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Greetings WAESOL Friends,

For educators, summer can be a paradoxical time. Those who teach may have less class time and increasing research, writing, or family obligations. Others use summer as an opportunity to teach more than usual, or at least more intensively. Some of us travel, many of us try to take a much-needed break, and others dive into professional development. Too many of us, perhaps, try to do all of these things at once!

Whatever your summer looks like, we hope that it brings you what you need. Here at WAESOL, we are reflecting on connections we made at the TESOL International Convention and Expo in Atlanta, Georgia in April. We are gearing up for the TESOL Advocacy and Policy Summit in Washington, D.C. in June, and we are planning to use some long summer days to get ready for our own WAESOL Conference, Navigating New Terrain in EL Education, on October 25 and 26 at Renton Technical College.

At a time when many in our profession are stretched thin, we at WAESOL are dedicated to creating a community that provides meaningful, accessible, career-long professional development opportunities. We believe that students deserve the best possible instruction, and English Language professionals deserve robust, sustained (and sustaining) engagement with each other. Together, we can share what we know and lift each other up. Thank you so much for being a part of this community!

We hope you enjoy this issue of WAESOL Educator, and we wish you all the best this summer.

Michelle Roth
2019 WAESOL President
Dear WAESOL Community,

The closing of an academic year is always a time of reflection and thinking about what we’ve accomplished as well as planning for the future. The WAESOL Board has been busy this past year, and we know our membership has as well. Now that summer has come, we hope that you are able to devote some of your time to reflect and plan with us through this publication.

The WAESOL Board is a professional organization of volunteers, and I would like to thank those who devoted time to the preparation of this publication: Nizar Sulaivany and Audra Lord, content editors, and Bridget Green, graphic designer. In addition, I am very thankful for the wide range of high-quality submissions we received this past spring.

This issue includes teaching reflections and tips from our members, representing various contexts for the teaching of English. These include strategies that we hope can transfer well into your classroom, such as utilizing podcasts or leveraging students’ background knowledge in reading. We also have several scholar-practitioner articles representing different areas of TESOL research as well as information about upcoming conferences and a book review.

We seek to represent our diverse membership through this publication. The WAESOL Educator aims to continue publishing articles on a wide range of topics relevant to all WAESOL members. To that end, we ask you to consider sharing your work with us. If you are interested in contributing to a future issue, please review the information at https://waesol.org/publications/we/submit/ and send me a message at editor@waesol.org.

Thank you for being a member of our community and supporting English-language educators. We wish you a wonderful summer!

Jessica Weimer
Lead Editor

Jessica Weimer
joined the English Language Program at Cascadia in 2014 after working for 5 years in student services at Whatcom Community College. She has a M.Ed. in Adult & Higher Education, a certificate in Teaching English to Speaker of Other Languages, and a B.A. in German all from Western Washington University. Her academic interests include how language acquisition affects identity, student motivation and engagement, and the incorporation of pop culture in foreign language instruction. In her free time, she enjoys traveling, cooking, reading, and spending time with her family. She has been a WAESOL Board Member since 2018 and is currently the lead editor of the WAESOL Educator.
**Camille Pomeroy**

My name is Camille Pomeroy. I am an instructor for the High School Completion program at RTC called HS21+. I am also the interim Guided Pathways Coordinator. I became a teacher after dreaming of being one and teaching my younger brothers to read. I then changed my mind several times and got a degree in Spanish with a focus on Latin American Literature and a minor in Communications. After teaching EFL for many years across the globe, I continued my studies in Education with a focus on Learning Development. I became the Guided Pathways’ Coordinator by appointment. I was appointed by a selection group who noticed that I had a great deal of interest in changing our college systems to include the students in the High School Completion courses as well as those learning English as another language.

**Laura Knight**

My name is Laura Knight. I am a counselor for the students at RTC who are taking classes that aren’t in a specific program and plan on transferring to a university once they graduate. I also advise students who are in our Accounting, Early Childhood Education, and Business programs at RTC. I have always wanted to help people and studied Business with a minor in Spanish so I could work in Human Resources and create a welcoming and supporting environment for employees. I started my career working in hotels, and then transitioned to working in colleges and universities so I could work with students. I applied for the Guided Pathways Coordinator position because I believe it is very important that the systems at our college are centered around our students.
What are guided pathways? How do they compare to other educational models?

Guided Pathways is a very comprehensive model. It requires that many people who work in the education system look at the complex practices of how the system works and find ways to make sure that the way it works creates smooth pathways for students. It requires a lot of high-level thinking, strategic planning and reflection as well as a great amount of student feedback about their experiences throughout their time at the college.

Guided Pathways is a research-based approach that simplifies choices for students. It is divided into four areas, which are called pillars.

Pillar 1 is called “Mapping the Path”. Courses are grouped together to form clear paths through college and into careers, whether students enter those careers directly after graduation or transfer to a university for more study in their chosen fields. Pillar 2 is focused on helping students choose the right pathway, Pillar 3 is about giving students intensive, targeted advising to stay on their path through college, and Pillar 4 is making sure that students learn what they need to know and graduate.

In Washington state, our Guided Pathways efforts are focused on helping more of our students — especially low-income, first-generation students and students of color — earn credentials to prepare them for entry into higher-paying, high-demand fields with value in the labor market.

How recent is the guided pathways movement and what is driving this shift?

Guided Pathways is a national movement that started in 2015, when a book called Redesigning America’s Community Colleges was written by community college researchers. They introduced the idea that started Guided Pathways - that community colleges can improve the design of their systems to better support student in being successful and graduating. The American Association of Community Colleges started a national pathways project in 2016 and Washington State started a state-wide Guided Pathways project that same year. Renton Technical College started working on Guided Pathways in 2019.

What does this look like at Renton Technical College, and how does it compare to other schools you’re aware of? Is there anything you’ve done or seen at RTC that you’re especially proud of?

RTC has chosen to focus on the process of how this work is done first. Another way to say this is to focus on the “how” before the what. The “how” we have addressed in a mental model of an architecture as the frameworks or foundations. This sets the foundation to how all the work is done. Another part of Guided Pathways, also part of the metal model of “architecture” are called the Pillars. The Pillars are what the work is - making it clear what the pathways or options are in the college, helping students choose their career and pathway, supporting students through graduation, and making sure that students are learning what they need to know. We are very proud of how engaged our faculty and staff have been in the process. We are also very proud of the important roles English teaching faculty have played.

How do guided pathways promote equity and inclusion?

Any process, without thoughtful, reflection, cannot be successful at promoting equity. Therefore, Guided Pathways at RTC is striving to engage adjunct, ELA, and off-campus faculty, staff, and students to make sure their voices, not normally considered in institutional decision making, are heard. It is also striving to create collective agreements, through the frameworks, that ensure that in all public spaces where Guided Pathways planning is taking place, people have decided how to listen to each other and honor one another’s vantage points based on the experiences they have had.

How will guided pathways be evaluated?

Guided Pathways is really big and complex work. Therefore, it is really difficult to evaluate. Keeping that in mind, it is a grant, and most grants are evaluated by certain measurements that are indicators that the money that has been awarded is being utilized properly. Guided pathways is measured through what it called the Essential Practices which every college has to implement, develop a way to define how to do it for all students, and then scale it, making sure that every student of the college has an equal experience.
**How can instructional staff support guided pathways?**

Instructional staff are an important part of Guided Pathways. It involves everyone across the college’s campus, including students, teachers, and everyone who works at the college. Instructors can get involved with the Guided Pathways movement at their college, helping out with the work that is being done and getting their students involved as well.

**What does guided pathways mean for both ELLs and their educators?**

For ELL students and ELL educators, Guided Pathways means thinking about a student’s overall pathway and mapping out how ELL fits into their plans and future goals. Guided Pathways is about developing the systems at the college to support students in exploring their goals and planning out how to get there.

**Are there any specific implications for or connections to the K-12 environment?**

Guided Pathways is a Community and Technical College initiative. K-12, has a different management body that both funds and provides oversight, or management for initiatives. Therefore, K-12 will have its own version of creating pathways for students, such as the Road Map project.

**Do you have any thoughts or messages for other colleges, faculty, and/or students?**

Guided Pathways work strives to look at the college system as a whole. This can be overwhelming but is so important. As we improve on what we do in our own classrooms or for our own services, we can often run up again systemic problems. These problems are being addressed and explored, at least in part, by Guided Pathways.
To have the basis for improving learning environment: “It is essential for teachers to understand the nature of reading comprehension.” (Tierney and Pearson 1994, 496). Unlike rote learning, meaningful learning presents information within a context and uses students’ knowledge. According to Ausubel (1968), learning becomes permanent only if it is meaningful. In a reading class, the instructor is requested to teach students to engage with the text in a dialogue as stressed by Grabe (1988, 56) with a purpose for reading using students’ prior knowledge and expectations of the students.

In this paper, categorized as a tip from the classroom, I would like to share a very recent lesson plan (comprising all the activities covered in class for the last 4 weeks) at ADNOC Institute, where English in the oil and gas industries for future to be technicians is a must.

**LESSON PLAN**

**Theme:** Environment

**Topic to be tapped:** Marine Debris

**Step of the lesson:** Reading

**Students’ Level:** Intermediate

**Learning outcomes:**

**Short term outcomes:**
- Extract meaning from pictures
- Use graphics to comprehend the structure of text
- Recall and interpret information

**Long term outcomes:**
- Plan a recycling program.
- Design a packaging waste separation facility.
- Design a compost facility.
- Design an incineration facility.
- Make site selection for a landfill.

**Pre-reading:**

**Activity 1:** Look at the pictures (below) and try to work with your partner to tell what happened.

**Procedure:** The students work in pairs or groups and try to figure out what happened and decipher the message conveyed in picture three. The instructor walks around and assists students with vocabulary items, such
as spilled oil, beach cleaning up campaign, or pelican (bird).

**Activity 2:** The WORDLE strategy was used to make students find out the content of the text. The students are supported with questions like: What is marine debris? What does it affect? Why can't aquatic animals move?

**Key to activity 2:** Very likely the passage will talk about the impact of all the things people throw into the sea. Trash affects marine life (plants and sea animals).

Special Note to readers: Wordle is a tool for generating “word clouds” from a text. The clouds give greater frequency to words that appear more frequently in the text. The wordle can obtained at: www.wordle.net

**Activity 3:** Cloudy text (not cloud text).

Students team up to predict the content of the text which bears clouds placed at different places. To develop the spirit of collaboration amongst students, the instructor hands out different cloudy texts, i.e., students receive texts whereby clouds are scattered at different places (see samples below). In case of confusion, the instructor can assist students through thought provoking questions.

**Reading:**

**Activity 1:** Reconciled reading: General questions are asked to link the information obtained in the pre-reading step with the information students will come across in the reading step. The instructor’s role is to elicit talk, reach reluctant students, and engage the students in the learning process. Answers are given orally.

**Questions:**

- What is marine debris?
- What does the word marine mean?
- What does marine debris affect?
- What happens to animals when they swallow debris?

**Activity 2:** Read the text and complete the cause/effect diagram:

*Marine debris is trash that gets into the marine environment as a result of careless handling or disposal. There are several sources of marine debris on the ocean and on the land.*

*Marine debris includes all the objects found in the marine environment. The term debris is reserved for trash used by people. It can come from beachgoers, improper disposal of trash, ships, offshore oil and gas platform.*

*There are primary problems that marine debris poses to wildlife: entanglement and ingestion. Entanglement results when an animal becomes encircled by debris.*

*Ingestion occurs when an animal swallows marine debris thinking it is a kind of food. Ingestion can lead to starvation if the ingested item blocks the intestinal tract, or accumulates in the digestive tract and makes the animal feel full.*

*Source: Turning the Tide on Trash, EPA catalog(1992).*
Activity 3: Find in the text words whose definitions follow:

a. the act of getting rid of something by throwing it away.
b. things that are no longer wanted or needed.
c. dishonest and against a law or a rule.
d. animals and plants that grow independently of people, usually in natural conditions.
e. a situation where one is involved in and that is difficult to escape from.
f. the process of absorbing nutrients, medications, or objects into the body by eating or drinking them.
g. surrounded by something.
h. the state of having no food for a long period, often causing death.

Keys:

- disposal: the act of getting rid of something by throwing it away.
- trash: things that are no longer wanted or needed.
- improper: dishonest and against a law or a rule.
- wildlife: animals and plants that grow independently of people, usually in natural conditions.
- entanglement: a situation where one is involved in and that is difficult to escape from.

Post-reading:

Activity 1: The text above contains more than 100 words. Summarize it in 60 words maximum.

Activity 2: The text does not mention the impact of marine debris on humans. Try to find some and include them in the diagram above by adding a box named “Impact on humans”.

Activity 3: Project work: What steps should be taken to reduce or prevent marine debris. Think of some solutions using pictures from the net.

