

The Definite Article

WATESOL Newsletter / Spring 2021

Featured in this Issue:

- [Becoming an Argumentative Writer: Seven Steps toward Integrating Outside Sources into Research-based Writing](#)
- [What's That All About? Developing Summarizing Skills in Adult Learners](#)
- [What Can Interactive Radio Instruction in Pakistan Teach Us about Successful Remote Teaching?](#)

WATESOL NEWS

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ON THE COVER

The Martin Luther King, Jr. Memorial in
Washington, DC —
photo by Heather Gregg Zitlau

From the editors:

Dear WATESOL Community,

This is the third issue of *The Definite Article* to be published during the COVID-19 pandemic, and our three feature articles offer robust solutions to the teaching challenges that we often face, in spite of it all.

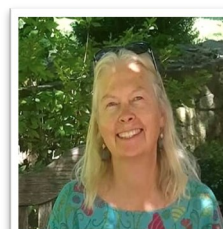
Even so, Lindsey Crifasi, in her *Tech Tools* column this issue, compassionately suggests that many of us are perhaps more in need of some self-love than another tool or strategy for teaching online. In that light, we sincerely hope that as you read this issue you'll be inspired, informed, and better equipped to meet the needs of your students, whatever your current teaching mode or role.

As always, we'd like to express our gratitude to all of our contributors! We're excited to share a new feature this issue: *Tales from the Classroom*, insightful stories generated from on-the-ground classroom experience. Our first one, about humor and the role it can play in language development, is on p. 6.

If you have a tale to share—or a teaching hack, or a book to review, or an issue to explore in more depth—we'd love to consider it for publication in our fall issue. Submission guidelines can be found on our web page, and you are welcome to reach out to us at newsletter@watesol.org with ideas or questions.

Your Newsletter Editors,

Heather Gregg Zitlau and Catherine Falknor



WATESOL welcomes submissions from members for publication in *The Definite Article*. Deadlines and detailed submission guidelines can be found [on our website](#).

Authors are responsible for the inclusion and accuracy of their references. The articles published in *The Definite Article* reflect the research, classroom experiences, and opinions of a wide range of contributing authors and do not constitute policy statements on behalf of the organization. WATESOL welcomes articles that reflect diverse perspectives on practices and issues relevant to those in the TESOL field.

Letter from the President



Dear WATESOL Colleagues,

I'm honored and excited to be starting out this year as your WATESOL President. 2020 was not an easy year for many people personally or professionally, and as we enter 2021 with both hope for the vaccine and further challenges ahead, I'm even more grateful for the community WATESOL creates.

I officially transitioned into the WATESOL President role at the end of the 2020 Fall Conference, waving "hello" over Zoom during our closing ceremony. I want to acknowledge the tireless work of our Past President, Kevin Martin, our Professional Development Team, Tabitha Kidwell, Krisztina Domjan, and Glen Habbershaw, and of all the WATESOL Board Members who helped think through the details and then implement our transition to our first-ever virtual conference. Together, we were able to offer over 30 live presentations and discussions, as well as additional pre-recorded professional development options. A big "thank you" should go out, as well, to our presenters and members who joined us in this new virtual format, creating and attending sessions, sharing comments, and adding to the richness of the WATESOL community online.

As the conference theme was *WATESOL at 50: Innovations, Access, and Learning and Teaching in Times of Change*, we heard from WATESOL Past Presidents Heather Tatton-Harris, Brock Brady, Caralyn Bushey, Jodi Crandall, Karen Taylor, Betsy Lindeman Wong, and Melissa Zervos in a panel reflecting back on 50 years of WATESOL. I am humbled and grateful for all the work that has been done to build WATESOL into the robust organization it is today. Looking to the year ahead, I want to ask all of you: what would you like to see WATESOL do in 2021? Feel free to email me at president@watesol.org to introduce yourself and share your ideas.

Here are some of the things that WATESOL is currently working on:

- **Fall Conference Presentation Recordings on YouTube**

Many of our Fall Conference Presenters generously agreed to have their sessions recorded. You can now check out sessions you missed, or re-watch sessions that resonated with you, on [WATESOL's YouTube channel](#), curated by our Professional Development Team.

- **New Spring Webinar Series**

In the spirit of times of innovation and change, WATESOL has transformed its annual spring mini-conference into a webinar series. From February through June, you'll have many opportunities to join webinars on a range of TESOL topics. You can view the [full schedule here](#). In acknowledgment that this may be a time of financial hardship, this series is free and open to all; webinars will be recorded, and these recordings can also be found on [WATESOL's YouTube channel](#).

- **New Higher Ed Professional Learning Circles**

WATESOL's Higher Ed Co-Chairs have created a 5-session webinar series that "invites WATESOL members to explore together how to create robust, learning-centered communities," using the International Society for Technology in Education (ISTE) Standards for Educators as a conceptual framework. Although initially designed for Higher Ed Teachers, this series is also free and open to all. You can [learn more here](#).

In the year ahead, WATESOL is committed to meeting the shifting professional development needs of its members with creativity and compassion. I hope to hear from you or to see you at one of our upcoming events. Thank you for being a part of WATESOL!

Jessie Ebersole,

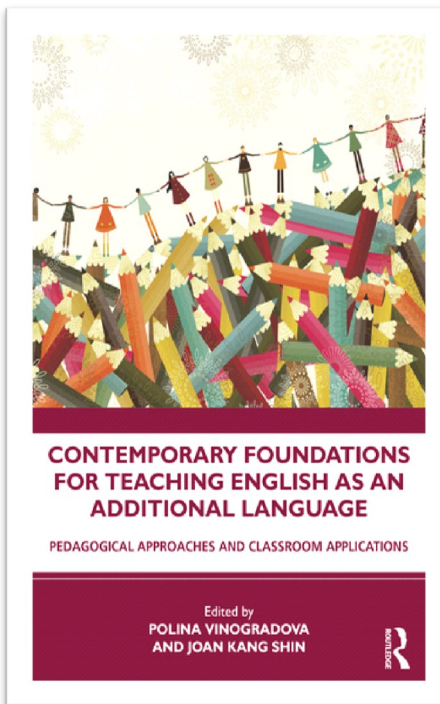
WATESOL 2020-2021 President

Interview

Polina Vinogradova and Joan Kang Shin reflect on the creative process behind their recently published book

By Becky Jantz

Every Friday for the last two years became a wonderful, creative “era” for Dr. Polina Vinogradova and Dr. Joan Kang Shin as they met at cafés or in each other’s homes, sat across a table for the bulk of the day, and worked diligently to review, edit, and write their book, *Contemporary Foundations for Teaching English as an Additional Language*, recently released by Routledge.



Dr. Polina Vinogradova is currently the Director of the TESOL Program, World Languages and Cultures at American University in Washington, D.C.

Dr. Joan Kang Shin is an Associate Professor at George Mason University in Fairfax, Va., as well as the Academic Program Co-Coordinator,

Teaching Culturally & Linguistically Diverse & Exceptional Learners Program in the GMU College of Education and Human Development.

I sat down with them to talk about the formation of their book.

First of all, how did you connect with each other professionally, even before the idea for this book came to be?

Dr. Shin: We met through the Language, Literacy and Culture PhD Program (LLC) at the University of Maryland, Baltimore County. It’s not such a huge community, and we were working together there on various projects.

Dr. Vinogradova: Joan works with teachers of young learners of English. I focus on adult and post-secondary education, but we have this overarching theme of creative learning and multi-literacies, and bringing in all sorts of creative projects into the teaching arena. Plus, from the LLC program comes this huge aspect of social justice in education in general, and I think that’s what really brought us together.

