

WATESOL NEWS

WINTER ISSUE MARCH 2014

**NEW WEBSITE
LAUNCHES SOON!**

**PRONUNCIATION
GAMES AND
ACTIVITIES**

**IMMIGRANTS'
EXPERIENCE
IN WRITING CLASS**

**HELPING
STUDENTS
USING TRIADS**

**WATESOL
HEADS TO
PORTLAND FOR
TESOL 2014**

**POETRY
IN THE
CLASSROOM**

WATESOL

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IN THIS ISSUE

Letter from the President

pg. 3

WATESOL Professional Development Helps Teachers Address Language Issues "In Real Time"

pg. 4

Using Poetry in the Classroom

pg. 5

Coming Soon... the new WATESOL website!

pg. 6

Games and Activities for Practicing Pronunciation

pg. 7

WATESOL Travel Grant Awarded to Pei-Jie Chen

pg. 8

Giving Students More Presentation Time Using Triads

pg. 10

Using the Immigrants' Experience in a Writing Class

pg. 12

WATESOL Members Head to Portland, Oregon for TESOL 2014

pg. 14

Save the Date

pg. 17

Member Notes

pg. 18

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LETTER FROM THE PRESIDENT



Dear WATESOL Members and Friends,

While it might seem that things have been slow at WATESOL since our Fall Convention, the Executive Board has been working on several things behind the scenes. Most importantly, I'm happy to announce that WATESOL will be getting a much-needed new face as our website is being re-designed. We have hired a designer to overhaul not only the website but also the member-management system. This website will be easier to use and you'll be able to register for events, read the newsletters, update, join, or renew your membership, donate time or money to our organization, connect with social media feeds, and much more. The website is scheduled for delivery by the end of February and we are hoping to unveil it publicly after testing and board member training around early April this year. I'll be sending out more information as the time comes closer.

Secondly, many of us on the board will be representing WATESOL at TESOL International this year in Portland. We will have an affiliate booth time at Thursday 10:30am-11:30am and on Friday 3:30pm-4:30pm and will be arranging a get-together coffee hour during the convention. If you are planning to attend, please come visit us during the booth times and say hi!

And lastly, this month we had a very productive strategic planning retreat. Not only did we decide on a long-term vision, we also revised our mission statement and made some necessary revisions to our constitution. We will be sending out the revisions and our long-term plan to membership in March. We need your input and your vote of support! Please keep a look out for emails about this process.

Since this is an even-numbered year, this spring we will be having Spring SIGNificant Meetings instead of a Spring Conference. Make sure you are on the lookout for announcements from your SIG Co-Chairs. If you aren't a member of a SIG, you can always log on to www.watesol.org and change your member settings. Remember, too, that you can be a member of the NNEST Caucus AND a SIG member!

I wish a good spring semester for everyone and I hope to see many of you at TESOL or the Spring SIG Events!

Jacqueline Gardy



PROFESSIONAL DEVELOPMENT



WATESOL Workshop Helps Teachers Address Language Issues “In Real Time”

Despite the cold weather, WATESOL's recent professional development workshop drew almost twenty teachers (including two teachers of other foreign languages) interested in learning about how to utilize conversation analysis in language classrooms.

The interactive workshop, organized by Professional Development Chairs Ana-Maria Nuevo, and Tina Kao, allowed participants to view videos of one expert ESL teacher's classroom interactions in order to dissect the teacher's verbal and nonverbal cues when making real-time feedback decisions and the impact of those decisions on students' learning opportunities.

In order to do this, Dr. Fagan introduced participants to a powerful transcription tool: Conversational Analysis (CA) and then presented opportunities for hands-on practice.