The activities implemented in this lesson have enabled readers not only to predict the subject matter of the text, but also to infer meaning from context through illustrations and diagrams. Because the content relates to students’ needs and interests, the lesson was met with great enthusiasm. Simply put, when students are taught how to extract information from what they read and feel that in every act there is a purpose, they become strategic and lifelong readers.

References:


Home Languages: An Effective Tool for Learning and a Challenge to “English Only” Policies

Overview

English Only instruction has long been accepted as the ideal methodology in language acquisition programs. This article challenges the pedagogical soundness of this ideal, argues that these policies serve to perpetuate racial and linguistic inequities, and provides strategies and ideas for incorporating L1 activities in the ESOL classroom.

Effectiveness

L1 in the language classroom benefits learning in numerous ways, including, but not limited to making meaning from text, collaborating and negotiating, maintaining communication, scaffolding, and increased confidence (Pan, 2010). According to authors Butzkamm and Caldwell, research clearly supports the principled use of the learner’s first language in aid of second (and foreign) language learning (2009). English Only policies limit and devalue key linguistic tools that should be considered an asset to acquisition.

A learner’s L1 is inseparable from the development of a Target Language. As Ofelia Garcia notes, “international research has conclusively established that new language practices only emerge

Lauren Plitkins has worked in language education at a community-based nonprofit for five years, primarily serving immigrant and refugee adult learners. In addition to her current organization, Lauren has taught in a variety of settings and locations: among them, Houston, TX; South Korea; and Santiago, Chile. Recently accepted to the University of Washington as a doctoral student in Language, Literacy, and Culture, Lauren intends to pursue research into the use of transfemarcial practices as a means to disrupt English supremacy and monolingual ideologies in language acquisition programs.
in interrelationship with old language practices” (2012, p. 3). Policies that exclude home languages disregard this important information. Conversely, language inclusive policies and practices encourage the use of one’s full linguistic repertoire to navigate complex content, compare language features, and seek clarification. English Only policies limit these functions while also (implicitly or explicitly) devaluing language diversity and stifling learners’ identities. The exclusive use of English in the classroom “has come to be justified in pedagogical terms [however], it rests on unexamined assumptions, originates in the political agenda of the dominant groups, and serves to reinforce existing relations of power” (Auerbach, 1993, p. 23). If educators are truly committed to inclusive pedagogy, learners’ linguistic and cultural knowledge must play a central role in the classroom.

**Anti-Racist Practice**

Bettina L. Love’s recent book, *We Want to Do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*, reminds readers that the history and foundations of public education are rooted in racism, white supremacy, and language oppression. Throughout the history of the United States, English has been and continues to be used to colonize, enslave, and suppress minority groups, conflicting linguistic and cultural assimilation and eradication. Examples are numerous: among them language policies in Native American boarding schools, Japanese internment camps, Puerto Rican schools after U.S. invasion, and the Hawaiian ban on home languages in public education. In all of these instances, language in schools was explicitly and often forcefully regulated by those in power. As Love notes, “Education is one of the primary tools used to maintain white supremacy and anti-immigrant hate. Teachers entering the field of education must know this history, acknowledge this history, and understand why it matters in the present-day context of education” (2019, p. 23). Devaluing home languages in the ESOL classroom is a practice shaped by historical processes of colonization and inequity which “in the modern context, the dialectic is reproduced, with English most typically taking up the role of a more valuable language being passed on to a speaker of a less powerful language” (Motha, 2014 p. 77). The inclusion of students’ language is one piece in a “multicultural education [that] is rooted in an antiracist struggle over whose knowledge and experiences should be included in the curriculum” (Au, 2009). Approaching language instruction with a consciousness of the context that has both shaped and limited it should galvanize us to use methods and strategies that actively work towards dismantling practices that perpetuate inequity. Home language inclusion is one piece in this process.

**Getting Started: Being Explicit**

Regardless of the ages, levels, educational backgrounds, etc. of your students, transparency about the inclusion of home languages in the ESOL classroom is key to the success of multilingual learning. Outlined below are several strategies to employ in the shift toward a language inclusive pedagogy:

1. **Co-creating class norms:** the creation of class norms or rules is commonplace in education. The posted list of class rules is often where one finds: “Speak English Only.” In some cases this rule may even have been suggested by students. In other cases, an English Only policy is the norm of an institution or teacher. Instead of beginning with a pre-determined rule (English Only or full L1 inclusion), discuss with students why, when, and how often to use home languages. Be sure to discuss the benefits of multilingualism and dispel any myths about L1 impeding English development, then aim to create a statement about language use that is inclusive and practical. Some examples across the spectrum of inclusivity: “We use English and our native language to help us learn;” “We practice English but we welcome many languages;” and “First try English, but it’s OK to use your language for help.” Include the statement on the posted norms.

2. **Problematizing “L1 policing:**” some students may have internalized messages about the inappropriateness of L1 in ESOL settings, which can result in the policing of non-English languages. One way to handle this situation is to preempt it with a problem-posing scenario, discussing ways to address the issue before it happens. Here’s an example from a beginning-level class: “Two students are talking in their home language. Another student says, ‘Stop talking! English-Only!’ The students feel hurt. They are talking in their home language. What can the class do?” A scenario such as this concretizes one reason the L1 is an important educational tool (seeking clarification) and highlights the emotional impact of excluding students’ languages, and therefore, their culture.

3. **State your objective:** is the L1 being used to introduce a new and complex idea, gain a deeper understanding, compare language features, or translate abstract vocabulary words? Continually sharing L1 activity goals with students ensures the rationale is explicit and foregrounds the benefits of multilingualism.

**Classroom Activities**

1. **Collaborative translation:** choose a few simple sentences that illustrate a language point that you would like students to practice: for example,
comparative structures or third person conjugation. In multilingual classes, create groups according to home language. Each student needs paper for the dictation. Explain that they should listen and write the sentence they hear in their OWN language. Once you have read the sentences and students have written their translations, have them work in their groups to compare and discuss what they wrote. Next, have them translate the sentences back into English. Again, have them discuss and compare their ideas with each other. Finally, give students the original sentences and have them check their work. Then analyze differences and highlight any language points that are relevant with the class.

2. Turn and talk: these activities are common enough in ESOL teaching and an easy way for learners to collaborate for a greater understanding of class material. Group the class by home language prior to introducing new material, and after each term or concept, allow groups to discuss their ideas and understanding in their home language. This simple strategy can be used in multiple ways. Using images to illustrate new vocabulary, have time to discuss the meaning of the terms associated with each picture in L1. Discussing new grammar, learners can use their own languages to develop a better understanding of more complex concepts. This method can also be useful for clarifying classroom instructions, getting students to quickly recap for each other in their language what they are being asked to do in a given activity.

3. Google translate: with access to smartphones or computers, Google translate is an easy method to incorporate home languages, develop English vocabulary, practice pronunciation, and enhance digital literacy. Provide a typical vocabulary handout with columns for definition, part of speech, picture, etc. Include a column for translation and pronunciation. Students can work independently or in language pairs to translate the words in Google. Additionally, students can use Google’s audio feature to hear both the English word and the translation. This is a great way to include pronunciation and syllable stress into vocabulary practice. Check Google for students’ languages, as not all are available.

4. Limited L1 literacy strategies: for multiple reasons, some immigrant and refugee learners may lack L1 literacy, making written activities difficult and potentially frustrating, especially for adults. Educators should be aware of students’ educational backgrounds and literacy levels so as to strategically support them during L1 literacy activities. An easy adaptation is pairing or grouping limited literacy students together (same or different languages) and converting the written portion of an activity to an oral one, being explicit that they will orally address the material instead of writing in the L1. Another possibility is transliteration, helping limited L1 literacy students write their language phonetically in English. The teacher may need to model this several times, prompting the L1 and taking a best guess on corresponding characters in English. Students can then do this independently, simultaneously practicing English letter-sound correspondences and the L1.

Extended Projects

1. Folktales and traditional stories from students are a great way to incorporate students’ cultures and languages into the class while working on narrative skills. This work is similar to the Language Experience Approach (LEA) in that students produce the material that will be used to promote reading and writing through the use of personal experiences and oral language. This is project work that can extend over a few classes or even an entire course. Learners think of a folktale or story from their home country, possibly using the library and/or online resources to find ideas and examples in their language. They then work in language groups to remember and tell the tale, first in their home language, deciding on key details needed to re-tell it in English. Next, students then find or create images to illustrate those important details. After deciding on visual prompts, they work orally in English to recount the story. The teacher can record
or transcribe student output as they produce it. This material is then used as a basis for writing, reading, revising, and interacting with text.

2. **Community presentations** allow students to negotiate meaning in the L1 and in English, using language fluidly to achieve communicative goals with peers. Learners select a high-interest topic that is relevant to the wider school community (e.g., workers’ rights, immigration policies, housing regulations, etc.) to research and discuss in small mixed-language groups. Ideally, each student in a group would share an L1 with one other person in the group, but students can also communicate across groups. After several class periods of discussion and research, each group creates a poster summarizing their topic. After practicing oral delivery of the poster, select a location for learners to display their work while students from other classes walk by, stopping to learn about each group’s topic. Depending on the L1 and English proficiency of the students from other classes, the poster presenters make strategic choices about the various language resources at their disposal.

**Conclusion**

Multiculturalism in school spaces is often signaled through culturally specific books, posters, and occasional food/holiday inclusion. These practices are undoubtedly important, but ESOL professionals must also be cognizant of the less obvious impact L1 production (oral and written) has on creating more equitable outcomes. As Auerbach notes, “L1 and/or bilingual options are not only effective but necessary for adult ESL students with limited L1 literacy or schooling and ... use of students’ linguistic resources can be beneficial at all levels of ESL” (1993). Practices that deny students the use of their full linguistic repertoire and create a divide between home and school language are not in learners’ best interests, but rather are the symptoms of a white supremacist culture seeking to maintain dominance through language. As such, ESOL professionals must prioritize students’ linguistic and cultural knowledge in language acquisition programs. The authors call on educators to implement practices that leverage home languages for academic success, disrupt English language hegemony, and challenge the societally determined value attributed to minority languages.

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**References**


Teaching Reading out of the Box by Activating Students’ Background Knowledge

Introduction

In order to enhance reading and promote the culture of reading outside a classroom setting, teachers are advised to revisit the strategies they employ when tapping texts. Reading comprehension should not be limited to understanding but should be extended to constructing new knowledge based on past experiences. In other words, teachers are to make their students move from literal comprehension of a reading piece to appreciation through making inferences and evaluating. Under the Reading Apprenticeship framework, students will develop their reading skills, expand their vocabulary repertoire, and become autonomous and critical readers. Based on Keene and Zimmerman’s findings (1997), the key for reading comprehension success is activating prior knowledge or schema. The use of schema in teaching helps students become metacognitive. In other words, they acquire the skill of learning to think about their own thinking while they are reading. They learn how to make connections between past experiences with actual new experience (the text).

This paper is twofold. We will discuss the implementation of metacognitive conversations (Reading Apprenticeship Framework), during the reading process with a little focus on prior knowledge and suggest ways on activating students’ knowledge. The activities in this paper listed have been implemented in our respective classes. Some of...
them might work for one class and not for another; therefore, we leave it to the teachers’ discretion to adapt them according to their own and students’ needs, age, interests, and aspirations.

**Description of the Reading Apprenticeship Approach:**

In the Reading Apprenticeship approach, we refer to metacognitive conversations which are means to uncover the different layers of thinking needed to engage students in the learning process. In other words, metacognition is thinking about thinking, a key component in successful learning (See Diagram 1).

Since students will be assessed on the basis of their ability to read, interpret meanings and respond, it is the teachers’ responsibility to uncover the layers of the metacognition conversation well positioned at the heart of the Reading Apprenticeship approach.

It is our belief that students can improve their reading skill and their self-image as readers by:
- immersing them in a class that fosters collaboration;
- helping them articulate their views on how they make sense of a reading passage through metacognitive conversations;
- assisting them to build their own schemas when dealing with more difficult passages;
- being critical towards a reading task which entails that there could be varied ways of viewing the passage;
- regarding reading as a process

In a Reading Apprenticeship classroom, four key dimensions give life to the metacognitive conversations and support reading development during which the teacher and the students discuss their personal relationships towards reading, the social environment, their cognitive activity, and the kinds of knowledge required to make sense of text.

The rationale behind the process of reading:

Reading comprehension means building up the meaning of a written message. It is not just extracting meaning from a text. It is “a dialogue between the reader and the text” (Grabe 1988, 56). It is seen as an active cognitive process in which the reader’s background knowledge plays a key role in the creation of meaning (Tierney and Pearson 1994). Reading is not a passive mechanical activity but “purposeful and rational, dependent on the prior knowledge and expectations of the reader (or learner). Reading is a matter of making sense of written language rather than decoding print to sound” (Smith 1994, 2).