Dr. Shin: We have also worked on online teacher professional development together, so I think those aspects also made us both start to take a look at English language teaching through the lenses of multiliteracies, multimodality, and the integration of technology, and those themes are really prominent in the book. So, through all those experiences, I think we started to have these conversations.

What was the “impetus” for the creation of this book? How does it fill a need in the TESOL field right now?

Dr. Shin: Our interest in 21st century skills and modalities led naturally into what the major themes of the book are about. Part of writing the book proposal was finding competing publications; for example, there would be a book about digital literacy or perhaps critical pedagogy. I think what is unique about our book is that it brings in all of these contemporary pedagogies in one place.

Dr. Vinogradova: We work with TESOL teacher candidates [in] our courses, and I think that [as] we go through selecting the texts for a number of our courses, we have to draw on multiple texts, or have one main text and multiple articles that illustrate how [these pedagogies] are implemented. We really wanted to bring it all together.

Dr. Shin: And then the other thing, I think, that made [the book] unique is that balance between theory and practice. I don’t know that we found any of the competing books having the kind of balance that I think we have in these two areas.

Dr. Vinogradova: You know, when you are a teacher candidate and you read about critical pedagogy for the first time, and frankly, if you are coming from a privileged background and have not experienced certain aspects in your own schooling as a marginalized English

language learner, it's really challenging to translate all of these concepts. So, we wanted to show the teachers how their colleagues actually translate this into the classroom.

Another thing [is that] there's been a lot of talk in TESOL and Applied Linguistics about [an] inclusive voice for scholars. We see that younger academics struggle, and especially younger academics who are not white or who are not native English speakers. We really wanted the book to be a symbol of the fact that English language education is not U.S.-centered or is not centered within the countries where English is a native language. We wanted to basically bring in really diverse young scholars because the outside world very often dismisses them as [not] legitimate English language educators.

Your book contains ten conceptual chapters and then three case studies to accompany each of those chapters. How did you find the scholars who contributed to each of those parts of the book?

Dr. Vinogradova: First of all, when you engage in a project like this, you have this vision and you don't really know how it will come out. Joan and I know a lot of people in the field, and while, of course, there are some authors whom we know personally and with whom we have published before, there are a number of people that we've met only via correspondence and feedback while working on the book. [The scholars] for our conceptual chapters were invited and selected, but for the case studies we had an open call. We were looking to ensure the diversity of topics and also the diversity of authors,

and that these are actually teachers in the classrooms. We wanted to ensure that there were teachers from elementary and secondary systems, that there were university-level educators, that there were teacher educators, and that there were also people who work with low-literacy adults and in adult education. Of course, we could not accept and take everybody's work, but we were definitely thrilled to get the response from teachers that we received.

Dr. Shin: We posted the open call through the TESOL Listserv and then through social media. It



was amazing because, with that open call, we got proposals from all over the world, and the range of classrooms was from primary, secondary, and tertiary. As Polina said, we had a vision, but we just didn't know who would write us back and submit a proposal, and it really worked out.

What were some surprises as this content came in?

Dr. Shin: We had quite a few moments when we would just say, it's amazing how these case studies are fitting with the conceptual chapters. It was like a puzzle; the pieces were fitting perfectly together. The case studies almost felt like a work of art.

Dr. Vinogradova: It was fascinating because the authors worked independently of each other. They just had the theme of the title and the structure, and it was just amazing to see how things were overlapping and correlating. It was reassuring to us that we have the right vision; that actually that is what is happening in English language education around the world. It's like the English language education world is coming together. It was just absolutely fascinating. I was looking forward to every single Friday.



Becky Jantz is an MA TESOL Student at American University.

Tales from the Classroom

“Open the Window”— Language Play for Language Development

By Alexandra Plotnikov

It's 10:00 am and my lesson has been in progress for an hour. We are interrupted by a knock on the door, and as I cheerfully allow my beleaguered student into my classroom, I gently tease him about his tardiness. “I’m so glad you could join us, Ahmed!”

“Teacher, I’m sorry, I woke up late and the traffic was terrible.”

As Ahmed hurriedly removes his backpack and jacket, I notice how tired he appears. “Did you get enough sleep?”

“No teacher, I was up very late.”

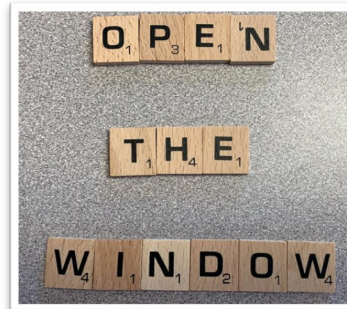
Before I could respond, another of my students, Marco, cuts in “Ahmed was up late because he left his window open!”

Another student joins in, adding to the fun. “Close the window, Ahmed! You have class!”

Other students chime in, creating a cacophony of laughing and teasing. Although Ahmed is the target of the ribbing, he’s smiling as he’s in on the joke, returning fire. “My window is open for you, Alexi!”

If someone were to observe this class (adult-intermediate level ELLs from a variety of cultural backgrounds), they would be rightfully confused about the dialogue above. The class had read a passage describing how single Bavarian women would “open their windows” in the evenings to allow various boyfriends to spend the night, choosing her favorite boyfriend to marry once she became pregnant.

This instantly sparked a class discussion, during which one student asked another, “Do you want to open the window?” The joke was born, and it quickly became the favorite in a playlist of other classroom humor, including deliberate



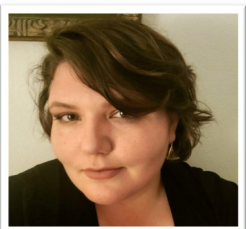
mispronunciations of words and phrases – for example, instead of “Thank you very much”, the students say “Thank you very good”; instead of the word “purple”, you hear “purrrrpulah!”

Sometimes, I would worry that my students were overplaying. I would occasionally mention to them that their next teacher would be confused by their ‘Inside English’. “You guys are going to get me fired.”

In response, Alexi (who was often the instigator of the linguistic chaos) sat up with prim posture and recited every single one of the inside jokes in perfect English. Another student, Nancy, said “We’re going to go easy in the next level. We’ll start with good English and after a week we’ll joke, so we don’t scare our new teacher.” Remarks like this affirmed to me that my students were not only learning the target language for the level, but also aware that they were creating their own classroom culture and group identity – as that semester’s “Level Three”, as ELLs and as friends.

Now that the school has closed permanently due to COVID-19, I often reflect on this unique bond that I hadn’t intentionally cultivated but allowed to organically grow. Although I’m no longer teaching, these unique interactions among my students make me curious as to the SLA research that connects language play to language development.

It’s my hope that my students have formed a positive association with language learning and that they will continue joking in English, even though they have graduated. If nothing else, I hope they will remember their friends and think back to their lessons whenever they open a window.



Alexandra Plotnikov has been an EFL/ESL teacher for over four years. She has worked for VIPKID, Wallstreet English in Buenos Aires, Argentina, and Forum Intensive English Center in Alexandria, Virginia. She holds a BA in Anthropology, a TEFL certification, and is currently an MA TESOL student at American University.

Readers Respond

Describe your teaching style in three words.

attentive, respectable, workable

*Patricia DiCerbo,
George Washington University*

engaging, rigorous, sincere

*Martin Graff
West Potomac High School
Fairfax County Public Schools*

**Be on the lookout for the next issue's
Readers Respond prompt, to be posted on
social media and distributed via email.
We'd love to hear your responses!**

relational, interactive, adaptive

*Tabitha Kidwell,
American University*

facilitating engaging opportunities

*Allison Crolla,
Fairfax County Public Schools*

animated, encouraging, engaging

*Kelly Hill-Zirker
Georgetown University & Diplomatic
Language Services*

WATESOL MEMBERSHIP

Is your membership current? Do you have a colleague who might not currently be a member of WATESOL or who was once active in WATESOL but no longer is? Go to watesol.org/membership-benefits to ensure that your membership is active, or refer a friend to watesol.org/join to join. Contact membership@watesol.org with questions.