Dr. Drew S. Fagan (Ed.D, Teachers College, Columbia University) is a clinical assistant professor of TESOL and the Outreach/International TESOL Coordinator for the Department of Teaching and Learning, Policy and Leadership in the College of Education at the University of Maryland. Over the past two decades Dr. Fagan has worked as an English as a Second Language (ESL) and English as a Foreign Language (EFL) teacher, and teacher educator in K-12, higher education, and adult education settings across the United States, Japan, China, Spain, and Mexico, and was the first EFL Fulbright Fellow to the Slovak Republic in 2005-2006.

To provide additional feedback, please contact: watesolpd@gmail.com



Debbie Olson recently shared her creative use of poetry in the classroom to help improve students' speaking fluency.

"We studied poems from Maya Angelou, Emily Dickinson, Walt Whitman, and Langston Hughes. Poems are helpful in teaching the rhythm of spoken English because they provide a beat."

According to Debbie, a beat is useful because it provides a framework for the correct stressing of function and content words. Students must reduce the length of function words, in order to pronounce and stress the content words on the beat.

"Poems are also great for teaching similes and metaphors, which I required in their descriptive speeches," says Debbie, who also writes creatively. Check out Debbie's poem below, a powerful response to the tragedy in Newtown, MA.

Boston in the Wake of Newton

A precious child is senselessly murdered, again.
 My aching heart is a pendant of lead,
 pulling me down to the bottom of the harbor.
 Balls of fire incinerate two lovely ladies - a caregiver and a student.
 I collapse under explosions of grief.
 Bedtime comes.
 I am Death Valley - depleted, dry.
 I seek answers but find none at the finish line of news updates.
 A Cambridge protector in blue is savagely taken.
 Shame on you brothers! You were adopted sons of Cambridge!
 Evil has visited my beloved homeland, again.
 The row of international flags stands startled and rigid in the bomb's shock waves.
 Our nation's flags droop sadly at half-staff, too soon, again.

Debbie Olson is an adjunct Professor of ESL at Northern Virginia Community College where she teaches Oral Communication, Reading and Writing. Debbie also works as an English language trainer for CARTUS, helping people relocating from their homes overseas to the DC metropolitan area.

THE NEW WEBSITE



COMING SOON!

Designer Brandon Lowrey has been hard at work on the new WATESOL website, working to create a more interactive platform for our members. The site will launch in early spring and feature a digital newsletter.

Brandon has over a decade of experience in design--working for many years in apparel and screen printing, while designing for print, web, and other areas on the side. Earlier this year Brandon took the plunge and started his own business--Civil Design Corps. In this venture his goal is to inject passion and personality into every project, no matter how big or small the client may be. Brandon lives with his fiancée, "The Ladies" (their two cats), and their Corgi mix Maggie in Richmond, VA.

GAMES AND ACTIVITIES

Practicing Pronunciation

By Shirley Thompson, English Language Training Solutions

Games are a great way to get students to **relax, have fun, and speak**. Ideally games need not, should not, be JUST for fun. When selecting a game, **consider what aspects of pronunciation it can teach or practice**. Consider what the students will be doing with the language as they participate.

- What will they be hearing/saying?
- What models do you need to provide?
- Do they need to ask questions? If so, model the questions first. Go over **intonation** for the various question forms [yes/no, choice, “wh”].
- What aspects of pronunciation can you emphasize? (Focus on suprasegmentals.)
- Think about how you might modify a game to make it more ESL-friendly. [e.g. Hangman, I Spy]

When working with adults, you may want to tell (or ask) them why they’re playing and what they might gain.

ME TOO/NOT ME

This game works in small groups or as a whole class. It’s a nice icebreaker. Form a circle. Each student gets several poker chips, pennies, or paper clips. Start the game by stating something you have done.

Model stress and intonation. *For example: I’ve been ice-skating.* Everyone who has been ice-skating throws one poker chip into a basket and says *Me, too! I’ve been ice-skating.* Go around the circle until everyone has had a turn to say something they’ve done. Continue until everyone runs out of poker chips.