To understand how students can improve their skills, it is essential for teachers to understand the way students learn to read. Two main approaches explain the nature of learning to read:

a. The bottom-up reading: The bottom-up approach was influenced by behaviorist psychology of the 1950s, which claimed learning was based upon “habit formation, brought about by the repeated association of a stimulus with a response” (Omaggio 1993, 45). Put differently, the bottom-up reading focuses on developing the basic skill of matching sounds with the letters, syllables, and words written on a page. It is associated with a teaching methodology called phonics.

b. The top-down reading: The top-down reading focuses on the background knowledge a reader uses to comprehend a written text. It is associated with schema theory. Though the debate about which approach to adopt is still on, the top-down approach is having great influence on ESL/EFL teaching. The adoption of the top down reading has
been, undoubtedly, fueled by the schema theory. Schema theory, which describes how the background knowledge of the students interacts with any reading activity has had a major impact on reading instruction. It illustrates how students’ knowledge and their past experience are essential for efficient comprehension.

**Criteria of a successful reading class:**

To train students to read and understand a text, it is crucial that the metacognitive conversations become part and parcel of every reading lesson as they develop attitudes like identifying themselves as readers, knowing how to approach a text and how to interpret their reading. Being engaged in an ongoing discussion with their teacher and their peers cannot yield considerable gains unless some criteria are considered on the part of the teacher. Before embarking on the reading portion, the teacher needs to:

- be aware of the skills needed to engage in the text;
- know how the text is organized;
- Identify the structures inherent in the text to make sense of the content;
- think of ideas that could be an obstacle to the general comprehension;
- join previous knowledge with the new knowledge since it is important to create meaning (Tierney and Pearson 1994).

**Defining schema theory:**

Schema theory describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text. It is “an act that involves one’s knowledge of the world as well” (Anderson et al. in Carrell and Eisterhold 1983:73). It acknowledges the role played by the reader in the construction of meaning. For Anderson and Pearson (1988), to say that one has comprehended a text is to say that she has found a mental ‘home’ for the information in the text, or else that an existing mental home has been modified in order to accommodate that new information (38). Therefore, a learner’s schemata will restructure itself to accommodate new information as that information is added to the system (Ommaggio 1993). In some cases readers may not have a schema that is pertinent to the text; therefore, the reader may not be able to understand the text. When this occurs, the teacher’s role is to engage in “building new background knowledge as well as activating existing background knowledge” (Carrell 1988, 248).

**Benefits of Schema theory:**

Carrell, Devine and Eskey (1988:4) claim that schema theory has provided numerous benefits to ESL teaching and, indeed, most current ESL textbooks attempt schema activation through pre-reading activities. Not only does background knowledge contribute positively to develop the students’ predicting abilities, but it also sets forth smoothly the transition to the reading and post reading stages. Students who possess rich schemata on a subject matter will very likely understand the passage better than those with poor schemata (Hudson, 2007).

**Applications of Schema Theory to EFL/ESL Reading**

If well activated through well-thought-out activities that focus on the students’ investment, schemata will be helpful for the comprehension of the text. To apply and build schemata, it is imperative for the teacher to select texts that are relevant to students’ needs, preferences, individual differences, and cultures. Suggesting comprehensible input entails activating existing schemata and helping them build new schemata. Luckily, there is a wide body of research that provides suggestions on how to select texts (Carrell, Devine, and Eskey 1988). Of some of these suggestions, after selecting a text, the teacher can use the three-stage approach to activate and build students’ schemata:

1. **Pre-reading stage.** During this stage, the teacher is not required to explain every word or concept but establish an atmosphere whereby the students are able to approach the task without any language hindrances. In the pre-reading stage, the teacher should ensure students have the relevant schema for understanding the text. This can be achieved by having students think, write, and discuss everything they know about the topic through techniques like prediction, semantic mapping, diagram completion, maps, charts, photos eliciting opinion and reconciled reading (see suggested activities below).

2. **During-reading stage.** During the reading stage, appropriate exercises are devised in a way that would enable the students to understand the function of the text, its organization, its type of discourse, its content and the language used. Additionally, well prepared exercises enable students to guess the meaning of new/unfamiliar words and read with a purpose in mind using skimming and scanning strategies. This stage requires the teacher’s guidance and supervision to monitor the interaction between the reader and the text. One important skill teachers can impart at this stage is note-taking, which teachers need to work on seriously. Developing note taking while reading enables students to acquire new vocabulary, compile information and details, and to summarize information.

3. **Post-reading stage.** During the post-reading stage, students use their acquired knowledge to react to the text. They integrate their reading skill and information with the other language skills: listening, speaking, and writing, through commenting,
summarizing, paraphrasing, evaluating, synthesizing and reflecting. The sum of these skills contributes to the students’ consolidation and interpretation drawn from their interaction with the text (Varaprasad, 1997). The post-reading stage offers the chance to evaluate students’ adequacy of interpretation. Post-reading activities focus on a wide range of questions that allow for different interpretations. Bloom’s taxonomy provides an excellent range of simple to complex questions and activities that are perfect for this stage (Anderson and Krathwohl 2001). While schema activation and building can occur in all three stages, the pre-reading stage deserves special attention since it is here, during the students’ initial contact with the text, where their schemata will be activated.

**Implications of Schema Theory on Approaching a Text:**

The theory of schema had great impact on dealing with reading comprehension. It highlighted the importance of exposing students to topics they are familiar with. Indeed, the more students are familiar with the topic of the text they are reading (i.e., possess content schema), the better it is for them to comprehend a text. However, it is important to mention that reading is not impeded mainly by schema deficiencies (Carrell 1988a:105). Students can come to class with sufficient prior knowledge when approaching a text but with insufficient activated schemata. Therefore, the role of the teacher lies in building new background knowledge as well as activating existing background knowledge” (Carrell 1988b:248) by designing and preparing meaningful, flexible and varied activities that will lead to communication between the writer and the reader. Trying to explain every word and every idea of a text to palliate the deficiencies will result in text distortion and will have long lasting disastrous sequels as for developing effective reading strategies. At this point comes the schema theory which makes students not only predict what follows and read for a purpose, but it sets the students free from the constraint of reading for the sake of assigned tasks. Students are taught to draw their attention towards reading to learn and gain experience.

**Conclusion**

This paper has highlighted the importance of activating students’ background knowledge and its impact on their ability to understand what they are actually reading and on vocabulary acquisition. Empowered by a sound foundation set forth in the first stage by using schema theory, students will be highly motivated to move to the next stages. By the time they reach the third stage, they will have developed more skills.

Through pre-reading activities incorporated in metacognitive conversations as prescribed in an RA classroom, both students and teachers are aware of how learning is achieved and what has been learnt. Furthermore, students build knowledge by making connections which will result in accelerating their success in reading comprehension with less support from their teacher. In sum, they become agents of their own learning capable of solving problems, sharing their anxiety and taking academic risks. Paradoxically, when background knowledge is undervalued or incomplete, frustration sets in when it comes to approaching a reading text.

**Technique 1: THIEVES**

**Level:** All

**Description and Procedure:** The THIEVES strategy enhances and supports students in their pursuit of reading and helps students with comprehension by allowing them to preview the text structure in an organized manner. This pre-reading strategy will allow students to “steal” information before they actually begin reading the chapter. It helps the reader to create a “mental map” that can be used as the reader moves through the text (Learning Assistance and Resource Center, 2007). The mental map is based on the general structure of the text and helps guide the student during the reading process. Having mentally linked the textual clues, the reader is better able to follow the flow of ideas in the text and to detect the relationships among pieces of information. The THIEVES acronym stands for:

- **T:** Title
- **H:** Headings
- **I:** Introduction
- **E:** Every first sentence in a paragraph
- **V:** Visuals and vocabulary
- **E:** End of chapter questions
- **S:** Summary

<table>
<thead>
<tr>
<th>Title</th>
<th>What is the title? What do I already know about this topic? Does the title express a point of view? What do I think I will be reading about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headings</td>
<td>What does this heading tell me I will be reading about? What is the topic of the paragraph beneath it?</td>
</tr>
<tr>
<td>Introduction</td>
<td>Does the first paragraph introduce the chapter? What does the introduction tell me I will be reading about?</td>
</tr>
<tr>
<td>Every first sentence in a paragraph</td>
<td>What do I think this chapter is going to be about based on the first sentence in each paragraph?</td>
</tr>
<tr>
<td>Visuals and vocabulary</td>
<td>Does the chapter include photographs, drawings, maps, charts, or graphs? What can I learn from the visuals in a chapter? Is there a list of key vocabulary terms?</td>
</tr>
</tbody>
</table>
End-of-chapter questions

<table>
<thead>
<tr>
<th>What do the questions ask?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information do I learn from the questions?</td>
</tr>
<tr>
<td>Let me keep in mind the end-of-chapter questions so that I may annotate my text where pertinent information is located.</td>
</tr>
</tbody>
</table>

Summary

| What do I understand and recall about the topics covered in the summary? |


Model of how we used THIEVES in Gulliver’s Travels by Jonathan Smith with Grade 10 students:

<table>
<thead>
<tr>
<th>Title</th>
<th>Gulliver’s Travels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headings</strong></td>
<td>There are four parts. Each part describes Gulliver’s voyages.</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Gulliver’s Travels is an adventure story involving several voyages of Lemuel Gulliver, a ship’s surgeon who, after a shipwreck, ends up on several unknown islands living with people and animals of unusual sizes, behaviors, and philosophies. After each adventure he is able to return to his home in England to set out again on a new voyage after some time.</td>
</tr>
<tr>
<td><strong>Every 1st sentence in a paragraph</strong></td>
<td>The paragraph of his first voyage begins with: During his first voyage, Gulliver is washed ashore after a shipwreck and finds himself a prisoner of a race of tiny people, less than 15 cm tall, who are inhabitants of the island country of Lilliput. The first sentence indicates that I will be reading a nonfiction story full of adventures.</td>
</tr>
<tr>
<td><strong>Visuals and vocabulary</strong></td>
<td>Key words: A heavy windstorm, shipwreck, Lilliput ruled by an emperor, inhabitants 15 cm tall</td>
</tr>
<tr>
<td><strong>End-of-chapter questions</strong></td>
<td>Questions that might come to the reader’s mind in the first section: Will he able to reach the shore? How will he survive on the Island? Are there inhabitants?</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>I know that Gulliver slept for some time but when he woke up, he couldn’t get up. He was tied up with ropes.</td>
</tr>
</tbody>
</table>

**Technique 2: Socratic Seminar**

**Level:** All

**Description:** Socratic seminar is used to help students apply the activity to their learning. The pedagogy of Socratic questions is open-ended, focusing on broad, general ideas rather than specific, factual information. The questioning technique emphasizes a level of questioning and thinking where there is no single right answer. It starts with an open-ended question proposed by the teacher. There is no first speaker. As individuals participate in Socratic circles, they gain experience in answering effectively.

**Procedure:** The teacher:

- keeps the topic focused by asking questions about the text itself and intervenes when there is confusion.
- engages reluctant students into the discussion.
- prompts participants to elaborate on their responses and to build on what others have said.

The participants:

- maintain the quality of the Socratic Circle by listening actively in order to respond effectively to what others have contributed.
- must demonstrate respect for different ideas, thoughts and values, and must not interrupt each other.

Note: To those interested in using Socratic seminar in their class and for tutorial, they can watch: [https://www.youtube.com/watch?v=495Bu1Ybk4A](https://www.youtube.com/watch?v=495Bu1Ybk4A) [https://www.youtube.com/watch?v=_CPLu3qCbSU&t=5s](https://www.youtube.com/watch?v=_CPLu3qCbSU&t=5s)

**Technique 3: Semantic Mapping**

**Level:** All

**Description:** “Semantic mapping is a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related to one another” (Kholi, & Sharifafar, 2013) made by the students to help “web” out their ideas. It builds on students’ schema. While drawing on prior knowledge, it recognizes important components and shows the relationships among them” (Kholi, & Sharifafar, 2013). This building on previous knowledge is extremely important for their development of predicting the content of the text and vocabulary.

**Procedure:** Write the topic in the center of a circle, and then let students generate words related to the topic by asking questions. Answers are written on new circles and students discuss the ways ideas are connected and how connections are visually represented. Example of how we used semantic mapping when tapping a cause-effect type of text:

![Semantic Mapping Example](image_url)
**Technique 4: ReQuest**  
**Level:** Pre-intermediate-Intermediate-Advanced  
**Procedure:** The students are asked to prepare in groups two questions they think would be answered in the text. The questions provide students with a purpose for reading. The students write their questions on slips of paper. Once the students are done, the papers are collected and rewritten on the blackboard. The ReQuest technique motivates the students because they read the text for the purpose of answering the questions they had written. There is a high probability that not all the questions can be answered. Based on the students’ expected questions, discussion can be triggered on the writer’s omission of certain details expected by the students.