Teaching Abroad Column

Finding Community in Songdo, South Korea

By Elizabeth Quillin

What program are you doing, where are you, and what are the sizes of your classes?

I have been teaching EAP at George Mason Korea, GMU's campus in Songdo, South Korea, since August 2019.

The two classes I teach are a 6-credit Genre Analysis course with around 20 students and three sections of a 1-credit Freshman Seminar with about 15 students each.

How have your expectations of where you live and potential cross-cultural challenges matched up with reality?

I visited Seoul in 2011 and felt relatively comfortable with the idea of moving to South Korea in 2019, but I was not prepared for the experience I embarked on. While Songdo is touted as being an international city accessible to Seoul, it seems that I have a different understanding of accessible and international. Seoul is only about 50 km away, yet it takes two and half hours by public transportation to get there. Songdo is by all means a new and modern city; it was built on mud flats 11 years ago, yet it has a more "third culture" feel, not strictly Korean or international.

What has been challenging?

One of the challenges is being 'a party of one' in a culture that values communal life. This challenge is not an outward mentality but rather engrained more subtly into daily life. I cannot buy six rolls of toilet paper; the smallest pack I've found is 26. Same with fruits, vegetables, and rice. I got a year-and-a-half supply of rice on my first grocery run: five pounds.

Who has impacted your experience in a meaningful way?

There are a few students who come to mind as truly stellar with great perseverance and flexibility. For example, one student got COVID the last week of class. Because of their time management, planning, and dedication throughout the semester I did not see any negative impact to their performance (though I



am sure it came at a cost, however well-hidden). In fact, the draft of their final essay demonstrated course objectives and an attention to detail rarely seen in final submissions, so I accepted the draft as final to allow them to focus on their other

course finals. Seeing such quality of work and attention to detail impressed and encouraged me to continue to go above and beyond my job requirements to meet the needs of students.

These qualities of perseverance and flexibility are not uncommon in the students I encounter, but were particularly encouraging in my COVID world. During the Fall 2019 semester, we switched modalities three exhausting times. I was barely getting my lessons together, let alone adjusting the delivery for each modality. Somehow our students were able to keep up with their responsibilities and assignments for a full semester's load while excelling.

What are you most proud of?

I was not expecting to feel as isolated or alone as I did the first semester I was here. A year ago, at the beginning of the Spring 2020 semester, I returned to campus with a feeling of dread and questioning. This year, I returned with a sense of homecoming and excitement.

Intentional community is important to me and something I found hard to come by my first semester. It took time and some awkward situations of walking up to people and declaring I wanted to

be friends (“when all else fails, fall back on what kids on the playground do”), but I did start to meet others with similar desires.

I am proud of myself for leaving my comfort zone to make friends. More importantly, I am overwhelmed with the remarkable people that make up our Songdo tribe. I find this to be one of the beautiful rewards of leaving one’s home with a sense of awe. I get to encounter people whose paths I may never have otherwise crossed. I get to see the world through a new lens that deepens my empathy and understanding of others in our world.

Tell us about your experiences outside the classroom.

South Korea is a fascinating country with a rich history, fighting to be recognized in a contemporary world where they have performed extraordinarily well both developmentally and economically. I began to appreciate this incredible development as I hiked the Old City Wall in Seoul on one of my first weekends here. Much of the city was destroyed during the Korean War, and at first glance, the street-view reveals numerous cement buildings that hearken back to the late 70s and early 80s. Hiking around what was a wall 600 hundred years ago, one begins to see the city from different vantage points and a mixture of architecture that shows a country’s post-war journey to economic prosperity.

I spend most of my time outside of the classroom hiking or going to South Korean islands. Seventy percent of the Korean peninsula is mountains, and they have stunning fall foliage and mild weather. And food. All the food. That deserves another column, though.



I get to see the world through a new lens that deepens my empathy and understanding of others in our world.



Elizabeth is an Assistant Professor at George Mason University, Korea in the Academic English Program. She specializes in leading students through the process of academic acclimation socially, linguistically, and academically, preparing them for success in college and beyond. She holds her M.A. in TESOL from American University.

Technology Review

Affordances and Constraints of FluentU

By Carlye Stevens

GENERAL DESCRIPTION

FluentU is an online language learning platform developed in 2012 that markets itself as providing rich and engaging experiences by using “the web’s best foreign language content” through the use of “real world videos” in a “real world context” to help learners master and remember new vocabulary “naturally” (Enux Education Limited, 2020). FluentU claims to provide users with an authentic and immersive experience, which, one review says, gives learners “the closest digital equivalent to booking a flight and moving abroad” (Gibbons, 2020).

Users can create an account and choose their target language (TL), proficiency level, daily goal, and content. The user can then access a personal homepage, where they can see their daily goal progress, browse for content, and access their saved content for review and additional practice (Figure 1). The following review focuses on using the website version of FluentU to learn English with the single-user 14-day free trial FluentU Plus plan.

EVALUATION

Technological Features

FluentU is an easy platform to navigate due to its simple layout and easy-to-access tabs and search features. The primary technological operation is the use of videos to learn vocabulary and to receive authentic language exposure. All videos have interactive subtitles that allow the user to pause the video by scrolling over a word to access additional information. The information provided by the interactive subtitles includes a definition, pronunciation sample, and accompanying example sentences (Figure 2).

Once the video ends, users take a quiz based on the vocabulary words that were featured in the video. The quiz simultaneously acts as a review and an assessment. In the first step of the quiz, users are given vocabulary words to study with definitions, pronunciation samples, sentence examples, and visuals. After the words are reviewed, the user is tested with either fill-in-the-blank or multiple choice questions (Figure 3). This quiz continues until all words are reviewed and answered correctly.

Pedagogical or Authoring Features

The video activities emphasize listening and reading and focus primarily on vocabulary acquisition, spelling, and pronunciation. FluentU uses authentic videos found on YouTube to integrate culture into the learning sessions by exposing users to topics related to entertainment, history, daily life, and more. Furthermore, the accompanying quizzes act as facilitative and instructional activities by providing users with vocabulary reviews and tasks to test their comprehension. The quizzes emphasize listening and reading, with some emphasis on writing. It is worth noting that the activities lack emphasis on syntax. Although users can search for videos that discuss a specific grammatical feature, they are not quizzed on the content of that grammatical feature.

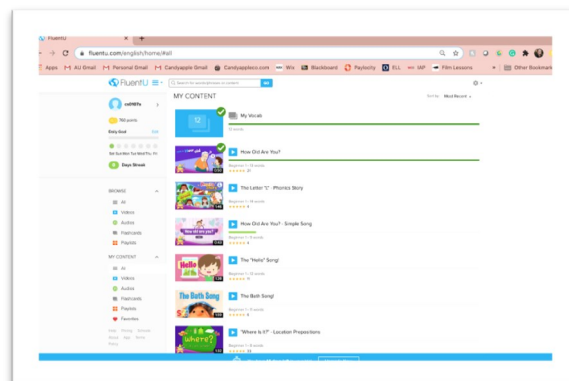


Figure 1. The user homepage and dashboard.

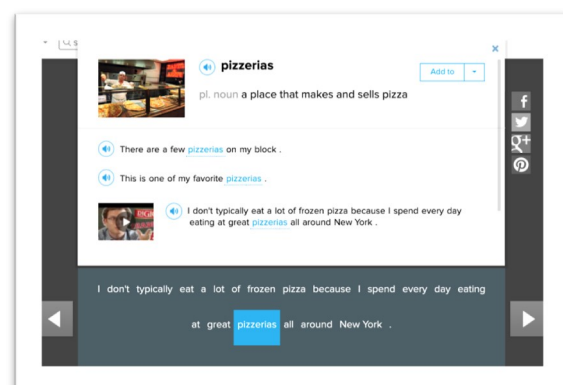


Figure 2. Content provided for the word *pizzerias* from the interactive subtitle feature.