Variation: Have others repeat the negative: *Not me. I’ve never been ice-skating.* Or *Not me. I don’t like chocolate.*

FLY SWATTER GAMES

Group students into teams of 3 – 6. Each team has a fly swatter. Write 4 - 6 vocabulary words on the board. Ask the teams to do a variety of things that will get them focusing on word stress patterns. Tell them to SWAT . . . a three syllable word, a word that rhymes with _____, a word that means _____, etc.

I’M GOING ON A TRIP

- Teacher models: *I’m going on a trip and I’m going to [gonna] take a camera.* [Or: *I’m going to Philadelphia and I’m going to [gonna] take. . .*]
- Student #1: *I’m going on a trip and I’m going to take a camera and my passport.*
- Student #2 repeats and adds his/her own item.
- Pronunciation: A great way to practice the difference between the **main verb** “going on a trip” (stressed) and the **auxiliary verb** “going to take” (reduced to “gonna”). Also great for practice **listing intonation**.

CONGRATS!



WATESOL Travel Grant Awarded to **Pei-Jie Chen**

Congratulations to **Pei-Jie Chen**, recipient of the 2014 WATESOL Travel Grant. Pei-Jie is a doctoral student at the University of Maryland, College Park. She will be using the Travel Grant to attend the 2014 conference of the American Association for Applied Linguistics (AAAL) in Portland, OR.

The WATESOL Travel Grant is intended to help WATESOL members cover the costs of traveling to any conference relevant to the teaching of English as a second/foreign language. The recipient of the WATESOL Travel Grant will receive up to \$500 in a form of reimbursement for conference travel expenses.

Pei-Jie looks forward to sharing the details of her trip in the WATESOL Spring newsletter.



SAVE THE DATE

TESOL
International
Convention

March 26-29,
2014
Portland,
Oregon

Portland Oregon



Giving Students More Presentation Practice

By Charles Duquette, University of Maryland College Park
cduquett@umd.edu

In teaching Advanced English Pronunciation classes for International Teaching Assistants (ITAs) at the University of Maryland, I faced a challenge common to teachers of Pronunciation, Listening & Speaking, and Oral Communication. I wanted to give my students the opportunity to practice making presentations – a critical skill for the ITAs but it is also a skill expected of many university students. Yet running short presentations of just five minutes in a class of, say, 20 students requires a minimum of 100 minutes; in reality, students run over, gaps between presentations run 1-2 minutes, and questions take further time. The ITA class referred to above runs 90 minutes twice a week, so presentations done in the conventional manner cost essentially two class periods, or one full week of class. Even doing that three or four times a semester meant individual students would receive no more than 15-20 minutes of actual presentation practice time over an entire semester.

This problem nagged at me until I came across an article by William Acton¹ that described an approach to presentations that I've used with great success to give individual students 15+ minutes of presentation practice time *per class*. Acton called it a "Triad" approach and I will describe the implementation I've found to be most successful.

The approach takes the name "Triad" from its core structure: groups of three students doing round-robin presentations and evaluations. Three roles make up a presentation triad: a speaker, an observer, and an ah-counter. In practice, the students rotate so each has the chance to take on all three roles.

These presentation triads make up the working phase of the approach. Preceding this is a set-up phase. The set-up phase reflects the pedagogical approach of the individual instructor; it is what is done before presentations to set up the practice time so that students are working on, and being evaluated on the basis of, specific objectives.

The set-up approach I took had each student draw up a learner contract that rested on the principle that the most important learning and change must go on outside the class. It was agreed that the focus of the course, and hence the student's work, was to improve intelligibility, that the responsibility for success in the course rested on the student, and that the instructor would identify those obstacles with the greatest impact on the student's intelligibility and provide the student with strategies for addressing them. In this way, students developed a language learning journal that identified and prioritized their oral communication needs. They committed in their learner contract to a practice schedule, the adherence to which they recorded in a practice log. They agreed to maintain a language diary, in which they would record real life contexts intelligibility broke down, reflect on those contexts, dissect them and seek to recast them for ways to resolve the breakdown.