**Technique 5: Videos**  
**Level:** All  
**Procedure:** First, find a short video that relates to the topic of the reading (Junk Food for example). The video segment should not be long (3 to 5 minutes). Some questions need to be prepared before playing the video in class. During the class time, play the video and then ask the students to talk with a partner about what they saw.

**Technique 6: Quotations**  
**Level:** Intermediate-Advanced  
**Procedure:** Find a quotation/statement about the topic, students discuss the quotation. What does it mean? Do they agree with it? Why/Why not.  
**Example:** Football is causing too much violence. It should be banned.

**Technique 7: SQ3R (Reading strategy where students Survey, Question, Read, Recite, Review)**  
**Level:** Pre-intermediate-Intermediate-Advanced  
**Procedure:** First, have students preview the title, pictures, graphs, or captions, then read the first and last paragraph of the article. Make a list below of the main points or objectives you find (Surveying). Then, have students write questions based on their survey of the text (Questioning). After that, have students read and answer the questions they wrote down as they a read (Reading). When done, have students look over their questions and be able to recite the answers without looking them up (Reciting). Finally, have students summarize what they wrote (Reviewing).

**Technique 8: Bloom’s Taxonomy and Scaffolding**  
**Level:** All  
**Procedure:** Students are introduced Bloom’s Taxonomy and highlighted about the levels of learning, where their learning is expected to be and how they will get to that level of learning! (i.e. homework and quizzes will be formative assessments about remembering and recalling, whereas written assignments and exams will move up to the understanding, applying, and analyzing levels).

**Technique 9: Storyboard**  
**Level:** All  
**Procedure:** A storyboard is a graphic organizer that plans a narrative or explains a process. It takes the form of illustrations in series each of which is displayed in a rectangle. The rectangles, arranged in linear direction, constitute a genius way to tell about the setting, the plot, the climax and the resolution. A storyboard can be simple like Red Little Riding Hood or more advanced stories like The Pearl (See below the link of The Pearl storyboard). The storyboard tool can be used assigned as project work. Student in groups work on stories seen in class and present their work in class. The Pearl storyboard can be viewed at the StoryboardThat website: [https://www.storyboardthat.com/storyboards/3ae8386d95395/the-pearl--plot-diagram/copy](https://www.storyboardthat.com/storyboards/3ae8386d95395/the-pearl--plot-diagram/copy)

**Technique 10: Talking to the Text**  
**Level:** All  
**Procedure:** Talking to the text (TttT) means having a conversation with the text through which the reader learns how to figure out the meaning of a text based on his/her schema. As the reader is paying more attention to the text, s/he makes sense of the text. When adopting TttT, the students learn how to be autonomous and reflective. While reading the students:  
- Look at the title and respond to it;  
- Look at the illustrations on the page if there any and connect to the title.  
- Interact with the text; write down any questions/connections/comments as they come to their head.  
- Clarify their understanding by writing ideas from the text into their own words.  
- Underline or circle words they don’t know, then use context clues to figure out their meanings.  
- Summarize to remember what they have read.  

Such acts make students approach a text as a process and transcend their thinking onto paper. Then, the teacher talks about the text with students considering the meaning, structure, language, and knowledge. The TttT strategy can yield several positive results. The students:
• feel prepared to discuss the text;
• are fully engaged in the metacognitive conversations which by themselves promote a deeper understanding of the text;
• work together to make meaning and build confidence.

**Technique 11: Cartoons**  
**Level:** Pre-intermediate- Advanced  
**Description and procedure:** Cartoons can be a genius tool in teaching. As a matter of fact, they can be used as a break from the textbook routine or from the traditional way of dealing with a topic in reading: Read the text and answer the following questions. Associated with fun and humor, cartoons can be very appealing to cover a topic as they generate participation and draw students in being interactive. There are several cartoon images online that could be used as a springboard tool to initiate conversation and activate students’ background knowledge about a range of topics.  
*Example: [www.glasbergen.com](http://www.glasbergen.com)*

**Technique 12: The “Golden Line”**  
**Level:** All  
**Description:** The Golden Line is a close reading strategy that allows students to interact and connect with the text. Students select a “golden line” from their reading, provide a summary of the story/book when the golden line was shared, and make a connection to the text. This line is very meaningful, and it might provoke anything in the reader’s life. This line could be line taken from any source, such as a textbook, a novel, etc. While reading or writing, students scan the texts regardless of its genre seeking their “golden line.” Finding the “golden line” could be the first step in working on several speaking, reading, and writing activities. It is a very good strategy that lets the students read outside the box.  
**Procedure:** The students read a text. After discussing the title, subtitles and pictures, if any, students were given a medium-sized sticky note. The students were asked to write down their names on each sticky note and read the text individually, highlight or underline their “golden lines.” After that, the students were asked to write their “golden line” in their provided sticky notes (Post-it Note).  

The students were teamed up with different “golden lines” to discuss and explain their lines and justify their choice. In order to access and scan these lines easily the students were asked to number the whole text. The whole class came together to discuss anything interesting to share with the whole class.

**Technique 13: Gallery Walk**  
**Level:** All  
**Description:** The Gallery Walk technique is used in class to give an opportunity for the students to discuss, share, and exchange their responses and comments in public on the classroom’s wall. The class looks like an exhibition for displaying students’ products. It highly encourages team work and increases self-confidence since everyone will display his/her comments, responses, and feedback vertically and publicly (see Nizar’s students’ Gallery Walk).  
**Procedure:** Students in an ELA Advanced class were given several samples of resumes and were asked to go through each resume and display their feedback, comments, and responses on each one in five large “Post-it Super Sticky Easel Pad”.

Then, in groups of 3-5 students, they were requested to read and analyze each resume and write their comments on the “Easel Pads.” After the first round of the “gallery walk”, a new group of students were asked to read their peers’ findings, write feedbacks and go through the resumes again to post more comments. The groups that reviewed the resumes were asked to stand together to discuss their findings and take notes.
References:


Getting Students Talking

Lisa Greenfield has been teaching an off-site, multi-level, community-based ESOL class in SeaTac for Literacy Source for the last two years. To start it all, she got her BA in Linguistics from UW in Seattle, then taught English in Guatemala for one year, then got her MA in TESOL, again, from UW in Seattle. She’s been with Literacy Source ever since and loves learning about all the stories each student brings to class. She especially loves potluck days because food speaks directly to her heart.

I’ve always struggled to find a good way to get my students talking from the very beginning of class. While teaching in grad school, I would ask a question each day as I took role, but it felt very artificial and forced. During a high-level listening and speaking class, I put a topic on the board and each student had to come up with a question to ask another student during role. This was much better, but required a fairly high level all-around for it to work smoothly. I now teach an extremely mixed-level class, I don’t take role formally, and my class has open enrollment, so on any given day I could have new students. I’ve tried many things with this class: grids where students ask four others if they like various things (see Table 1), speaking lines where we have one or two questions that students ask each other as they move down the line, and having a question typed up and scrambled on the board that students have to unscramble and then ask each other, to name a few. All of the things I’ve tried have had their successes and failures, but none of them have really lent themselves to being easily reproduced and easily explained to new students.

When I first started teaching this class and quickly realized that it was going to be quite different from any other class I’d taught before, I made my way to my local Dollar Tree to see what their teaching section could offer me. I picked up many things on that first trip, one of them being a set of die-cut letters. I wasn’t sure how I was going to use them, but they were only $1, so why not grab a set? Last quarter, I thought I’d try doing a question of the day that mirrored so many of the code-breakers I’d done on the backs of cereal boxes when I was younger. I laid the letters in one pile and the numbers in another and put the letter A at the beginning with the number 1 just below it and then added the letter B with the number 2 below it to show what should go next. The first time I did it, I gathered all the students and told them what I wanted them to do. Once they were done, I handed each person a slip of paper like in Table 2 and they had to write out the question. Next, I told them to ask every person in the room their question. It worked out so well that I added it to our daily routine and now all I have to do is set out the letters and numbers and they do all the rest themselves.

Here’s why I love this: it’s extremely reproducible, it takes little explanation, it gets everyone out of their seats and talking to everyone else, and, most importantly for me, every student can do it, regardless of level. In terms of reproducibility, I just keep the letters and numbers in a small envelope in my teacher box (the joys of being an off-site teacher) and I just have to change up the little paper for each day. When I was doing the grids it took me so long to think of four new things to ask about each day that I was spending more time planning for my warm-ups than we were actually spending doing them. Explaining the organization of the letters and numbers was probably the most difficult part of getting into this routine, but once a few students got it down, I could easily leave it.
to them to show their classmates. Explaining how to fill in the question is so easy once all the letters and numbers are organized; I usually just show new students how to do the first two letters and then they are on their own. The beauty of this is that everyone is doing it at the same time, so if someone has a question, it’s a great opportunity for another student to help them with it. For the first year that I was teaching this class, I really struggled to find ways to get my students to move from their seats to talk to others. Any time we did the grid questions, they would mostly just ask the people sitting near them. When we did speaking lines, it was easy to see when some of them were ready to just go sit down for the rest of class. When we did the cut up question on the board, it was even worse because one or two people would tell me how to rearrange the question from their seats and then only ask the people sitting around them. This activity gets everyone walking over to the table with numbers and letters on it, and then walking around the whole classroom to make sure they ask everyone, and it also communicates to new students that we’re a get-up-and-walk-around kind of class. It’s also great because my students tend to sit with the same people every day and this really helps us build a community where everyone knows each other’s names and is ready and willing to talk with everyone else. My favorite thing about this warm-up though is that every student can participate. Whether they’re still learning the alphabet or they’re writing short essays, there’s something in this activity for everyone to do.

I love how easy it is for me because no teacher ever has enough time to do all the things. But I mostly love that every day my students come to class, they know they are going to learn something about their classmates and they’re going to have little conversations in English before they even open up their binders. I don’t think I could ever go back to the way it was before.
Interaction is the Key Element for Online Class Engagement and Retention

I started teaching online about four years ago and the offer got me by surprise. I was checking the course catalog for the local college in southern Oregon where I lived and Latin Studies caught my eyes, considering I am a Brazilian with a degree in Education, Translation & Interpreting. At the end of my interview, I was offered the opportunity to teach Spanish 101 online. It was a “take it or leave it” situation and I decided to accept the challenge. Honestly, I was in total disbelief I was going to be able to teach a language, that was not my mother tongue, online, and be successful. Not only was I able to come up with an interactive way of doing it, but I also successfully extending it to Spanish 102 and 103. I have an average of 25 students per class and zero percent dropouts. Besides Spanish for that college, I am currently teaching hybrid ELA (English Learning Acquisition) classes and I also advise students in our High School Diploma over 21 program through an online class called Intake Portfolio at Renton Technical College. The aim of this article is to share ideas that have worked along these years not only as an instructor but as a graduate student as well.

Vygotsky, a social constructivist, laid the foundation for the interactionists and he stated that social interaction plays an important role in the learning process where learners construct the new language through socially mediated interaction (Vygotsky, 1978). Although Vygotsky’s theory was applied to children and language development, it can be relevant in a variety of contexts, including online. Online courses have been criticized for the lack of interaction when compared to face-to-face (F2F) courses. What we constantly hear from students is “I’m lost”, “It’s confusing”, “I’m not sure there is a person on the other side”. To refute this reputation, it is crucial to think about how we can promote “interaction” in an online environment. Joseph McClary (2013), a scholar on distance learning, reported that “the majority of students in his study stated the need for distance instructors to provide a personal presence, describing this presence in terms of being engaging, approachable, understanding, patient, and passionate about the subject”. McClary also noted that high-quality online education requires instructors to engage with students on an individual level rather than merely provide oversight as students proceed through the course. Therefore, collaboration entails interaction among the parties involved in the process, bringing about creativity and social skills. This combination results in a much more meaningful learning experience.

The basics
The classes I teach are via CANVAS and the ones I take, via Blackboard. I consider Blackboard much more limited compared to Canvas, but I
have had professors who did an excellent job of adding interaction to their classes.

I am an energetic and enthusiastic person and I do my best to bring my in-class persona to my virtual space. I am very present and although I state in my syllabus I will answer my students back in 24 hours, I usually do much sooner than that. I like to show my human side by sharing my reflections, opinions, successes, and failures. I am a storyteller in a professional and contextualized manner.

My courses are consistent, the modules are short and simple to navigate. My home page has my introductory video and I suggest my students post a video introducing themselves in our initial discussion board. Infographics work great for an engaging syllabus and Google slides for syllabus quizzes. Instructions are simple, clear and if there is a muddy point or question I have to answer, I sometimes do it in a short video specially for the students who asked me the question.

