12 pack: 1 at $17.99
- Snack funds (13 classes): 13 at $15.00
- Workshop Catering: 4 at $55

Total: $499.97

**To apply for the Project Funding Grant please go to:**

WAESOL Grants & Awards
WAESOL Project Funding Grant Application Letter

Leah Schubert

I am applying for a WAESOL Project Funding Grant to help fund a research study that aims to give insight into student perspectives and motivations around retention and completion in academic or intensive English language programs at community colleges in Washington State. Specifically, this is an extension of work by faculty at Cascadia College this past year in a Faculty Learning Circle that completed a literature review on existing research around international student retention. While external factors beyond faculty control drive the enrollment numbers for new students, faculty and staff may have the ability to influence student motivation and drive to stay in a program and even transition to college level courses. Faculty at Cascadia College hope to complete a qualitative research study utilizing focus groups of students, including those who repeated levels or dropped out of the program, to identify supports and barriers that influence students’ motivation, retention, and completion. As a result, we will be able to analyze what our program does well and identify areas for improved service to our ELL international students. This may also provide insight for other college IEPs in the area.

Our college professional development committee will provide a small amount of funding for faculty to work on this research; however, we anticipate that leading focus groups, transcribing recordings, and analyzing data will require several more hours than we can pay faculty to complete this work. Specifically, we estimate at least 30 hours of work, but our current funding will only cover a maximum of 15 hours. As a result, I am applying for the WAESOL Project Funding Grant to supplement our research project funding. In the current contract, faculty are reimbursed at $44 per hour for additional duties. If awarded a $500 Project Funding Grant, we would be able to pay for approximately 11 more hours of faculty work on this project.

Thank you for your consideration!
Calendar of Events

• **February 23, 2019:** 30th Annual Spokane Regional ESL Conference - Spokane, WA

• **March 8-9, 2019:** Metacognition & Mindfulness – Fifth Annual Reading Apprenticeship® Conference - Renton Technical College - Renton, WA

• **March 9-12, 2019:** AAAL (American Association for Applied Linguistics) - Atlanta, Georgia.

• **March 12-15, 2019:** 2019 TESOL International Convention and Language Expo - Atlanta, GA, USA

• **April 25-27, 2019:** WABE 2019 Annual Conference - Bellevue, WA

• **WAESOL 2019** Information Coming Soon