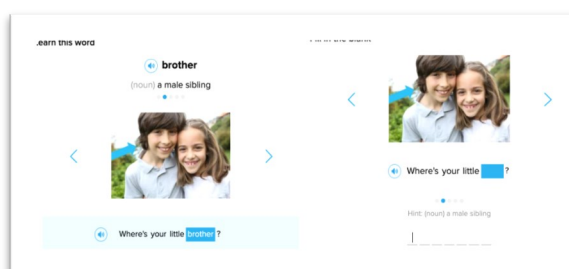


Figure 3. Review of the vocabulary word *brother* followed by a fill-in-the-blank question.

Teacher Fit (Approach)

FluentU is theoretically rooted in the cognitive theory of multimedia learning (CTML). This theory explains that multimedia learning takes place in the learner's information system, which consists of the auditory/verbal channel and visual/pictorial channel (Mayer, 2005). CTML proposes that students can more easily form their own mental representation when the presented information is both written and/or aural and visual (Youngs, Ducate & Arnold, 2011).

FluentU takes a Direct Method approach by only using the TL during learning sessions and by avoiding explicit teaching of grammatical rules. Instead, it emphasizes the teaching of vocabulary (Hummel, 2014). Additionally, the quiz component of FluentU assumes characteristics of the Audiolingual Method through the use of word repetition and drills for reviewing the TL and taking the quiz.

Learner Fit (Design)

Due to claims that FluentU provides entertaining, rich, and engaging experiences, and includes daily goal and video browsing features, it can be considered a tool that promotes motivation and autonomy among learners. However, FluentU does not effectively consider individual learner differences or create personalized experiences.

SUMMARY

FluentU does provide learners with real world videos. However, it does not provide an authentic learning experience in which learners can practice the TL. Although it may promote autonomy and motivate learners, it does not provide individualized experiences. Because it relies on the Direct Method approach and the Audiolingual Method, lacking focus on syntax and speaking, FluentU is not an effective tool for acquiring all features of a language. However, it could be used as a supplemental tool in the classroom for vocabulary acquisition if the teacher can effectively integrate it into the learning context.

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Carlye Stevens is currently pursuing a Master of Arts in TESOL at American University (AU), and she is specifically interested in Computer Assisted Language Learning. In addition to being a full-time student, she is also a Graduate Assistant in the AU TESOL program, an English Language Counselor for the International Accelerator Program at AU, and an ESL Instructional Coach at The Family Place Public Charter School.

Teaching Hack

Leveraging Minecraft Education Edition (M:EE) with EL Students

By Elizabeth Pandya

As an ESOL student-teacher, I can't go a day without a student mentioning popular online games such as *Roblox* or *Among Us*. With students participating in distance learning and minimal extracurricular activities, it seems that popular digital games are serving as the dominant way students have fun and socialize.

I wanted to focus this year on intentionally using technology to leverage student interests, while challenging students to think critically and creatively. I've focused on selecting a content agnostic tool that is flexible in design. In partnership with two other teachers at my elementary placement site, I launched a Minecraft Education Edition (M:EE) Club for students in November. Since then, the weekly club has grown to two groups, serving 30+ second to fifth grade students. The club is open to all students, and a number of current and former English learner (EL) students have opted to join. This tool has proven to be an authentic way to build community, practice language skills, and provide a platform for student creativity.

Introduction to M:EE:

Minecraft is a sandbox game in which players create worlds by placing blocks. There are no points associated with M:EE. Instead, players individually or collaboratively construct essentially anything that is conceivable in the creator's mind through retrieval of materials from the game's inventory (Ekaputra et al., 2013).

M:EE and the Four Domains:

There are a number of ways that M:EE can be integrated across domains to support language development for EL students.

Reading: Within a Minecraft world, creators can include display boards to feature text. Creators can also include non-player characters (NPCs) to display text directly or link to external sites. As students move through a created world, they engage with these embedded elements. Through these features, students can engage with short or extended readings or with individual vocabulary words. Microsoft's Immersive Reader is an accessibility feature built into M:EE to support reading comprehension.

*The Urban Dictionary defines a **hack** as "a clever solution to a tricky problem." This series in the newsletter offers practical teaching suggestions that are immediately applicable to your classroom.*

Writing: As students create their own worlds, they can add their own display boards or NPCs to include their own narrative or expository writings. Alternatively, students can simply use existing worlds available in the program for inspiration for quick-writes or extended writing tasks.

Listening: Collaborative pair or small-group projects are an authentic way for students to practice listening skills, as students work together to construct their world. Pairing with tools, such as Flipgrid, can provide opportunities for students to listen and respond to presentations of other worlds created by peers or instructors. If students are exploring a teacher-created world, they can engage with external links to audio or video content.



4th grade student's M:EE project explaining the process of erosion

Speaking: Students experience a great sense of pride and ownership in their worlds and are excited to talk about their creations. With tools like Flipgrid, students can visually display their worlds and informally or formally present their created content. Educators can choose to provide speaking rubrics for presentations to ensure that students include specific elements.

Conclusion:

M:EE has been an excellent tool to foster engagement with students and ignite an authentic interest to engage in multiple domains. After all, the best teacher hacks are the solutions that challenge students and spark creativity.

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Liz Pandya is a Professional Learning Specialist for insight2execution and M.Ed candidate for TESOL at UMD. She is a graduate board representative for the MD TESOL Board and the K-12 representative for the WATESOL board. As a Microsoft Trainer and former volunteer at the Washington English Center, she has diverse experience with technology integration for culturally and linguistically diverse students.



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Becoming an Argumentative Writer: Seven Steps toward Integrating Outside Sources into Research-based Writing

By Heather Weger, Ph.D.

Mastering the ability to incorporate outside sources into one's writing is a critical skill for emerging language learners in many contexts, including EAP (Swales & Feak, 2012) and ESP (Baffy & Schaetzel, 2019). This article offers one means of helping learners navigate this skill by outlining seven steps that systematically transition learners from personal narratives into using citations for direct quotes and paraphrasing for research-based writing. Inspired by the principles of task-complexity theory (Lee, 2018; Robinson, 2007, 2011), this sequence of lessons employs well-known topics, whose quick schema activation eases cognitive load, allowing students to devote more cognitive processing for the complex skill of effectively integrating outside sources, including the need to produce complex lexico-grammatical structures to paraphrase effectively.

Step 1: Use interview responses for a comparative personal-narrative composition to highlight the need for citations

Overview: Students sometimes struggle to know what information is “borrowed,” meaning what information needs a citation. This step helps them think about whether an idea is their “own” idea or the idea of someone else, namely their classmates who function as a “living wikipedia” to answer questions about a given topic. The step introduces the use of “personal communication” for the citation standard.

Activity: Figure 1 shows simplified student instructions for an activity for step 1. This activity assumes that teammates come from different countries and each student in a team is assigned a different cultural topic (e.g., the political or education system); thus, teammates function as sources of information for each other during an interview stage, but they are not writing about the same topic. If your students are from the same country, you could brainstorm other topics for them to use (e.g., their personal holiday traditions or their opinions on various topics, such as whether school uniforms should be mandatory).

Figure 1. Example of simplified student instructions for step 1.

You will compare the political system of your country to that of your teammates.

- Interview your teammates to find out about the political system of their country. Take notes during the interview. Use only information from yourself and your teammates for this paper.
- For the purposes of this essay, when you write a sentence that uses information from a teammate, follow this strategy at the end of the sentence to acknowledge that the information did NOT come from your head:
The electoral college is an antiquated system by which the president of the US is elected, and it should be abolished (Heather Weger, September 14, 2016).