**Be mindful of different learning styles**
I use the Universal Design for Learning (UDL) framework and I make sure my online learning environment accommodates my student’s needs. I took the Access for All course offered by Renton Technical College and my courses have been accessible since then. I currently have a blind student in my class, and with her help and suggestions, I made the class much more accessible to her. I offer information in different formats, such as videos, texts, visuals or audio. For texts, I use headings and the Alt+Text (Alternative Text) function to describe images. My students have choices and I offer them opportunities to demonstrate their progress formatively, constantly and in a variety of ways. The most important of all, we have to be mindful of their access to technology. Many of our students do not have internet access at home and they usually access their courses on their cell phones.

**Give your student a sense of ownership**
Listening to what our students have to say has proved to be effective in establishing a trustful relationship. I ask for their suggestions on videos, readings, places to go, places to eat as I would in a F2F class. I value my students’ feedback, previous knowledge, collaborations, and reflections. Many times, I open new discussions based on a student’s question, concern, opinion or suggestion. I give them a feedback survey halfway through the course and one of my questions is ideas for final projects. As a grad student, one of the most meaningful discussions I had was when my Professor opened a whole new discussion in which she pointed out the golden lines she selected from each of us in the previous discussion. I felt valued and special.

**Interactive Elements**
There is a variety of tools that can spice up the monotony in our classes. I have used Prezi, Adobe Spark, and Google Slides for my presentations. Screencast-O-Matic, narrated PowerPoint, Panopto, and Flipgrid for video interactions. For video conferences, I am a fan of the Big Blue Button that is available under “conferences” on Canvas. I have also used Zoom, Skype or even WhatsApp, a very popular App among immigrants. My new discovery and passion is Easel.ly for infographics that I used to create a simplified and visual version of my syllabi.

CANVAS has many functions in its quiz option that allow students to record themselves or upload voice files, a valuable tool for ELA students. Instructors can also use the same tool to give them voice feedback, making it much more interactive and personalized.

**Collaboration**
Collaboration enhances creativity, team work, communication skills and increases interactivity and class community. There are several user-friendly options such as Google Slides, Google Docs, Microsoft Forms, and Padlet, for instance.

Share Fair is another idea that not only increases class community but also gives students the opportunity to learn from each other. It is a discussion board in which students post their projects and they can give and receive feedback.

**Final Thoughts & More to Explore**
No matter the teaching modality, F2F, online, or hybrid, interaction is key in the learning process. Interaction will facilitate learning, increase engagement and satisfaction. I presented at Washington Annual Canvas Conference (WACC) at Tacoma Community in March 2019, and my topic was “Ten Ways to Make your Online Classes More Interactive”. I created a course on CANVAS in which I show ideas and links to the tools mentioned above. You can find that course in Canvas Commons by typing either the title of the course or my full name, Raquel Poteet. Feel free to download and use all the activities. Let me know how if it works for you!

**References**
Collaboration in the Okinawa Summer Language and Culture Program for Middle/High School Youth

A two-week intensive language and culture summer program for middle and high school youth from Okinawa, Japan, was organized and taught at Washington State University using the principles of collaborative learning (Johnson, Johnson, & Holubec, 1991). Through partnerships with community organizations, and local host families, the teacher-organizers became a high-functioning team creating collaborative in-class activities that were differentiated (Tomlinson, 2014) for language proficiency and grade level.

The program was developed with a content-based curriculum (Brinton, Snow & Wesche, 2003) for middle and high school students of English as a Foreign Language (EFL). The curricular theme was Sustainability. Instruction focused on the concepts of environmental footprints and sustainable practices at the individual and local level. Through the lens of sustainability, the students learned the names of local domesticated and wild animals, studied the primary agriculture of the Palouse, and gained rudimentary knowledge of the local economy. Students explored sustainability through in-class activities and multiple excursions, such as visits to a local farm, a farmer’s market, an environmental institute, and a variety of museums, including the Nez Perce Museum. In addition, they learned about the roles of the local mayor, fire, and police with field trips to these offices/stations. Students also participated in an enthusiastic and memorable cultural exchange with youth from the Spokane Tribe.

At the organizational level, the local teacher-organizers built relationships with the Okinawan partners (chaperones and representatives from the Okinawan school board). The program built relationships locally among families who hosted students for a weekend meal, as well as amongst the counselors who were hired from within the greater Palouse community.

Teacher-organizers met for a week prior to the start of the program to prepare materials and discuss how the activities and classes should work together. It was from these discussions that the material, ideas, and activities were developed. The teacher-organizers also met each day of the two-week program to ensure that they were meeting program and student learning outcomes. These meetings fostered interpersonal and intercultural social skills development among the teacher-organizers as they strategized how to improve the relationships with students as well as with the Okinawan chaperones.

There were two groups from Okinawa that overlapped slightly in time. All teachers (for both groups) were involved in planning the curriculum and adapting to the needs of the students. The larger group (Group A) came for two weeks at the end of July and was comprised of 52 students.

Anna Karin Roo
is an instructor at Xing Wei College outside of Shanghai, China. She has taught ESL in China and Hong Kong as well as in the States.

Tom Salsbury
is an Associate Professor in the College of Education at Washington State University. He conducts research in second language acquisition and teaches graduate and undergraduate courses in the elementary and secondary teacher preparation programs and in the Language, Literacy and Technology graduate program.
there were four 45-minute blocks based on pop culture, content, grammar and writing, and slang/survival English. The second group of students (Group B), was comprised of only 15 students, who arrived during the last week of the first group’s session. Because the group was small, from the same rural region of Okinawa, and of a similar level of English language proficiency, we opted for a modified format with one teacher (instead of four). This smaller group of students participated in some field trips and activities with the larger group, receiving the same content and language instruction in a slightly different order than the larger group.

The previously mentioned theme for the camp was sustainability. Materials and lessons were created based on this overarching theme and were designed to support students’ language learning needs for their afternoon excursions. Students were given multiple opportunities to be active in class and were encouraged to interact with each other and the teacher in the learning process.

The content course introduced key vocabulary necessary for the afternoon activities, setting the stage for the concepts the students would be learning about through their in-person excursions. The students were introduced to native wildlife, Nez Perce tradition and history, environmental concerns and sustainable practices, health and sports, and community—specifically, community as it pertained to the Palouse region. Authentic readings were gathered for some of these themes, and the teachers spent part of the lesson preparation simplifying the language to the appropriate levels of the students. The English proficiency levels of the students had been assessed in the first days of the program, and students were placed in one of four groups based on their proficiency and age. Student placement was done in collaboration with chaperones from Okinawa.

The pop culture class focused on presentation skills and facilitating student engagement with content related to the program-wide themes. Students watched and discussed relevant videos and then created an artifact that represented what they learned. For example, after discussing what students knew about teepees and then watching videos about team mascots, students worked on projects such as building and decorating teepee name tags that included images of, and/or information about, their favorite animals, as well as their favorite sports, and anything else they wanted their teachers to know about them.

The grammar and writing course worked to reinforce the vocabulary presented in the content course by giving the students grammatical concepts or writing activities to help them acquire the language. Two days were devoted to teaching process vocabulary to prepare the students to teach the youth from the Spokane Tribe how to make origami cranes. The lessons for other days allowed students to apply grammatical concepts useful for the afternoon activities, such as using vocabulary related to the local animals to practice present and past tense verbs or working with sentence frames to talk about the environment.

The slang and survival English course focused on giving the students exposure to everyday and informal language. Activities included telling a funny family story to build fluency and intonation and learning idioms related to animals discussed in all of the classes (e.g., like a deer in the headlights). A highlight was a “values auction” in which students bid on items related to sustainability such as clean water.

Jenn Kurz is a Ph.D. student in Language, Literacy, and Technology at Washington State University. Her background is in the Teaching of English to Speakers of Other Languages, and her primary research interest is the flipped classroom in TESOL.

Sandra Bancroft-Billings is a Ph.D. candidate in the College of Education at Washington State University. Her research interests are English for Specific Purposes and vocabulary learning, particularly by law students who speak English as an additional language.

David Martin is an instructor in the Department of English at Washington State University and has taught in a variety of settings, which include ESL for 15 years and middle/high school for 3 years. David’s research interests include ESL identity trajectories and identities in transition. He currently teaches first-year composition and English methods classes.
Group B (15 students) had a slightly different structural format, with only one course teacher who taught all four subject areas, assisted by an ELL endorsement practicum student. This group used the same overall content, but the afternoon excursions were in a different order than for group A. There were some modifications since the students were a mix of high school and middle school students: first, the class was arranged so that each high school student worked in a group with two middle school students. The trio arrangements changed daily, so the students worked with different people each day. Some of the materials also had to be adapted for group B. Since the classes were 3 hours long, the instructor created short “wiggle” breaks using actions songs in English to help the students maintain energy and focus.

The teachers in this language program collaborated well to realize our Japanese partner’s vision. The program’s success can be measured by the feedback from the Okinawan partners, students’ thank you notes, and local newspaper coverage of the excursion to the mayoral offices and civic services. Having such a well-rounded program in which the activities, materials and teachers worked together smoothly allowed for an extremely successful program.

Karen Jennings taught ESL for twenty-five years. She now teaches German at Washington State University and The University of Idaho.

Jacob Barrows is an instructor of French in the School of Languages, Cultures, and Race and an adjunct instructor in the College of Education at Washington State University.

References


Glad to Hear It: Using Podcasts to Encourage Listening Practice

Sara Schroeder teaches at the University of Montana English Language Institute in Missoula, Montana. She is happy to share specific assignments and activities related to podcasts; please email her if you would like any of these materials: sara.schroeder@mso.umt.edu

Listening in a second language is hard. More than any other skill area—reading, writing, speaking—students tend to come to me outside of class to ask how they can improve their listening skills. I always give them the same answer: practice. Without fail, this answer causes their faces to drop as they imagine themselves hunched over their computers listening to long, boring lectures and fighting to stay focused for main ideas and details. What I’m picturing for them is much different. I see them going about their daily lives—commuting, working out, cooking—all while strengthening their listening skills. If your students are like mine, they already have their earbuds in most of the time, but now I’m envisioning them using those earbuds to listen to English speech they find interesting, compelling, maybe even heartbreaking or funny. I am picturing them immersed in the ever-expanding world of podcasts.

We all know the feeling of trying to listen to something that we are just not interested in. It takes a massive amount of energy and focus, and it is not fun. When my students practice listening outside of class, I want them to listen to speech that appeals to them. In fact, I want it to be so engaging that students forget they are listening for any purpose other than pure enjoyment. I have found myself so completely gripped what I hear in podcasts, that it is not uncommon for me to listen to four or five episodes in a day. A few years ago, I realized that my students might feel as captivated by this medium as I do. I decided to introduce podcasts in my classes in the hopes that students would be encouraged to practice listening to English more—and I’m happy to report that it is working!

For any who are unfamiliar with what a podcast is, the word "podcast" itself is a portmanteau of the words ‘iPod’ and ‘broadcast’. Podcasts made their debut in 2004, shortly after the advent of the iPod. A podcast episode is a digital audio file that is available for streaming or download—and, importantly, available for free. Episodes are typically part of a regular series that centers on a particular theme or topic. Unlike a radio broadcast, which airs at a particular time, podcasts can be accessed at the convenience of the listener. Podcasts are available on a variety of mobile applications and websites. Most smartphones today even come with an app for podcasts already installed. (Other popular apps are Stitcher, Spotify, and NPR One, just to name a few.) All of the podcast apps I have tried are free and user-friendly, and all offer the same basic functions such as skipping back (to repeat what was said) and even slowing the rate of speech—excellent tools for language learners. Students can use a smartphone, tablet, or iPod to download podcast episodes and listen to them on-the-go—without Wi-Fi. This all helps to make listening practice more effortless for our students.

As mentioned, the world of podcasts is steadily growing. Hundreds of thousands of podcasts exist, and on an impressive variety of subjects. You can find podcasts on any topic from Bigfoot to relationship advice, from
celebrity interviews to synthetic genomes. Students can find their niche. With podcasts, students can listen to people discuss topics that they, themselves, feel passionate about. Additionally, when your students listen to podcasts, they will more often than not be listening to informal, authentic speech. Due to the fact that anyone with a microphone and an internet connection can create a podcast, most podcast hosts are not professionally trained speakers—they talk like the rest of us. When students listen to podcasts, they will be exposed to all the linking, reduction, and slang that native speakers naturally use. If your students are at more of a beginning level, and not ready for the challenges presented by authentic speech, you can guide them towards the hundreds of podcasts that have been designed specifically for learners of English, such as Espresso English or 6-Minute English. These deliberately contain slow, carefully articulated, repetitive speech, and often center on grammar, vocabulary, and cultural lessons. There is truly a podcast for everyone!

