

## **WAESOL Professional Development Grant**

My name is Teresa Carmack, and I am currently a faculty member at Lewis-Clark State College (LCSC) for the Division of Teacher Education (DTE) and adjunct for the Institute of Intensive English (IIE). As part of my responsibilities for the DTE, I am the lead for the English as a New Language (ENL) minor and endorsement program. One of my colleagues from IIE and I have been accepted to present at this year's TESOL Conference in Denver, March 31 – April 3, 2020. Our topic is High-Quality Hybrid Courses for International Students and Teachers.

I am applying for a Professional Development Grant to assist in covering the costs associated with presenting and attending this conference. This will be the first time I have attended a National TESOL Conference. Estimated itemized major expenses include:

Early Registration (Due 2/3/20) for TESOL Member: \$365.00  
Airfare: Delta (Lewiston, ID to Denver, CO) \$501.10  
Hotel: Best Western (5 nights) \$985.05  
Total \$1,851.15

Presenting and attending this conference will benefit my teaching and research. I will be attending sessions to learn more about current issues in the field and make connections with others in the field. I intend to bring information back to LCSC where I can share it with colleagues and students.

Another colleague from IIE and I have been presenting each semester at our Center for Teaching and Learning (CTL) to assist faculty to better meet the needs of International Students. Last spring, we presented on Inclusive Practices to Meet the Needs of International Students at LCSC. We are scheduled to present in October on Strengthening the Student-Teacher Relationship with International Students. I intend to bring back relevant information to present in the future. I also will use the information gathered at the conference to continue to improve the coursework in the ENL and IIE programs at LCSC as well as identify ways to engage the community in the conversation of the opportunities and benefits of embracing cultural diversity.

Presenting on this topic contributes to the field of ENL in that many students participating in programs like IIE are not allowed to take online classes, yet they are supposed to be preparing to be college students. Most colleges have online coursework that is required for all students. Therefore, providing high-quality hybrid courses for international students will prepare them to be successful in online courses they may be required to take. In addition, high-quality hybrid courses are a

great option for international teachers who want to develop and/or improve their pedagogical skills.

I look forward to attending, and hopefully, presenting at the WAESOL Conference in October. Thank you for your time and consideration.

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Choose type of grant applying for

### **WAESOL Project Funding Grant**

In 500 words or less, describe how the grant funds would be used.

This grant if awarded, will help our ELL students get access to new books that reflect the diversity we see each day and inspire them to read and learn about different cultures. This grant will help us maintain and add new titles to our very popular reading program "Reading Around the Forest" that provides high interest, age appropriate, and leveled books to our students. This is a book exchange program that allows students take books home to read with their families and exchange them for new ones weekly. ELL parents play crucial role in organizing, exchanging, leveling books and keeping records of reading logs to acknowledge students' hard work in reading. Our students love reading and seeing themselves in the text they read. That is why we would like to expand our collection of books that represents different cultures and identities and relevant to our ELL families.

Thank you for you consideration.

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Choose type of grant applying for

### **WAESOL Project Funding Grant**

In 500 words or less, describe how the grant funds would be used.

I am applying for a WAESOL Project Funding Grant to help fund our research study on the effective approaches to teaching grammar to English language learners at the community college level.

On the one hand, disciplinary teachers tend to attribute English language learners' grammar issues to the failure of the writing classes; on the other hand, writing classes are discouraged to address grammar as their main concern. This miscommunication may lead to a closer examination on the complexity of grammar teaching. As one writing teacher from Tacoma Community College (TCC) indicated, these learners produced more grammar errors in high-stake writing assignments such as their final projects than in low-stake writing assignments such as journal entries. Also, they scored well in grammar drills but did not seem to translate the knowledge and skills well into their essay writing. Still, is it possible that grammar issues have been labeled as such only because we lack another vocabulary to address various writing problems and the learners' other needs in order to enter the academic community? To account for all these issues requires continuous efforts and dedication across various disciplines and is beyond the scope of this research study. However, this study will serve as the first step into the larger projects of related issues that can be picked up on by other researchers later.

For the past few quarters, collaborated with another faculty member at TCC, I have organized several across campus workshops on grammar skills. Students reacted positively in terms of the immediate, significant improvement in their course grades. However, considering the workshops were offered just around the time when students were eager to seek "quick-fix" about their grammar in their term papers, their grade improvement should not be taken as an assurance that they would be able to transfer the knowledge and skills acquired from the workshops to their subsequent writings. With these experiences, we plan to conduct an interview based qualitative research study on the best approaches to teaching grammar at this College. This study will start in Winter 2020 and run through Spring 2020, and the interview questions will reflect that we are treating grammar not as isolated elements of written works which corresponds to the notion of "universal grammar," but as context-bound and discipline-specific. This approach, we believe, will offer students a new perspective to look at the functions of grammar and will urge faculty members to look through what have been manifested as "grammar errors" into specific disciplinary requirements in writing.

The \$500 fund will cover 14 hours of teamwork, including interviewing faculty members, transcribing the recordings, writing up the project, and synthesizing our findings into a workshop format. Though this fund may not fully cover all the expenses that might incur, it will be a great help and recognition. Thank you for your time and consideration.

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## **ALTERNATE: WAESOL Professional Development Grant**

As an adjunct instructor at Spokane Community College and Gonzaga University in Spokane, WA, I would like to apply to the WAESOL Professional Development grant to attend and pay travel for three conferences throughout the year.

A Gathering for Librarians: A Gathering for Librarians Supporting Student Success in Community and Technical Colleges on 9/27/2019

The first conference that I will be attending and helping co-present on a presentation with Spokane Community College's librarian, Linda Keys. Ms. Keys and seven other colleagues and I have worked extensively together on a literacy project in Adult Basic Education Division at our community college to increase literacy amongst our ABE students including our ESL students by providing books at the location sites where our students are. We have done a qualitative and quantitative study and wish to share the results. Additionally, I will be able to network and learn a great deal about utilizing comprehensive and researched studies at this conference in order to integrate it into my work as an ESL professional.

Washington Association for the Education of Speakers of Other Languages  
10/25/2019

At this conference, I will also present on Multilevel Share Presentation Project where multilevel groups of refugees and immigrants come together to work on presentations, and I will explain the outcomes and benefits of such a collaborative exercise in Adult Education ESL Refugee and Immigrant Programs. I will present alone but this project is possible because of collaboration with other professionals in my work area. Additionally, being able to attend this conference will allow me to continue to gain professional development opportunities with other professionals to enhance my pedagogy and helping me keep momentum and gain new ideas to implement with my classroom.

ESL Regional Conference in Spokane, WA (2/20)

At this conference, I will hopefully present on two different presentations, the one about literacy with Ms. Keys (above), and present on Multilevel Share Presentation Project (above). This will be comprehensive but as I will have presented them, I will be able to expand in understanding and improve them. Moreover, I will benefit from the variety of pedagogical workshops available as well.

In attending all these conferences this year, it will allow me the ability to network with scholars interested in assisting adult refugee and immigrant learners, assist me in being a better researcher and presenter, and, overall, this professional development opportunity will allow continue to teach in a cutting edge manner. The grant money will cover my WAESOL membership (\$35), the WAESOL entry (\$65), and hotel fees, which run from \$125-\$250 in the Seattle area as well as travel costs for gas and transportation. This grant would help me cover some costs to the expenses I will spending in attending and participating at these conferences.