Step 2: Incorporate direct quotes (instead of paraphrases) from authentic reading into student writing to help learners view outside sources as a means of supporting their ideas

Overview: When students first begin incorporating quotes into their writing, they may ineffectively use them to “replace” their own thoughts. This step helps learners understand that a quote should support, not

replace, the writer's ideas. Since this activity pulls quotes from sources, you must consider what type of citation standard you want students to use: a formal citation standard (e.g., APA) or an informal one (e.g., see Figure 2). Early in the term, I recommend providing students with the source material as this step focuses on how to integrate quotes rather than how to do research.

Activity: Figure 2 shows simplified student instructions for an activity for step 2. The activity uses an un-supported paragraph written by a fictitious student, Sarah; thus, all sentences are "Sarah's." Students must select the most appropriate place to insert a supporting direct quote.

Figure 2. Example of simplified student instructions for step 2.*

Read Sarah's paragraph:

(1) The use of electronic cigarettes is controversial. (2) Some people focus on the fact that electronic cigarettes are unhealthy. (3) Other people focus on the fact that they are healthier than traditional cigarettes. (4) Despite the opposing views, electronic cigarettes are appealing to many customers. (5) Only the future will reveal whether or not electronic cigarettes lead to a reduction in the use of traditional cigarettes.

Rewrite the paragraph and insert the following quote in location (1), (2), (3), (4), or (5):
"The level of pollution an NJOY emits is 100 to 10,000 times lower than OSHA's indoor-pollution standards" (source, p. 46).

(Optional extra step)
Look in the original article to find a second quote that would be useful to add to the paragraph. Rewrite the paragraph and include that quote in the best location.

***Note:** The source I based this activity on is Gray, E. (2013, September). This is not a cigarette. *Time*, 182(14), 38-46.

Step 3: Mine information from tables instead of from paragraphs/narratives to reduce the likelihood of plagiarizing

Overview: Similar to step 1, the focus of step 3 is on helping students understand what information is "borrowed," meaning what information needs a citation. To help students avoid relying on "copying" the sentences of someone else (i.e., plagiarizing), this activity asks students to write about numeric information found in tables, which can be teacher- or student-selected. As in step 2, since this activity pulls quotes from sources, you must consider what type of citation standard you want students to use: a formal citation standard (e.g., APA), or an informal one (e.g., see Figure 2 for an example).

Activity: Though the web and even many textbooks provide an array of tables, I regularly use tables from the Pew Research Center (<https://www.pewresearch.org/topics/>). We begin with formative practice in which pairs of students jointly write sentences about the same table and progress toward individual (and graded) assignments that incorporate information from tables into paragraphs (see step 2) and into essays (see step 7).

Step 4: Submit a "source report" to show "borrowed" information

Overview: Step 4 requires students to submit an account of all outside sources they used in writing their composition. As seen in the instructions of Figure 3, students must identify (e.g., highlight) any sentence(s) from any source that they either directly quoted or attempted to paraphrase, submitting this additional information as an addendum to their composition in either a physical or virtual folder.

Step 4 serves a two-fold purpose. First, by asking students to explicitly identify excerpts from original texts, they are using in their compositions, teachers continue to scaffold students toward understanding what information is "borrowed," meaning what information needs a citation. Second, an added benefit of step 4 is that it creates a way for teachers to more easily check the accuracy of students' use of direct quotes (or whether they have effectively paraphrased).

Activity: Designed to be used for student-selected topics, this source report strategy can be used for pair, team, or individual writing. While the submission of the source report can be concurrent with the submission of a first draft, submitting a source report can also be a preliminary step, being framed as a part of the pre-writing research process. If treated as a preliminary step, this activity is a simplified version of an annotated bibliography. Figure 3 contrasts tips for the source report based on the mode of instruction (in-person or virtual).

Figure 3. Tips for assigning a source report based on the mode of instruction.

In-person Instruction	Virtual Instruction
<ul style="list-style-type: none"> ● Give students a writing folder ● Student instructions <ul style="list-style-type: none"> ○ Print (or photocopy) any source that you use ○ Use a highlighter to mark the information that you are using in your paper ○ Put the document(s) in your writing folder ● Assign a reference chart/page (if appropriate for your context) 	<ul style="list-style-type: none"> ● Assign each student a Google Doc “Source Report” ● Student instructions <ul style="list-style-type: none"> ○ Use snippet to copy any source that you use ○ Insert a circle shape to mark the information that you are using in your paper ● Assign a reference chart/page (if appropriate for your context)

Step 5: Distinguish “good” from “bad” paraphrases

Overview: It took me many years of teaching to actually understand that telling students to paraphrase (e.g., “put it in your own words”) and using scaffolds to help students learn how to do so were two very different events. Step 5 helps students see “HOW” to take the general rule (“put it in your own words”) and apply it. It helps them see what we mean when we say “put it into your own words.”

Activity: Figure 4 shows a simplified in-class activity that invites learners to identify features that distinguish “good” from “bad” paraphrases. Two PowerPoint slides are used to guide the activity. The first slide invites open discussion in small groups. The second slide uses color-coding to help scaffold learners to notice what features distinguish the “good” paraphrase from the “bad.”

Figure 4. Example of simplified whole-class activity for step 5.*

***Note:** This exercise is adapted from Ward, C. (2010). *Reading to writing 4* (p. 168). White Plains, NY: Pearson.

Slide 1 of classroom PowerPoint	Slide 2 of classroom PowerPoint (Use color-coding to emphasize similarities between the original and the proposed paraphrases.)
<ul style="list-style-type: none"> ● QUOTE: “The widespread adoption of tracking humans won’t be done against our will but with our consent,” says Davies. ● Which paraphrase is successful? <ul style="list-style-type: none"> ○ According to Davies, the widespread use of tracking humans won’t be done against our wishes but with our approval. ○ According to Davies, people won’t object to being tracked when it becomes prevalent; instead, people will readily accept it. 	<ul style="list-style-type: none"> ● QUOTE: “The widespread adoption of tracking humans won’t be done against our will but with our consent,” says Davies. ● Which paraphrase is successful? <ul style="list-style-type: none"> ● According to Davies, the widespread use of tracking humans won’t be done against our wishes but with our approval. ● According to Davies, people won’t object to being tracked when it becomes prevalent; instead, people will readily accept it.

Step 6: Create effective paraphrases by employing a range of lexico-grammatical features

Overview: Step 6 dovetails with step 5 and provides students with a short list of concrete strategies (see Figure 5) which they then employ for practicing paraphrasing. This step is the critical “crossing-over” step from basic to advanced writing in the sense that a learner must possess a relatively robust array of word choice and grammar knowledge in order to paraphrase effectively. In other words, how you coach your students through this step depends in large part on the proficiency of the student.

Activity: Before asking students to paraphrase in their compositions, I recommend in-class work in pairs or teams using teacher-supplied quotes. A workshop model not only fosters collaborative learning among peers, but also helps with the burden of teacher-feedback, which happens “real-time” during the workshop. Alternatively, students might be asked to work on three paraphrases, having their peers select the “best” paraphrase for teacher-feedback.

Figure 5. Some language strategies for and common problems with paraphrasing.