Regardless of level, I encourage my students to listen to podcasts in their free time as much as possible. In fact, on the very first day of speaking and listening class, I go over podcast basics—how to find interesting podcasts, how to download them, etc. I also rely heavily on podcasts for class assignments. Every week, I choose a podcast episode related to the content theme we have been studying in class. (Podcasts like the TED Radio Hour and This American Life often feature episodes that align with popular themes from ESL textbooks.) I create the typical exercises for these episodes that we all do with any listening homework assignment: activities focused on identifying main ideas, details, inferences, and so on. Perhaps more importantly, though, I also make sure to include assignments that allow students to choose their own listening material. I call these “Podcast Journals,” and, basically, they mirror book reports. I ask the students to choose any podcast episode they like. (I usually include a minimum length—10 minutes is a good minimum for intermediate students.) I ask the students to summarize the episode, identify new vocabulary, and provide a reflection on the content. When students come to class, they share ideas from their journals with classmates as part of lively small-group discussions, where they express opinions, summarize content, exchange views on cultural information, and work towards a number of other learning outcomes. Podcasts are also a great springboard for lessons on grammar, pronunciation, and other important language and communication skills. It is not hard to find creative ways to use podcasts with your class.

I could happily go on and on about the usefulness of exposing students to podcasts in their second language, but the bottom line is that podcasts help our students to improve their skills by giving them a convenient way to listen outside of class—and to listen to spoken material that they care about. When my students come to class with their earbuds in, I have the habit of asking them what they’re listening to. About half of the time I ask, my students report that they have been listening to podcasts while commuting to class. If students have an interest in what they are hearing, it motivates them to keep listening, to keep practicing, and as we all know, practice makes perfect. So, if you haven’t yet, I encourage you to utilize this great, growing resource with your students.
Dana L. Burgess

is the Anderson Professor of Humanities and Classics at Whitman College in Walla Walla, WA. He received his Ph.D. in Ancient Greek and his M.A. in Latin from Bryn Mawr College; he also holds an A.B. in Literature from Bard. In recent years, Professor Burgess has developed an interest in serving students for whom English is a second language, and in 2013, he completed a Master of Arts in TESOL from the School for International Training (SIT) in Brattleboro, Vermont. During Fall 2015, he taught EFL composition and classics at the University of Peradeniya, Sri Lanka. His current scholarly interests lie in linguistics and language pedagogy.

Most language instruction concentrates only on the target language. If learners share a first language, instruction may refer to that. The target language is approached as a medium for communication rather than as an object of inquiry in its own right. Many language learners are unaware of the structures of their first language since those were learned intuitively rather than analytically. The study of human language itself can reveal to learners the structures of their first language, the differences between the first language and the target language, and the ways in which both are parts of a larger system of human language. Protracted attention to non-target languages may not be wise for beginning-level instruction, but even a rudimentary exposure to the complexities of human language can help all language learners understand the task they are undertaking.

Language typology studies the different ways languages are structured. Unrelated languages may show similarities of structure, and some closely related languages show surprising differences. Parametric theory treats these differences individually and examines how one difference interacts with another. Together, language typology and parametric theory reveal both the diversity of natural human languages and their fundamental unity (Baker, 2001), (Tallerman, 2011), (Payne, 2011). Languages differ in the number and type of morphemes per word, the order and marking of heads and dependents, and a huge range of phonological attributes (Haspelmath, Koenig, & Oesterreicher, 2001). This impressive diversity exists alongside the fact that any neurotypical child can learn any natural human language. I have coined the phrase “omnilinguistic pedagogy” to refer to the teaching of that single system of world language as part of instruction in English for speakers of other languages. The terms “plurilinguistic pedagogy” and “multilingual pedagogy” refer to an attention to learners’ first languages as they learn another (García & Flores, 2012), (Burkett, Todeva, & Turpin, 2007). I intend omnilinguistic pedagogy also to include exposing learners to unfamiliar languages, which they will never learn in detail, but which will help them see how human language operates. A gentle study of linguistics can help learners acquire a new language.

The diversity of natural human languages offers teachers and learners a valuable resource for contrastive analysis. Thornbury (2013) argues for the advantages of helping learners consider how different languages express ideas. Indeed, we might see contrastive analysis as a multilingual version of “grammaring” (Larsen-Freeman, 2003), the dynamic analysis of how a change in form necessarily entails a change in meaning and use. Scheffler (2012), cited by Thornbury above, argues, “...there is growing empirical evidence that contrastive L1–L2 explicit information may be necessary if learners are to master certain difficult L2 structures.” Scheffler is rightly concerned to avoid L1 transference.
Omnilinguistic pedagogy, giving attention to languages which are neither a target nor an L1, may not prevent L1 transference, but it will make learners aware of the differences between languages. Just as plurilinguistic pedagogy can be of value for its use of contrastive analysis, so can omnilinguistic pedagogy, with its access to all natural human languages.

I here propose specific language structures that might be addressed by an omnilinguistic pedagogy. The sequence below is determined by two sometimes conflicting criteria. On the one hand, the structures are selected and organized to reveal the hierarchy of linguistic parameters (Baker, 2001). On the other hand, the structures are arranged with an eye toward a reasonable pedagogic sequence, with one structure logically leading to another.

Synthetic natural languages, like German, Mohawk or Turkish, make meaning by compounding many morphemes (often including inflectional morphemes) into a single word. Even languages which are only partially synthetic offer a means of teaching inflection, compounding, and even collocation. English is only weakly inflected, but many languages do show some form of inflection, especially verbal inflection. That means that many learners' first languages include verbal inflection for person, number, tense, mood, or voice. Other semantic and grammatical categories have verbal inflectional reflexes (Bickel & Nichols, 2011), including evidentiality (Tuyuca), honorificity (Japanese), and transitivity (Fijian), so learners can be exposed to unfamiliar types of verbal inflection that can make them more aware of those processes in their first language and more conscious of the ways that their L1 is different from English, with its relative paucity of inflection. Noun inflection, nearly wholly absent in English, has so little inflection for verbs or nouns means that many learners' first languages include verbal inflection for person, number, tense, mood, or voice. Other semantic and grammatical categories have verbal inflectional reflexes (Bickel & Nichols, 2011), including evidentiality (Tuyuca), honorificity (Japanese), and transitivity (Fijian), so learners can be exposed to unfamiliar types of verbal inflection that can make them more aware of those processes in their first language.

Studying inflectional morphemes can lead to the study of derivational morphemes, which are extremely important for building vocabulary in English. As learners develop skill using suffixes and prefixes, they become better able to interpret language in a variety of registers. Learners are empowered when they begin to be able to tear apart unfamiliar words and make intelligent guesses about their meanings.

Omnilinguistic pedagogy works toward agility rather than toward the acquisition of information, but that agility can show learners how to go about acquiring the information they need.

As learners become more familiar with how meaning is made within a single word, they are considering the kinds of relationships that inform syntax. "Infelicitous" begins with a negating prefix and ends with an adjectival suffix; "Not making happy" similarly begins with a negating morpheme and ends with an adjective working as an objective complement. Learners can transfer their morphological understanding to a syntactic understanding as they develop an appreciation for the ways parts of language work together to make meaning. This skill is fundamental to the agility omnilinguistic pedagogy pursues.

The relation of heads and dependents is one of the language fundamentals that can show the unity of human languages (Tallerman, 2011). All human syntax includes government, the mechanism by which one word may regulate words dependent upon it, as a preposition governs its object. (Comrie, 1989). Learners of English can see how government works in English by comparing that to their own first languages and by comparing both to unfamiliar languages. Head directionality will be especially important for English learners whose first language is head-final, such as Tamil or Japanese, but an awareness of head directionality can help any English learner grasp the grammatical concept of the head/dependent relationship. Prepositions are a category that gives English learners much difficulty (Lorincz & Gordon, 2013), but the relationship between the preposition and its object is vivid. By encountering the question of head directionality in the abstract, head-final language speakers can come to see the linguistic importance of government itself.

Argument structure and valency theory address the relations of the most fundamental elements of clauses: subjects, objects and verbs. This is often closely connected to head-directionality and can logically follow as a topic for inquiry. Argument structure provides an opportunity to introduce a diachronic analysis, for English moved from SOV to SVO within the historical period (Burchfield, 1985). Learners can read Shakespeare to find some SOV word order and can read Chaucer to see significantly more. An appreciation for the reality of historical linguistic change, especially as regards argument structure, will help learners avoid panic when they encounter archaic diction in a contemporary text. Native speakers of SOV languages can observe the historical change in the
argument structure of English. Ideally, SOV language speakers could also confront other systems, such as the VSO structure of Welsh, to develop an appreciation for the importance of argument structure (Dryer & Haspelmath, 2011). Becoming vividly conscious of their own first language’s argument structure lets learners see both the diversity of human languages and their fundamental unity.

Multilingual and plurilingual pedagogies laudably respect the linguistic resources learners bring into a classroom and the linguistic resources of the learners’ country or region. An omnilingual pedagogy seeks to respect the diversity of world languages, including dominant and non-dominant languages, and including dominant and non-dominant discourse communities within a single language. An omnilingual pedagogy exposes learners to human language as a singular entity and uses a consideration of the structures of unfamiliar, little-spoken, and even dead languages to expand learners’ awareness. Omnilingual pedagogy makes the most sense for advanced learners already literate in one language; I suggest, however, that a limited omnilingualistic approach may be of value in lower-level contexts as well. Prescriptive grammar instruction may be intimidating to learners, who might feel that their own linguistic resources are insufficient to the task of learning a second language. Omnilingual pedagogy, revealing the diversity and unity of human language, may help learners appreciate the breadth of human linguistic resources and the value of their own participation within the linguistic community.

References
Stylistic Imitation as a Heuristic for Free Writing

LaVona Reeves
Former WAESOL President and board member, LaVona Reeves, is Professor of English and TESL Graduate Program Director at Eastern Washington University, where she teaches linguistics, literature, TESL, and gender studies. She has also taught at the University of Wyoming, Boise State, Osaka University, and Harvard and in the NYC and Boise public schools--primarily ESL, English, French, journalism, and reading. Her work has appeared in the WAESOL Quarterly and WAESOL Newsletter, and in national and international journals. She is currently working on an oral history of her mother.

Min Yi Liang
Min Yi Liang, originally from Guang Dong Province in China, is completing a master’s thesis on stylistic imitation under the supervision of LaVona Reeves, the instructor in whose class stylistic imitation was done with undergraduate senior English majors who will be teaching ESL and/or English. Together, they analyzed the pre-service teachers’ paragraphs based on the syntax of Katherine Anne Porter’s “The Jilting of Granny Weatherall” and on Dr. Reeves’ own narrative about her mother who built bombs. Min Yi graduated from Spokane’s Central Valley High School, earned the B. A. in Interdisciplinary Studies from EWU, and will soon earn the Master of Arts in English with a TESL Emphasis from EWU.

In “Using Stylistic Imitation in Freshman Writing Classes...” Denise Stodola concurs with Stanley Fish who argued that “students can’t write clean English sentences because they are not being taught what sentences are” (57) or what “good” paragraphs look like. The Oxford English Dictionary defines style as “[t]he manner of expression characteristic of a particular writer... a writer’s mode of expression considered in regard to cleanness, effectiveness, beauty, and the like” (cited in Stodola, 58). Noguchi further defines style as “[a]n author’s choice and arrangement of words, sentence structures, and ideas as well as less definable characteristics such as rhythm and euphony” (59). We demonstrate how to do stylistic imitation using excerpts from J. K. Rowling and Katherine Anne Porter, as well as Lakota memoirist, Delphine Redshirt. The emphasis on style is not ornamental, but practical and rhetorical—it provides writers tools for crafting sentences and paragraphs that appeal to particular audiences of their choosing. We move from close to free imitation so that writers have no need to concern themselves with issues of plagiarism. If they do decide to include some of the syntax or original words of the authors, then we ask them to cite the original and place exact words in quotes. We encourage teachers to participate with their students and share their writing as we have done here.

Rowling: The “it” cleft sentence.

Original sentence: “It is our choices, Harry, that show what we truly are, far more than our abilities.” J.K. Rowling, Harry Potter and the Chamber of Secrets

Imitation: “It is our many silences, son, that show what we truly believe, far more than our many words.” LaVona Reeves

Prompt: Your own—you may modify the original as I did in the second example above.

Now incorporate your sentence into a short paragraph: “Great-Grandpa
was a man of few words—he knew when to say nothing, when to listen, and when to stay calm. His quiet presence helped us as children and made parenting a bit easier for our parents. From him, we learned that it is our many silences, son, ‘that show what we truly’ believe, far more than our many words.” LaVona Reeves (inspired by Rowling)

**Cup of Tea by Nouf Alkidhr**

Think of something simple and sentimental that gives you joy.