It is this preparation for change –the diagnosis of salient communicative obstacles, the elaboration of remedial strategies and the negotiation of the change process – that I call the set-up phase. It took place over the first three weeks of the course or over approximately 10 hours of class time, together with another roughly five hours of private meeting time with the instructor outside of class (given a nominal class size of 20).

(Cont'd)

The students could then move into the working phase. Speakers now have specific objectives to work on, along with priority lists that observers can use in their evaluations. The triads unfold as follows: the student in the speaker role presents to the other two students, the observer and ah-counter. The observer monitors the presentation against the priority list for that speaker. The ah-counter monitors the presentation for ums, ahs, and speech fillers – any non-word sound or non-verbal behavior that interferes with the clarity of the presentation. After the speaker completes his or her presentation, the observer and ah-counter give their evaluations. The roles then rotate, with the next student speaking, and so on.

Triads run concurrently and the instructor moves from group to group, listening in and offering feedback as appropriate. A complete cycle where all three students present and receive evaluations is kept under 30 minutes, designed so that three cycles can be completed in a 90 minute class. After one cycle completes, the groups are reshuffled and students form new groups of three, so students present to new evaluators. Another cycle plays out, then a third to complete the 90-minute class period.

In this way, each student gives his or her presentation three times. After each presentation, the student receives peer (as well as instructor) feedback, which can then be put to use in the next presentation. Feedback is immediate and the chance to do the speech again is also immediate. At the end of a presentation day, after they have had the opportunity to give their presentations three times, students reflect on the process and record those reflections in their language diary.

The biggest challenge in using this approach is finding space for the triads to present – I will admit to hijacking neighboring class rooms that were empty, and to positioning groups in the hall. Sometimes a nod and a wink were needed to smooth things over, but all in all the students and I managed to work the process satisfactorily.

The benefits of the approach include both the obvious and the subtle. Obvious benefits include: students get 15 minutes of presentation practice time per class, meaning six to eight times as much practice over a semester than available via the conventional format (based on six to eight presentation classes); speakers have the chance to present the same speech three times in one class, before three different peer groups; each speaker gets three evaluations plus the immediate chance to improve. Further, speakers are encouraged to have their peers record their presentations for later analysis (the things the iPhone makes possible!).

Subtle benefits are psychological. The process supports the self-on-self reflective learning that is needed to change fossilized behaviors. Presenting in a small group lets the students build confidence for when they have to speak before a larger group. The ITA students are evaluated at the end of the semester through a format that somewhat mirrors the small group triads; at that time, they are comfortable (enough) with the format and can take encouragement from past successes. Finally, hearing similar feedback from different peers not only lends credibility to the message, but can also heighten the student's perception of his or her need for improvement. If you find yourself wondering how to give your speaking students more chances to practice and how to make better use of the presentation time in an oral communication context, I'd encourage you to try this approach.

Using the Immigrants' Experience in a Writing Class

By Michelle Bagwell

Although I have taught English for over fifteen years throughout the United States, I am fairly new to teaching ESL to adults. I graduated with my Masters in TESOL in May 2012. Immediately after graduating, I moved from Texas to the Washington DC metro area. I jumped into teaching ESL in a variety of places. I began as a volunteer for refugees, taught literacy on nights and weekends for recent immigrants, and eventually began teaching at a local community college. I was teaching a wide range of classes: Listening and Speaking, Grammar, and Advanced Writing. I thoroughly enjoyed teaching all of the classes, but I found that the writing class was really difficult, both for the students and myself. The class was held for three hours, two nights a week. It was formatted with a book that almost exclusively taught through canned topics that I didn't feel were relevant to my students' lives. The textbook asked for students to write pieces such as "*Directions From the Airport to your Hometown for a Tourist New to your Country*" or "*A Movie Review for one of your Favorite Movies*". I had students that had never even been to a movie before, how could they write a movie review? I didn't feel like I was helping the students. Furthermore, many of the students in my class had taken the class before and had learned some of the grammar that I was required to teach, but still were weak with specific points of writing. They needed to write proficiently to pass a college issued placement test and begin taking ESL classes for academic credit. I couldn't reach all of my students by following the curriculum that I was given and I felt powerless in how I could help each of them achieve (or at least move closer to) the goals that they were aiming towards.