Language Strategies for Paraphrasing	Common Problems with Paraphrasing
<ul style="list-style-type: none"> ● Change the order of ideas by changing the grammar <ul style="list-style-type: none"> ○ Ex 1 (change word form) ○ Ex 2 (change active to passive) ○ Ex 3 (change complex to compound) ● Use appropriate synonyms 	<ul style="list-style-type: none"> ● Changing (or omitting) only a few words ● Using a similar sentence pattern or similar sentence structures ● Choosing inappropriate synonyms ● Not using a citation ● Changing the meaning

Step 7: Integrate the use of outside sources into an argumentative, research-based essay

Overview: In the final step, students employ the skills they developed through steps 1-6 into student-generated compositions. This is the step at which we can reasonably expect students to know where and how to integrate information (i.e., direct quotes and paraphrases) from an outside source into their own writing. An important consideration for this step is the type of citation standard you want students to use: a formal citation standard (e.g., APA), or an informal one (e.g., see Figure 2).

Activity: Depending on the needs of your learners and your teaching context, you can design this step in several ways.

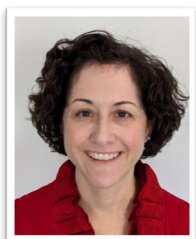
- Provide a set of outside sources such that all students are writing about the same topic (e.g., e-cigarettes or public policy recommendations for mitigating the challenges of a pandemic).
- Train students to locate reliable sources, after which students research and select one supplemental outside source to use in addition to the teacher-provided materials of point (A).
- Allow students to do their own research on a teacher-provided topic or a student-selected topic.

Conclusion:

Some learners find it challenging to stretch into the academic space that requires the integration of outside sources through effective use of direct quotes and paraphrasing, but breaking the skill into steps makes it a more manageable journey. Hopefully one (or more) of these 7 steps can help you forge a path forward for your learners!

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Dr. Heather Weger, a lecturer in legal English at Georgetown Law, maintains a robust service and research platform, including conference presenter, co-editor of TESOL’s Applied Linguistics Interest Section newsletter, and published author.

What's That All About? Developing Summarizing Skills in Adult English Language Learners

By Darlene Fahrenkrug

One of the simplest ways to check learner comprehension of a text is to elicit what they observed or understood from it. You might expect to hear a main idea, perhaps a name, location, or even a keyword, and why it is important. However, you may also find that what has been volunteered does not include any of this information. This article will review research and standards on summarizing before explaining teaching points. Then, we'll look at a process for practicing summarizing with video, oral, and written sources, along with specific activities and adaptations.

Research

Studies on summarizing have informed effective teaching practice for decades. The role and importance of summarizing was described by the National Reading Panel in 2000 as one of the most effective activities for improving both

comprehension and writing skills. TESOL published the *Six Principles* series that breaks down this breadth of research into relevant classroom practices including clear and explicit modeling of academic language to support learners (Hellman, Harris, & Wilbur, 2019).

Robert Marzano has been studying comprehension from the cognitive and educational perspective for decades and found that, "Although the process of comprehension is complex, at its core, comprehension is based on summarizing—restating content in a succinct manner that highlights the most crucial information" (Marzano, 2010). He reported a nineteen percent increase in learner comprehension across seventeen studies after learners used explicit summarizing strategies (Marzano, 2010). Graham and Hebert (2010) studied strategies for developing reading skills through writing and found that "summary writing significantly improved student comprehension of text" and that "writing summaries about a text proved to be better than simply reading it, reading and rereading it, reading and studying it, and receiving reading instruction."

Looking briefly at Webb's Depth of Knowledge (Francis, 2018), we see that each step toward higher critical thinking skills is also a part of the summarizing journey. First, learners are able to comprehend a definition or an initial layer of meaning. They can summarize words or phrases from the text to answer the concrete questions *who*, *what*, *when*, and *where*. Through practice, they are able to move to the next step of categorizing a concept to answer how something works. After practice, they move on to explaining why something works or can complete a T-chart of cause and effect. Finally, they can apply this reasoning to something

new to answer *how else*. As critical thinking skills develop gradually, summarizing practice at even a beginning level of English can help learners produce summaries if given differentiated support (Francis, 2018).

When learners convey ideas into their own words, the increased time they spend with a text helps them to remember and apply more of the text.

Standards

When learners convey ideas in their own words, spending increased time with a text, they are thereby able to remember and apply more of the text. The College and Career Readiness Standards (U.S. DOE, 2013) took this into consideration when they recommended three key shifts to focus adult education. These elements were not new, but their importance was underscored as a result of research. The key shifts include "increased complexity of text and language, focus on evidence from the text, and development of content knowledge" (U.S. DOE, 2013). Summarizing is represented through the standards including College and Career Readiness Anchor 2. By examining this one standard, it is evident that practicing summarizing should be included for learners across proficiency levels A through E. Even learners at Level A are asked to identify, "...the main topic and retell key details of a text," while the advanced learners are responsible to, "...summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms" (U.S. DOE, 2013).

These three key shifts to ESL teaching practice are mirrored in English Language Proficiency Standards 1, 2, and 5 (U.S. DOE, 2016). Within ELP Standard 1, summarizing can be seen across the proficiency levels 1-5. Level 1 learners are asked to, "... identify a few key words and phrases," before moving into Level 2, "... identify the main topic...retell a few key details" (U.S. DOE, 2016). And in Levels 3-5, learners are asked to, "Determine a central idea or theme, cite specific details, and summarize a text" (U.S. DOE, 2016).

Teaching Points

As a part of reflective teaching and planning, consider the ways learners are practicing, producing, and being assessed on summarizing. Then, address the places that learners need additional support through language opportunities. While an adult learner might not be able to produce the academic language they are searching for, their life experience may help to fill in gaps with a word from another language or a description of a word.

At the beginning of a course or cycle, start by eliciting the key differences between a summary and a paraphrase to create a foundation. Facilitate practice opportunities by asking for summary production of words, phrases, and sentences in short, simple texts before moving on to producing paragraph or longer summaries of more complicated texts. Use grouping strategies such as pairing a higher-level reader with a higher-level listener, so they can support one another. During planning, ensure time is set aside for whole class feedback, so that learners can hear the summaries created by their peers.

Initially, give the learners a virtual or paper copy of the text and ask them to make notes. As they feel more comfortable with the process, elicit the gist of the text without giving them the text to look at. Use different types of texts and production to maximize exposure. Analyze your course materials to ensure that learners are exposed to different kinds of non-fiction texts including descriptive, general to specific, persuasive, defining, comparative, and problem and resolution texts (Marzano, 2010). For example, learners could create an outline summary of a listening activity in one class but create a visual mind map of a written text in another class. The summary

produced could be a timeline, voice memo, or map. Use a simple rubric that identifies the assessment criteria clearly.

Learner Process

During the modeling before the activity begins, give the class new academic language in a template. Examples could be as simple as, "We think it says ___, the gist of the article is that ___, the main idea was that ___, this song was about ___" (Hellman, Harris, & Wilbur, 2019).

+ - x ✓

After trying a combination of different summarizing methods, I adopted a four-step process of add, subtract, revise/edit, and check. Step 1 includes underlining the title, thesis, keywords and text evidence such as repetitive words, phrases, or subheadings. In Step 2, learners review the text again, crossing out extraneous details. Next, in Step 3, learners revise and edit their summaries for clarity. Finally, in step 4, they review their summaries against the original text to prevent plagiarism, and then peer check with a partner before turning it in. Peer checking presents an additional language opportunity of giving and receiving feedback as well as a final chance to edit before publishing.

Activities and Adaptation

[This link](#) provides categories of visual, oral, and written text along with a selected lesson plan example and adaptation for scaffolding for each category.

Using visual, oral, and written texts gives learners a full range of practice. Visual texts are an engaging way to introduce a topic, activate prior vocabulary, and create discussion. These texts may include videos, photos, infographics, art, and course materials. Look for texts that are relevant and authentic, with high contrast and appropriate scale to be easily viewable on a smartphone. Oral texts may include audiobook clips, interviews and podcasts, TED talks, news, music, and course materials. Include speakers that have different accents, cultures, backgrounds, and identities. Written texts may include short or long non-fiction sources, such as newspaper articles, biographies, quotes, and course materials.