Original Text:

Cup of Tea
Little things in life gives us joy
on my list I have a cup of tea.
Sharing things gives us more joy
so I decided to share this with you.
Like the two spoons of sugar
you sweeten my life just enough.
Like the tea’s red color
you give me the warmth of love.
And like the water
you wash all my worries.
I had cups of tea in my life before
but I rather have you instead.
Because you’re better than them all
as you fill my cup with joy!

*Nouf Alkidhr*

Imitation:

Wild Swans at Eloika Lake
“Little things in life give us joy.
On my list I have” two beautiful, wild swans.
“Sharing things gives us more joy,
so I decided to share” this pair bond with you.
Like the swans and the cranes, who mate for life,
I hope our love will be like theirs
and last forever.
Like the wild swan who sits alone on the lake,
I will keep you in my thoughts
as you move on to the next life….

*LaVona Reeves (inspired by Alkidhr, 2019)*

Prompt:

“Little things in life give us joy.
On my list I have” __________________.
“Sharing things gives us more joy,
so I decided to share this with you.”
Like the ____________________________
____________________________
____________________________

**Mirror Image**

Write a mirror image of Porter’s paragraph from “The Jilting of Granny Weatherall” and put your own life into your short essay—one introducing the person or yourself.

Original Text:

She had fenced in a hundred acres once, digging the post holes herself and clamping the wires with just a negro boy to help. That changed a woman. John would be looking for a young woman with a peaked Spanish comb in her hair and the painted fan. Digging post holes changed a woman. Riding country roads in the winter when women had their babies was another thing. [Her accomplishments were] sitting up at night with sick horses and sick negroes (Weatherall, 1929)

Close Imitation:

Mother
Mother had built Halitizer bombs once, putting in the timing devices herself and packing the crates with just women to help. That changed a woman. Great-grandpa would be looking for a country girl with long, chestnut braids in her hair and starry eyes. Making bombs changed a woman. Operating forklifts in wartime when jobs were scarce and money was tight was another thing. [Her accomplishments were] staying up all night with tired women and tired children and tired elders and hardly ever giving up on one. Great-grandpa, [she] hardly ever gave up on one of them! (LaVona Reeves, inspired by Porter)

Free Variation:

**Uncle Hai by Min Yi Liang**

Uncle had practiced Chinese writing once, writing on the papers himself and correcting it with just himself to change. Uncle used to have sloppy handwriting. When my uncle was about ten years old, his family – father, mother, and sisters – always complained about his unreadable writing. Time after time, he heard complaints about his writing. He would be hoping to change his handwriting and to show other people that he could write nicely too. That changed a boy. Writing very nicely on the papers when spending time with friends was another thing. He gave up his playtime to practice his handwriting. Every day after school, uncle would took out brush, ink, and old newspaper to practice writing. At that time, his father, my grandpa, could not buy nice white papers for his son to practice writing. Grandpa would be looking for a better work with a nice handwriting and the understandable writing in uncle’s papers. Practicing writing changed a boy. Staying up
all night with tired eyes and tired arms and tired hands and hardly ever giving up on one. With much practice, uncle had changed his handwriting. Now, everyone has commented on his very nice handwriting.

Pre-service English Teacher’s Close Imitation (cited in Liang, 2019, p. 60)

Tante Kristel had hidden from the war once, waiting in the forest herself and watching the planes with just a single candle to see. That changed a girl. Her brother would be looking for a small child with a half-melted candle in her hand and a face full of fear. Living through the war changed a girl. Hiding her tears in the night when her youngest brother died was another thing. [Her accomplishments were] getting up in the morning with shaking limbs and aching lungs and eyes full of tears and hardly ever letting one fall. Gabi, [she] hardly ever let one of them fall! (Inspired by Katherine Anne Porter)

A Lesson from Delphine Redshirt’s Bead on an Anthill

In those days we did not converse with the wasicu [Lakota for white folks]. We were too self-conscious in our use of English, and they were too self-conscious to speak in Lakota. The only people who spoke to us were the storekeepers, and they raised their voices an octave as if we were hard of hearing. “How much do you want for that?” she would ask...“Four dollars,” the merchant would say.... My mother would then walk away, and the merchant might say, “I’ll tell you what. I’ll give it to you for two and a half bucks.” “I’ll take it,” my mother would say, money in hand. I do not remember any real conversations between us and them....It was in this place that I learned to grow quiet and to watch the wasicu with distrustful eyes—the way the storekeeper watched me when I entered his store on Main Street. (Redshirt)

Prompt: Write about a time you learned to be quiet and watch others. End your paragraph with “It was in this place that I learned”_________. And fill in what you learned after that. This is my paragraph I wrote.

Cloth Diapers

When I taught at a national university in Japan for two years, I often went to a “cheap shop”—the English loan term that Japanese used to describe a place like a Dollar Store but far more expensive by American standards. When foreigners entered the shop, the clerks seemed uncomfortable and a bit surprised to see a blond, blue-eyed woman with two little ones asking about cloth diapers and underwear and t-shirts for her children—one of whom looked Japanese or at least “half” as they say in Japan. At the time, the dollar was pretty weak, and so yen cost a lot for us if we were paid in dollars. At first, I had only dollars until I got my first paycheck from Osaka University, but I had a newborn who needed dozens of diapers—paper diapers were not allowed at the university daycare where my newborn would be cared for on campus. I needed help figuring out how many dollars I was actually spending, so I asked the clerk to help me do the calculation in my somewhat broken Japanese. She helped me, and I put back one dozen, saying that I was sorry to be buying so little. But she was really kind to me, saying that I was brave to live alone in a foreign country with a newborn and a toddler. And she sent me off, saying, “You are so skilled in your Japanese. And so brave.” “It was in this place that I learned” the lesson of sisterhood: no matter where we are giving birth in this world, other mothers understand and help the foreigner and give lovingly to console the one who has little money and even less cultural understanding. This Japanese mother/clerk showed us her love and care while carefully calculating how many dollars I was spending and offering to save back that other dozen until my payday came. (LaVona Reeves)

Acknowledgements: We thank Vince Eberly, Min Yi’s high school ESL teacher, and the other teachers who enthusiastically participated in and provided encouragement at our workshop at the Spokane Regional ESL Conference at Mukogawa Fort Wright Institute in February 2019. We also thank Nouf Alkidhr for providing a model for us at the workshop and for presenting with us.
Translanguaging in the Multilingual Classroom: From Theory to Practice

Translanguaging has become a “hot topic” in the field of teaching and learning English as a new language; however, experienced ESL teachers have long recognized that culturally and linguistically diverse students bring unique strengths to language learning classrooms. One of those strengths is their ability to use what they already know about language to help them navigate a new linguistic system. This article shares a practical perspective on the theory of translanguaging and demonstrates how translanguaging practices may be used in classrooms to foster English language development across the language domains.

**Translanguage**

All authors have had experience in schools that have not fully-appreciated the linguistic resources of emergent bilingual students. For Josh (the first author), this experience came early in his teaching career at an international school in Poland, which embraced an outright ban on the speaking of Polish in classrooms among the majority Polish-speaking student population. For Anne (the second author), teaching Somali refugee students in Minnesota, the challenge existed in the limited resources available to support the linguistic development of the home language of her Somali students. For Emma (the third author), it was witnessing the effects of subtractive bilingualism on family members as they enrolled in schools without bilingual or dual language programs. While the intent of these misguided policies and practices was to improve students’ English, they ultimately complicated students’ language learning by limiting the pathways students and teachers could use to support linguistic development.

These extreme approaches to maintaining language separation in schools reflect a view of bilingualism as a kind of “parallel monolingualism” (Creese & Blackledge, 2010, p.105) in which languages develop separately and learning is compartmentalized without any overlap between the new language and the established language.

Ofelia García, a researcher and language teacher educator has dedicated her research efforts to dispelling this notion of linguistic separation. García and
her colleagues offer an alternative view of bilingualism that promotes translanguaging as, "... the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (Otheguy, Garcia, & Reid, 2015, p. 281). For students, that means that as they engage in learning within a multilingual learning environment they tap into what they already know about language to take up, refashion, and personalize their new language. In a classroom that promotes the practice of translanguaging, emergent bilingual students are not viewed from a deficit perspective, but rather as language pioneers, bringing their linguistic repertoire into new spaces and learning contexts.

Similar to translanguaging is the notion of code-switching, another term referring to the use of two or more languages. Yet, translanguaging offers a more holistic view of one’s unique linguistic system. Garcia and Kleifigen (2018) explain, “Code-switching implies a ‘switch’ from one language code to another and rests on the assumptions that bilinguals have two, separate, bounded language systems” (p. 62). Translanguaging practices can be seen as supporting the complete, unitary linguistic systems that students bring to classrooms. Teachers who create opportunities in their classrooms for translanguaging communicate to students that their full linguistic repertoire can be used for learning and communicating. Perez (2004) asserts that when a student learns to read, write, and think in their home language those skills not only transfer to the new language but also reinforce a better understanding of the purpose, function and process involved in reading, writing and thinking.

Putting the principles of translanguaging into practice can be a challenge for teachers. Given that many teachers work in schools that covertly discourage multilingualism through “English only” language policies. Many teachers themselves may adhere to adages that “allowing” students to use their home language is detrimental to their English language acquisition. However, teachers can create a space for translanguaging by purposefully designing and implementing opportunities for using the languages of choice (Wei, 2018). In the next sections, we illustrate several ways to open up the translanguaging space across the four language domains.

**Translanguaging in To Support English Learners in The Four Language Domains**

**Reading**

Students of all English language development (ELD) levels are expected to make gains in reading skills as they progress through school. While not all students enter our classrooms literate in their home language, there are ways teachers can promote translanguaging practice to support the reading development of emergent bilinguals. For instance, before reading a narrative with emergent bilinguals, teachers may read a synopsis of the story aloud in the students’ home language. The synopsis typically highlights the key events in the story with a few significant details omitted so there is an information gap for students that allows students to read purposefully. Reading a synopsis of the story aloud in the students’ home language lowers the cognitive demand placed on learners by providing a semantic road map that facilitates their meaning making without getting overwhelmed by an influx of new words. When teachers don’t share the home language of their students, they could call on other students who they know are literate in the language (either in the class or in a higher grade in the school), who could volunteer to read. Not only does this help students to make meaning, but also positions the volunteer students as language experts who employ a skill, their knowledge of their home language, to help their classmates. If literate students are not available, teachers may call on parents or community members to assist, by either reading aloud or recording themselves reading the synopsis. Recruiting family and community members to utilize their linguistic skills often helps to “flip the script” and show language skills in a positive light.

**Writing**

Students can also translanguate to support their academic writing development. Teachers may begin units of writing instruction by having students build their background knowledge of the topic by brainstorming using all the language resources available to them. Teachers can supply graphic organizers like KWL charts, so students may highlight phrases, words and questions in multiple languages to share what they knew about a particular topic even if they have not yet developed the skills to express what they knew about a topic in their new language independently. Students also can work with students who share a common home language to construct first drafts of persuasive or informational writing pieces. Students discuss the topic in groups and take notes in their shared language. They could discuss the topic, make a list of words they know in their shared language and determine a number of words or phrases they want to learn and use in their English writing. When it is time to compose, students may either work individually or in groups and freely use their linguistic resources to aid the composition process. This process may look different for students of varying ELD levels. Entering and beginning students may compose an entire first draft in their home language. Others may
write a draft primarily in English, but translanguaging when they encounter words or phrases they did not know. Promoting translanguaging practices, avoids the breakdown in communication flow and potentially decreases frustration at not knowing the “right word in English” or disruption of writing as students search for a translation in a bilingual dictionary.

Translanguaging practice also allows students to draw on topics that are familiar to them. For instance, for a persuasive writing unit in middle school ESL classroom comprised of Spanish speaking students from the Dominican Republic, Josh (first author) noted his students’ enthusiasm for reggaeton music. To build on the cultural and linguistic knowledge the students brought to the classroom, Josh had students explore the history and iconic artists of the genre and write persuasive musical reviews in which they attempted to persuade fellow students to download the latest songs of their favorite Reggaeton artists (see Schulze, 2016 for a description of this project). These examples show how teachers can employ translanguaging to encourage the academic writing practices of their emergent bilingual students.

Speaking

Teachers of emergent bilinguals can foster a progressive learning environment by encouraging students to utilize their language repertoire during student discussions. When students are encouraged to use their home language, they can clarify and discuss topics with greater depth because they are not limiting themselves to just one language repertoire. Teachers can enhance the quality of oral interactions by grouping less proficient students with a more proficient students in order to create a supportive environment.

During student discussions, it is very common to hear bilingual students insert words from their home language when communicating in their new language. While to many this might just sound like codeswitching, what is essentially occurring can be described as a strategy of postponing. The “postponing” strategy occurs when students hold on to a complex idea that they are trying to convey and communicate because they may not have the adequate words in English to convey the meaning quite yet. Therefore, students will use a word from their home language as a placeholder in their conversations until they can obtain the English term from a peer, teacher or dictionary. However, they may also choose to use a word or phrase that they feel more adequately expresses their communicative intentions, thereby using their full linguistic repertoire to express their ideas in a unique and potentially more powerful way.