After reading an article in the IATEFL ESOL SIG Newsletter I noticed that an ESOL teacher provided an opportunity for one of her students to describe her story about immigrating to the United Kingdom. The piece was beautifully written about her move from Cuba to Spain and finally to England. After some reflection, I decided that I, too, would try to incorporate a similar project for my writing students as well. I believe that each of our students have such a unique story to tell and this would give them a forum to voice their struggles and successes in leaving the only countries that they knew, what their reasons for leaving were, and how they felt in a foreign land with little to no English skills.

I used the article that I read in the journal as a model. I made copies of the article and also had it on an overhead projector. I had them read it and then I read it to them. I asked questions about whether the writer's experiences resonated with them and how theirs were very different. I wanted to scaffold the project into several sections so that they would not be overwhelmed. First I asked them to write the introduction—who are they are and what was their home country like. Next I asked them to write what it was like to move to the United States and begin school. Finally I asked them to write what their next plans were when they finished their degree. Will they return home? Will they stay in the United States? Move somewhere else entirely?

The following is an example of the products that my student submitted to me for this assignment:

Antonio: Antonio had taken this class three times prior to being in my class. He was very bitter because he continued to retake the class but still was unable to pass the placement test that would allow him to take ESL classes for transferable college credit and financial aid. He was also determined and resilient. He worked so hard in class. His speaking and listening skills are excellent, but he did have some work to do with his writing. We conferenced on transition sentences and ways to stay on topic. He nearly wrote the whole piece before I had my first conference with him. I would ask him questions and try to show him how to stay with one story. After taking my class, I am so pleased to write that he passed the test and went on to take more advanced ESL classes.

(Cont'd)

"My name is Antonio B. Quintanilla. I was born in El Salvador and I have three brothers and one sister. I decided to leave my country because in the United States of America there are more opportunities for everyone. While in Central America there are less opportunities for everyone. In Central America, when we finish high school it is not possible to work and study. In the United States it is much easier to work and study at the same time.

When I came to the United States I first arrived in North Carolina with my brother and I lived in his house for three years. I used to work at Tyson Chicken on the packaging line. Everything seemed to be perfect. However I started to be in a rut only working and working. This wasn't what I wanted because although I did come to the United States to work, I also envisioned going to college and be a nurse one day.

One day my older brother, who lives in Gaithersburg, Maryland (it is a suburb of Washington D.C.) called me to ask how my studies are going and if I was close to graduating with my nursing degree. I explained to him that it is because I was working so much and public transportation could never get me to class on time that it just wasn't possible. He offered for me to move to his house and told me that there were more opportunities to work and pursue school and that the public transportation was incredibly efficient with the busses running every 30 minutes. I then decided to take the chance and move, but it took me several years to raise enough money to go out there and get set up with all of the various costs of transportation and move in expenses.

Last year was my first year at Montgomery College I took a test called the Accuplacer which measures reading, writing, speaking and listening. Everyone that wants to take ESL for college credit has to pass it. I have taken it three times and failed all three of them so far. However that has not stopped me to continue with my dreams. I'm here at least. I have more opportunities than I did in North Carolina and one day I'm going to pass that test and get into credit classes until I graduate as a nurse. Then I will find a job which will help to pay me pay to go to a university and eventually become a physician assistant. My dream is alive and I going to make it a reality."

This project had amazing results for me. I felt like I got to know students on a much more personal level. Sometimes they limit what they say because they are self conscious of their pronunciation. This allowed them to get down on paper exactly what they wanted to say. They told their story and had it validated as amazing journeys that they undertook in getting into the class that they were sitting in at that time.