Intentionally creating space within courses for summarizing practice does not have to take time away from the content you are covering. Summarizing can be a part of a controlled practice activity, a formative assessment, or a homework assignment. Consider how this would fit into your own teaching context by reviewing the resources provided.

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Darlene Fahrenkrug has been teaching adult ESL since 2012. Her research interests include topics in second language acquisition, teacher training, advocacy, and educational technology. She is a LCNV Family Literacy Program Instructor and an Arlington Education and Employment Program (REEP) Outreach ESL Instructor. She can be reached at eslteacherdarlene@gmail.com and found on Instagram at @eslteacherdarlene, on Twitter at @eslteacherdar, and on Quizlet/Kahoot at eslteacherdarlene.



Springtime scenes on the Washington Mall - photos by Catherine Falknor

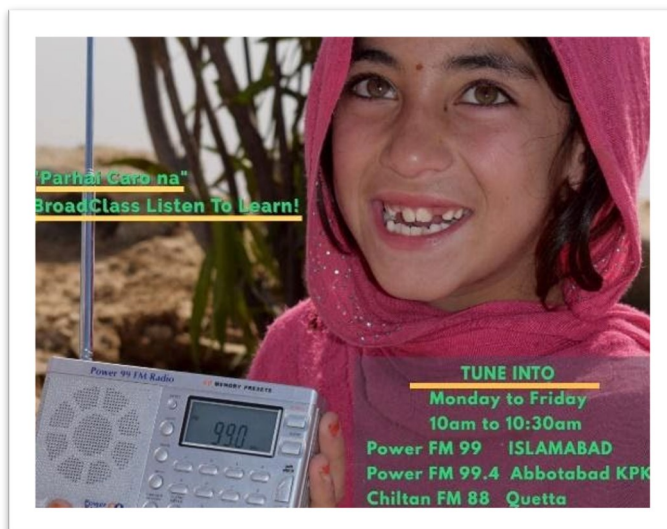
What Can Interactive Radio Instruction in Pakistan Teach Us about Successful Remote Teaching?

By Ana Lado, Ph.D.

Can you think of anything more challenging than teaching English in remote schools with few resources, no computers or TVs, and so remote that there are no opportunities to encounter a native English speaker? Yet, Power99 Radio successfully addresses these difficult conditions in Pakistan. *Broadclass English: Listen to Learn* is an Interactive Radio Instruction (IRI) program that has won international awards for providing sustainable improvement in English, literacy, school attendance, and female education. It is broadcast daily for 45 minutes, and costs a few dollars per student per year. It is an example of meeting English Learners (ELs) where they are rather than where we are. The *Broadclass English* radio lessons enabled them to have a personal encounter with English that made use of their contexts, backgrounds, and imaginations. Over six years, I was the English Language Specialist on the teams writing the radio scripts. The material development for this non-face-to-face teaching program can inform all of us about developing materials based on who the students are, given the challenges of teaching English.

The success of the *Broadclass English: Listen to Learn* materials was not accidental. Developing them was piloted, data driven, and founded on linguistic and sociolinguistic principles. One example of the revision process happened when we were developing the main characters. We wanted ELs to identify with a character to increase their emotional involvement. Given who we were, we assumed that children would favor Mithu (pronounced 'me too') the parrot. But this was not the case. They overwhelmingly chose Amina, the teacher. Interestingly, a third party evaluation revealed that the ELs in each region drew her in ways that reflected their local dress and for example, signs of kindness, such as holding a rose.

We wanted the radio scripts to follow principles of Communicative Language Teaching (CLT) (Nation, 1996; Cummins, 1981) and sociolinguistic conversational analysis (Labov 1997; 1972). We applied these in ways that follow a long tradition of advocating teaching as inseparable from inquiry (Lado, 1964). This tradition has led teacher-



researchers to today's standard communicative instructional strategies, standard descriptions of different English proficiency levels, and methods of measuring text difficulty, such as readability formulas based on vocabulary and syntax. As teacher-researchers, we developed materials that went further than these. A multitude of variables work together that combine with linguistic elements to determine the complexity and difficulty of our radio scripts.

We applied Cummins' (1981) matrix to make few cognitive demands and use context-embedded oral language given the age of our listeners. The content component required universal themes and materials (kindness, persistence, family, animals, sticks and stones, sun and moon). The language component required strategies that engage through gestures and physical responses, here and now language, and give and take interactions. Interaction via radio was achieved by embedding pauses in the scripts. The pauses gave ELs time to respond.

The orally-leveled scripts covered comprehension, expression, language-focused study, fluency, and utilization activities using 18 different CLT activities that we adapted for the IRI context (Lado, 2012). The EL listeners learned to recognize each activity as these were introduced with overt and explicit musical cues, a name, a simple directive, and when needed, a pause for teachers to scaffold in their local

languages. To ensure comprehension, we relied on gestures, TPR, reenactment, literal questions, and again, the pauses for an occasional local language teacher translation. We planned in detail the communication of meaning by changes in tone, pitch, and intensity. Think about it. The word ‘what’ can communicate joy, confusion, agreement, and inquiry depending on these.

To ensure interaction, we relied on gradual release from whole group to pair work. Our questions were written with enough simplifications, adaptations, and redundancies that our ELs skipped a silent period. These differed from typical open-ended questions promoted in dialogic story reading. We wanted questions that they could successfully answer by selecting among possibilities, pointing, or demonstrating.

Here are examples from Aesop’s *Tortoise and the Hare* fable: “Does he walk slowly?” Pause for response, then we confirmed, “Yes, you are right. He walks slowly.” We followed by asking, “Can you walk slowly?” We paused for their response, and then, “I see you walking slowly.” Then we asked, “Students point to someone walking slowly.” Finally, we followed by asking the teacher, “Are students walking slowly?” We paused for the teacher’s response.

Our scripts reflect dimensions of fluid oral language studied in conversational analysis (Labov, 1997, 1972). Labov coined the term *tellability* in analyzing successful conversations. We applied tellability as we considered who is speaking to whom about what in what circumstances. Our radio characters embodied what is reportable, and who can tell what to whom in this circumstance, for the purpose of teaching English as a foreign language. Conversational analysis helped us capture and sustain the audience’s attention given the IRI context and the intended ends. The *Broadclass English: Listen to Learn* IRI program materials succeeded because they transformed remote classrooms into

places where ELs could take up identities as English speakers.

In sum, successful remote learning is based on providing ELs instruction adapted and adjusted according to a wide range of linguistic and sociolinguistic situational variables. *Broadclass English: Listen to Learn* continues despite COVID school closures. Power99 obtained grants that provide solar-powered portable radios to volunteers and families. You can learn more about this work via their Facebook page at <https://www.facebook.com/broadclass>.

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Ana Lado obtained her doctorate from Georgetown University and is a Professor of Education at Marymount University in Arlington. She also develops student materials at Lado International College. She enjoys giving workshops on the use of picture books to train teachers in methodology and to teach students of all ages.

Love Letter to Educators

By Lindsey Crifasi

It is Valentine's Day as I write this Tech Tools Corner column. The idea of introducing you educators to yet another tech tool at a time when we are all burnt out on technology seemed rather tone deaf. Instead, I want to offer something you all fully deserve: appreciation and love for all your dedication to your students. Even though teachers and students alike are feeling exhausted from endless Zooms, being muted when trying to speak, and the disengagement and discouragement that come when cameras are turned off, I want to remind you teachers on this day of love that you are helping cultivate a generation of students with confidence and skills they never knew they could accomplish. This is a love letter to you, using examples of the positive outcomes of online learning from the voices and anecdotes of students in my low literacy adult ESL classroom. I'm sure that many of your students could share similar stories.