Listening

To support listening development, teachers open up spaces for translanguaging in the classroom through reading multilingual or bilingual texts to their students. For example, parallel texts, with side by side translations, offer students the opportunity to hear ways that authors use both languages to tell a story. Bilingual texts can also include two or more languages in one complete text. For example, Alma Flor Ada’s book, “I Love Saturdays y domingos” is a child’s account of spending time with her “abuelitos”. The use of both Spanish and English language in the text models translanguaging to students, allowing students to hear their own linguistic systems at work in a published text.

Given that there are an abundance of languages that are not represented in current children’s books, students can write their own books and read them to each other, providing multilingual listening opportunities. In one recent example of translanguaging practice to support listening, students used digital tools to record stories using translanguaging and shared them with their classmates (Rowe, 2018).

In summary, translanguaging allows students to use their full linguistic repertoire to communicate. Recognizing that students enter the classroom with linguistic skills that they can tap into to make meaning constructs a powerful counter-narrative to deficit discourses concerning English language learners.

References


BOOK REVIEW:

New Ways in Teaching Speaking

Reviewed by Mary Brooks


The latest edition of New Ways in Teaching Speaking, carefully edited by Julie Vorholt, is an extremely useful book, suitable for the teacher in training, for teacher educators, and for practicing teachers. The book is organized into five parts according to the specific goals or strategies of over 100 activities. Each activity is introduced by a set of descriptors indicating the level, aims, class time, preparation time, and resources. The reader is also directed to an online source of appendixes and handouts, PowerPoints, and more; the online source’s URL is given in the User’s Guide to Activities.

The book serves a range of student proficiency levels as warm up activities, as companions to topics, and as an enhancement for career focused materials. The plans can also be adapted for specific classroom needs, levels, and ages. For ease of use, I would like to see a spreadsheet of the topics based on proficiency levels.

The activity “Visualizing Ideal Second Language Classmates” is an example from Part I, Interaction. It provides a clever process for students to come up with their own personal language acquisition goals by talking about an external ideal. The background information is clear and referenced. The procedure is straightforward, well-scaffolded, easy to imagine, and appropriate for multiple levels. A section titled “Caveats and Options” facilitates adaptation to specific groups of students. The section “References and Further Reading” would enhance a teacher’s conference presentation.

A variety of useful grammar-based conversation activities is found in Part II: Developing Accuracy. There are activities for using conditionals, question tags, language functions and exercises for finding and practicing new vocabulary. These activities are task-based, engaging, and interactive ways to...
develop grammatical control.

Part III, Developing Pronunciation, draws on segmental, suprasegmental, and key word focus for creative and useful practice.

Part IV, Speaking in Specific Contexts, is rich with critical thinking activities embedded in relevant contexts, e.g., in class statistics and job interviews. These plans provide ways to develop context through technology. The activities encourage students to do self and peer assessment, a critical stage in language learning.

Part V, Speaking and Technology, is a guide to working with authentic conversation through the direct use of technology as a prompt for speaking. Angry Birds, Google Earth, FaceTime, and Skype are all points of interest to help create speeches and conversation. Peer feedback, self-reflection, PowerPoints, and public speaking are some of the goals of this section.

These wonderful plans still require teacher discretion and adaptation to groups of students. There are some assessment measures built into the plans. However, evaluation in some form would be a valuable addition to those activities built around a topical context. Beginning teachers will find a wealth of ideas in this book. Teachers already initiated will be offered new ideas and new ways to approach compelling topics and settle into the stages of critical thinking.
It is hard to imagine we had the fifth annual Metacognition & Mindfulness Conference on March 8 and 9, 2019. The journey has been a learning curve, and we are at the cusp of even more professional development as we grow and expand our trainings together in the state and region. Thinking about what a force the faculty, administrators, and the staff played in bringing Reading Apprenticeship (RA) to the national level is almost unbelievable to me. We have done this work in unique ways: teaching faculty, presenting at conferences, attending WestED institutes and research groups, and by a lot of our own ingenuity; in other words, we have learned how to fit the RA framework into our classrooms, which offer vast curricula and serve unique students of varied educational experiences.

When I think about the trajectory of change, I realize that Reading Apprenticeship is a very real way to make changes in the classroom; these have a lasting impact on how students approach text. This is important work with real consequences for students. We use this framework to bring equity to classrooms, valuing student ideas and incorporating their ways of thinking about a text in our curriculum. Students delve into text eager to share what they know and validate or even re-evaluate their own life experiences. By focusing on the process of reading and meaning making, we have created a positive community around code breaking and engaging the texts in front of us; this method has encouraged faculty and students alike to approach challenging texts with confidence. We have moved beyond the deficit model and into a supportive journey of making sense of text in a community of learners. In this model, students layer their understandings and share their misunderstandings, which solidify the learning experience across time, cultures, and issues. Our students are the reason why we have worked so hard to bring Reading Apprenticeship to the state and region. I am reminded that with the changes in the new CASAS Goals tests, we will have our work cut out for us to ensure that students are learning and the College and Career Readiness Standards for adult education levels and have classroom materials and curriculum that focus on the standards.

Sometimes, making institutional change feels like an uphill battle. Of note, we are resilient professionals, and we have all persevered even if our campuses had a small number of folks trying to incorporate the framework into their mindsets and their classrooms. Change makers are often lonely souls before they are recognized as innovators or forward thinkers. I try to provide a perspective for newer faculty: the paradigm shift at Renton Technical College took a good eight years to become a formidable part of our academic landscape. Trust the practice and keep honing your methods.

Next year, the conference will be held at Bellingham Technical College. Caren Kongshaug will be working with her team to bring another Reading Apprenticeship conference to the region. I will be there to support this work and hope to see many of you there.
Did you know that WAESOL will distribute $2,500 in grants and awards this year? In addition, we will extend ten scholarships to attend the annual WAESOL Conference.

The time has come to recognize and support outstanding work in our profession. How can we do this? With small actions that bring goodness into focus. We can nominate colleagues who brighten a place because of their excellence as educators or their willingness to volunteer. We can apply for grants to fund projects that bring energy to those around us.

The application for a WAESOL grant, award, or scholarship is relatively small in relationship to the impact it can make. It takes 500 words or fewer--no more that that. This is the equivalent of two short paragraphs. Within two paragraphs, we could give back to someone whose generosity exceeds the time it takes to apply. A 500-word grant application could be the spark to make a meaningful project a reality.

Apply for a Professional Development Grant ($500), one of two WAESOL Project Funding Grants (up to $500), the Sally Wellman Volunteer Award ($500), the Excellence in Teaching Award ($500), or a 2019 WAESOL Conference Scholarship.

Read about what some of the winners from the 2018 conference have done in this issue of the WAESOL Educator.

To be eligible to nominate or submit an application for a grant or scholarship, you need to be a current member of WAESOL. To become a member or renew your membership, follow the link below. Use the same link to submit a nomination, apply for one of the grants or scholarships, or find out more about the details of each option.

https://waesol.org/

Application deadline: September 16, 2019

Notification of winners: September 23, 2019
2019 AERA Annual Meeting: Leveraging Education Research in a ‘Post-Truth’ Era: Multimodal Narratives to Democratize Evidence

Professional Development Grant Report from Xue Zhang

The 2019 American Educational Research Association (AERA) Annual Meeting was held in Toronto, Canada, from April 5-9. This conference is one of the largest education events, serving as an international platform for education researchers to showcase their cutting-edge, innovative studies, for education practitioners to seek professional advancement, and for education students to inspire their minds. The theme of this year’s annual conference was “Leveraging Education Research in a ‘Post-Truth’ Era: Multimodal Narratives to Democratize Evidence”. There are 12 divisions, representing major scholarly areas within education research; each division has multiple Special Interest Groups (SIGs), offering a forum for involvement of attendees within a common interest in a field of study, teaching, or research.

As a novice ELL researcher and educator, I am particularly involved in SIG-Second Language Research (SLR). The purpose of the SIG-SLR is “to promote research in second-language learning/acquisition, and to facilitate exchange of ideas among educators involved in second-language teaching and language program administration”. This year, the SIG-SLF showcased 18 topics in four sessions types, including invited speaker session, symposium, roundtable session, and business meeting, respectively. I participated in the invited speaker session, a mentoring session, which connects doctor students and junior scholars with mid-career and senior scholars to learn about job writing for publication, applying for grants, and navigating the job market. I presented my own studies at two roundtable sessions: 1) Understanding Language Use and Language Learning in Second Language Acquisition classrooms and 2) Language Across Domains: Literacy and Oracy Experiences for Emergent Bilingual in the Curriculum. Besides, with a keen interest on the application of technology in the language classroom, I attended three roundtable sessions: Technology and Second Language Learning, 2) Conversations on Technology + Pedagogies (English Learners/Learning), 3) Perspectives on Technologies + Pedagogies. These experiences have allowed me to network with researchers from all over the world to gain ideas and insights on how to better prepare for my future career.

The 2020 AERA Annual Meeting will be held in San Francisco, CA, from April 17-21, 2020. The call for submissions will be released on May 10 and the deadline for submissions is July 10.

For further information about SIG-SLR, please visit http://www.aera.net/SIG108-Second-Language-Research-SIG-108

For further information about 2020 Annual Meeting, please visit https://www.aera.net/Events-Meetings/Annual-Meeting/2020-Annual-Meeting-Theme

Professional Development Grant Report from Xue Zhang

GRANTS AND AWARDS

Professional Development Grant Report from Xue Zhang
The 2018 WAESOL Project Funding Grant received by Leah Schubert on behalf of a faculty group at Cascadia College was used to help compensate faculty for conducting a research project and presenting its results at TESOL 2019 in Atlanta, Georgia. The title of the TESOL presentation was To Stay or Not to Stay: Student Perspectives on Retention, presented by Sofia Marshak, Jessica Weimer, and Leah Schubert. Stemming from a Faculty Learning Circle literature review on retention and student satisfaction in Intensive English Programs and for international students generally, the researchers sought to identify supports and barriers to student success and satisfaction. Using student focus groups, the researchers discovered common themes, including the importance of relationships, teacher practices, confidence, and basic adulting skills. The research project was also partly funded by Cascadia College professional development funds as a Community of Learning, Inquiry, and Practice.

(left to right) Cascadia College faculty Leah Schubert, Sofia Marshak, Kristina Kellermann, and Jessica Weimer

UPCOMING EVENTS

September 20-21, 2019: WABE Fall Institute - Wenatchee, WA

October 25, 2019: WAESOL 2019 Pre-Conference Workshops – Renton Technical College, Renton, WA

October 26, 2019: WAESOL 2019 Annual Conference – Renton Technical College in Renton, WA

January 31 - February 1, 2020: WABE Winter Institute - Seattle, WA

March 6-7, 2020: Sixth Annual Metacognition and Mindfulness Conference - Bellingham Technical College, Bellingham, WA

March 31-April 3, 2020: TESOL International Convention & Language Expo - Denver, CO


February 29, 2020: Spokane Regional ESL Conference - Spokane, WA
Serve on the WAESOL Board in 2020!

If you are a current WAESOL member, looking for a way to strengthen your ties to our professional community, build relationships, and serve others, please consider running for a WAESOL Board position for 2020.

In 2020, the following positions will be open:

✓ President-Elect (serve as President Elect in 2020, and President in 2021)
✓ Recording Secretary
✓ Member-at-Large (four positions)

More information about board member roles and duties is available on our website.

Important election dates to remember:

September 9: Nominations are Open! Log in to your account at waesol.org, to submit your nomination. You will need to provide a short biography.
November 5: Nominations Close
November 12: Elections open electronically to membership
November 18: Elections close
January 1, 2020: New Board Member terms begin

As a team of professionals from all over Washington, we believe in working to advance the field of teaching English to speakers of other languages. If you are a WAESOL member living or working in Washington or within 100 miles of the state boundaries and want to work with us, we encourage you to run for office. Develop your leadership and service, meet new people, and have a great time, too!
Join us for the 2019 Annual Conference!
Submit your proposal to present by September 4th.

Navigating New Terrain in EL Education

**When:**
October 25th Pre-conference Workshops
October 26th Annual Conference

**Where:**
Renton Technical College in Renton, WA

**Keynote Speaker:**
Dr. Keith Folse
University of Central Florida

**Registration Fee:**
*by October 21st*
$70 (WAESOL member)
$110 (non-member)

*On-site*
$95 (member)
$135 (non-member)

**Proposal Submissions:**
Due by September 4th
Accepted presentations receive $35 off registration fee (one discount per presentation)

For more information, visit [waesol.org](http://waesol.org)