I also felt that this was a fabulous opportunity to conference with the student about their writing. I worked with each of them individually and asked questions about what they had written, both out of my own curiosity and to learn more about them. I also explained some grammatical and vocabulary choices that might be a better fit to get their story expressed more clearly. I got to know their stories and them so much more. They learned writing and were given an opportunity to explain some of the perils that they have overcome to get to the United States.

As a follow up to this assignment, I had the students interview another US immigrant that was not a student in our class and ask them about their experience in coming to the United States. This follow-up assignment gave the students the opportunity to compose questions that would elicit specific information from the interviewee and to ask follow-up or clarification questions after they were given an answer. Once again, while my students were writing drafts of the essay I asked for them to conference with me individually. They read their writing aloud and then asked my own clarification questions when parts were unclear. This lesson format was extremely effective because they were able to self-correct when reading aloud and received the individualized attention for their specific grammatical and writing errors.

WATESOL Members Head to Oregon for TESOL International Convention

Brock Brady, Liz England, Heather, Linville, and Heather Tatton-Harris are some of the many WATESOL members that will be presenting at TESOL 2014 in Portland, Oregon. See you there!

Sigrun Biesenbach-Lucas

"Next generation writing: Creating and assessing effective online discussion forums," Biesenbach-Lucas, S., & Brantner-Artenie, D. (2014).

Brock Brady

"Towards a More Inclusive TESOL Profession: Diverse Contexts, Collaborative Endeavors, NNEST & EFL ISES" InterSection Session with Seonhee Cho, Davi Reis, Ali Fuad Selvi, Elena Stetsenko, and Ke Xu, 3/28 9:30-11:30 am, D131

"Starting and Sustaining Communities of Practice in EFL Contexts," 3/28, 2:00-2:45 pm, B110

"A New TESOL Credential: the Peace Corps TEFL Certificate," 3/29, 9:30-10:15 am, E 141

Liz England

"TESOL Career Path Development Across the Generations," Liz England (Moderator), Jaclyn Gishbaugher, Charles Hall, Stephen Hanchey, Deirdre Hand, Retirement Redefined Forum Academic Session

"Indonesia, Thailand, and Vietnam: Southeast Asian Learners of English," featured presentation: Liz England, Suchada Nimmannit, Ngoc Nguyen

"How to Explore, Sustain and Renew: TESOL Professionals Gone Wild!," refereed presentation: Liz England and Eran Williams

"Instant English Teachers: Just Add Training," refereed presentation: Tabitha Kidwell and Liz England.

Heather Linville

"Meeting the Standards: ESOL Teachers as Advocates for ELLs," 3/29, 2 pm, OB 202

Going to TESOL? Tweet @WATESOL!



ELT FOR THE NEXT GENERATION
TESOL 2014 International Convention
& English Language Expo
26-29 MARCH 2014 • PORTLAND, OREGON, USA

Jacqueline Gardy, WATESOL President

"Shaping the Way We Teach English—The MOOC Version," with Leslie Opp-Beckman, Deborah Healey, Elizabeth Hanson-Smith, and Jeff Magoto, 3/27, 10-10:50am, Electronic Village

"The E-Teacher Scholarship Program," with Leslie Opp-Beckman, Deborah Healey, Donna Shaw, and Robert Elliot, 3/27, 10-10:50am, Electronic Village

"Resources for Global Audiences from the U.S. Department of State," with Kevin McCaughey, Jenny Hodgson, and Max Koller, 3/27, 5:00-5:45pm, D137

"Building Games for Language Education: Exploring Best Practices," with Jeff Kuhn, 3/28 2:00pm, D136

"Digital Games in the Classroom: Engagement for Future Generations," with Dawn Bikowski and Jeff Kuhn, 3/29, 9:00-9:45am, EV Classrooms of the Future Showcase