What began as a discussion and Venn diagram of the similarities and differences of online and in class learning (in L1 and L2, considering these beginning level ELLs needed to use their first languages to express themselves fully), turned into a rich discussion on how the students feel empowered. Family members chimed in from off camera to share how proud they are. One student's daughter shared how in awe she was of her mother for being able to log on to the computer on her own now, a task that seemed so out of reach months ago. The student beamed with pride. Another student lamented how much easier it was to make friends in person, but noted that they are still making friends even in the virtual space, bringing laughter and *awws* to the conversation. The mothers in the class shared their gratitude for not having to commute to school and the extra time they have to spend with their children as a result. Though they sorely missed being able to

help and support each other in person, they recognized their learning was still happening despite the challenges. Teachers, you are empowering students with resilience and perseverance in a very difficult time.

Our school gave students a self-assessment on their digital literacy skills, which we teachers then had to review and corroborate. The comments section delivered additional insights into how pandemic teaching online has had a positive impact on students' lives. Multiple students mentioned their confidence in filling out online forms, using the internet for gathering information from their home countries, and helping children with their homework. They mentioned that knowing they still

had access to their education and the support from their school made them more connected during this time of social distance. They increased their ability to communicate with friends and family, leading to fewer feelings of isolation. Though it seems unlikely at times, especially when some students prefer to keep their videos off, connections are being made and students' lives are being changed for the better. These silver linings are indeed occurring and making a difference in many people's lives.

Teachers, love on yourself during this month of love as we make this spring semester push. Know that your students are gaining skills that have already improved their lives and will continue to do so in the future. Have patience and go easy on yourselves when classes do not go as planned. Even when you want to pull your hair out after asking a question and being met with a wall of black video boxes and muted microphones, know that there are some students out there who look forward to your energy and dedication every day. You make a difference. You are loved.

I want to remind you teachers on this day of love that you are helping cultivate a generation of students with confidence and skills they never knew they could accomplish.



Lindsey has been teaching literacy to adult immigrants for over ten years, focusing on adult emerging readers. Her career at Carlos Rosario has provided opportunities for curriculum, assessment and materials creation, which Lindsey finds fun and engaging. Empowering her learners and helping them achieve their goals is her mission! She is currently working on her MA in ESL from Hamline University.

WATESOL SPRING WEBINAR SERIES

This series is free and open to all; registration will open approximately 10 days prior to each event. Session links will be e-mailed to registered participants 24 hours before each event. Webinars will be recorded, and these recordings can also be found on WATESOL's YouTube channel. Updated information and any additional webinars will be posted [on our website](#). Contact WATESOL's Professional Development Co-Chairs at pd@watesol.org with any questions.

Pronunciation for Adult ELLs

Saturday, March 20, 2021, 10:00-11:00 AM

Presenter: Gracie Freeman, Intercambio Uniting Communities

Session Type: Workshop / **Focus:** Adult education / **Targeted Skills:** Speaking, Pronunciation

Being understood is key to adult English language learners. This training teaches best practices for leading pronunciation and using tools for production. Teachers will build confidence, rapport, and student retention and participation in classrooms when they use these practical methods for helping students be understood.

Creating Classes that Foster Cross-Cultural Conversation, Mutual Learning and Inclusion

Wednesday, April 14, 2021, 3:00-4:30 PM

Presenter: Lee Shainis, Intercambio Uniting Communities

Session Type: Workshop / **Focus:** Adult education /

Targeted Skills: Listening, Speaking, Intercultural Communication

This engaging session shares concrete tools for adult English teachers of any level to increase a sense of belonging and foster meaningful cross-cultural conversation in virtual or in-person classrooms. Participants will foster multi-directional learning that deepens connections, shifts biases, increases retention, gets students talking more, and accelerates language acquisition!

Making Career Changes within TESOL or to a Related Field

Saturday, April 24, 2021, 10-11:30 AM

Presenter: Betsy Lindeman Wong, Risk Mitigation Consulting, Inc.

Session Type: Workshop / **Focus:** Professional Development

Improving the Quality of Education through Open Educational Resources

Monday, May 3, 2021, 3:00-4:00 PM

Presenters: Chris Soholt & Yu Bai, Northern Virginia Community College

Session Type: Practice Oriented Presentation / **Focus:** Higher Education /

Targeted Skills: Writing, Grammar

Open Educational Resources (OER) offer an opportunity to reduce students' costs and to improve the quality of education. This presentation showcases an intermediate level ESL composition handbook that the presenters have developed and discusses strategies faculty members can use as they embrace, adapt, and create OER materials.

Explicit Instruction in Pragmatics to Improve Speaking Performances

Saturday, May 15, 2021, 10-11:15 AM

Presenters: Melissa Hauke, Fairfax County Public Schools

Session Type: Workshop / **Focus:** Adult education / **Targeted Skills:** Speaking

Frequently English language teachers focus on grammar, reading and writing but give minimal time to speaking. Knowledge of pragmatics is critical for effective communications by language learners (Hilliard, 2017). In this workshop, review and improve teacher-made virtual lessons on conventional expressions and brainstorm opportunities for additional speaking practice.

Best Practices for Trauma-Informed Teaching Online

Tuesday, May 25, 2021, 5:00-6:00 PM

Presenters: Chelsea Stolt, University of Maryland, College Park

Session Type: Research-Oriented Presentation / **Focus:** Teacher training, Advocacy, Technology

Targeted Skills: Technology

This presentation will train teachers in virtual practices for teaching students impacted by post-traumatic stress disorder (PTSD). Attendees will learn how to: identify the symptoms of PTSD; create a virtual safe space for students; create trauma-informed curricula; and refer students to resources that can help students to manage trauma.

Supported Phonology in Written and Spoken Representation - An Original Applied Linguistics Tool

Saturday, June 12, 2021, 11 AM-12PM

Presenters: Leslie Shah, LLADR

Session Type: Practice-Oriented Session / **Focus:** K-12 education, Adult education, Bilingual education, Intensive English Programs / **Targeted Skills:** Listening, Speaking, Pronunciation, Reading

Using Phonological Paths, we can track the intonation of spoken syllables and sounds in ways that allow for the proper spacing of letters - and as teachers of struggling readers, we can track the reader's understanding of what has been heard and map letters and syllables to their sounded path.

HIGHER ED SIG PROFESSIONAL LEARNING CIRCLE

The 7 Terms and Conditions of a Robust Learning-Centered Community

This professional learning circle (PLC), which is primarily designed for (but not limited to) the members of Higher Ed SIG at WATESOL, invites WATESOL members to explore together how to create robust learning-centered communities with the ultimate goal of reimagining learning. The conceptual framework for this 5-session webinar series is the seven attainable ISTE Standards for Educators. The Higher Ed SIG co-chairs will guide participants through the role of creativity, diversity, and technology in teaching and learning.

The series began in February, but new participants are welcome to join the remaining sessions (on March 18th, March 25th, and April 5th). More details can be found [on our website](#).

WATESOL AWARDS

The WATESOL board is working out the details for a set of teaching excellence awards. Keep an eye on our website and your email inbox for more information later this spring!



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pd@watesol.org

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higheredsig@watesol.org

ADULT EDUCATION SIG

Jennifer Campion & Philippa Kirby
adultsig@watesol.org

K-12 SIG

Liz Pandya
k12sig@watesol.org

NNEST CAUCUS LIAISON*

nnest@watesol.org

WEBMASTER

Albert Van Landuyt
webmaster@watesol.org

* We're looking for volunteers to fill the vacant positions of Advocacy Chair and NNEST Caucus Liaison. If you'd like to learn more about serving on the WATESOL board in one of these capacities, please email Jessie Ebersole at president@watesol.org.