Heather Tatton-Harris

"Making Computer Literacy Meaningful" - Adult Education Interest Section

"Oral Presentations: Appropriately Citing and Interweaving Research, Graphics, and Video," with Heather Gregg, Jennifer Lubkin, and Heather Weger

Polina Vinogradova, WATESOL Vice President

"Empowering Heritage, Community, and Native American Learners through Digital Stories," a session organized by the Center for Applied Linguistics presenting the Handbook of Heritage, Community, and Native American Languages in the United States: Research, Policy, and Educational Practice (2014, Routledge & CAL), 3/ 27, 4:00pm, B 115

"A Pedagogy of Multiliteracies in ESL Instruction: How and Why," 3/ 28, 5:00pm, E 147.

Bedrettin Yazan

"Am I an 'NNEST?': A New Generation's Identities and Perspectives. Colloquium with Rashi Jain, Yu Bai, Anthony Adawu, Dian Marissa, 3/29, 3:00 -4:45pm, D 134

"Next Generation Standards: Common Core and Teacher Collaboration," Peercy, M. M., Martin-Beltrán, M., & Yazan, B. (2014), 3/29, 4:00-4:45pm, OB 203

It's not too late to register and join the fun!

Register before 3 March 2014 and save more than US\$50 off the on-site rates!

All rates in US \$	Advance, by 3 Mar 2014	On-site
Members	\$395	\$450
2nd member from same org	n/a	n/a
Nonmembers	\$645	\$695
Student member	\$190	\$205
Retired member	\$220	\$235
Global member	n/a	n/a
2-Day Member	\$275	\$275
2-Day Nonmember	\$455	\$455
1-Day Member	\$185	\$185
1-Day Nonmember	\$275	\$275
Saturday Only	\$100	\$100
Member – group*	\$355	n/a
Nonmember – group*	\$590	n/a
Student member – group*	\$170	n/a



Reception for first time attendees & new members



Save the Date to join MCAEL and the network of adult English literacy programs in Montgomery County for the First Annual Grown Up Spelling Bee for Adult Literacy.

We look forward to U-p-r-o-a-r-i-o-u-s FUN and teambuilding – we'd love to have you **bee** part of our hive in our efforts to strengthen the county-wide English literacy network with resources, training, collaborations and advocacy to support a thriving community and an optimal workforce.

Come learn about literacy, *bee*-come a literacy supporter, join in the fun, and support the teams who will be judges in the competition by celebrity judges:

Stewart Edelstein, Executive Director, Universities at Shady Grove
DeRionne Pollard, President, Montgomery College
Shirley Brandman, Member, Montgomery County Public Schools Board of Education

April 9, 2014 6:30 – 8:30 pm
Cocktail Reception
and Spelling Bee Competition to support adult literacy

Montgomery College Cultural Arts Center at the
Takoma Park/silver Spring Campus
7995 Georgia Avenue Silver Spring, MD 20910

Sponsorships and team opportunities available –
contact Kathy Stevens at KStevens@MCAEL.org

Save the Date!!!

VIU: Conference on Language, Learning, and Culture
April 11, 2014

Virginia International University (VIU)'s School of Education invites you to participate in our inaugural Conference on Language, Learning, and Culture, to be held on VIU campus in Fairfax, VA, on April 11-12, 2014.

This year's theme, Innovations at the Intersection of Language, Learning, and Culture, intends to frame educational experiences as ideally meeting the needs of diverse students, their communities, and the various stakeholders who can benefit from high-quality, socially responsive language programs.

Plenary speakers include:

- Dr. Terrence G. Wiley, President and CEO of the Center for Applied Linguistics, on the multilingual heritage and contemporary linguistic diversity of the US
- Dr. Shelley Wong, Professor at George Mason University and past TESOL President, on student advocacy and empowerment
- Dr. Ken Petersen, Technical Director of Online Learning & Assessment for American Councils for International Education, on innovations in technology for the modern classroom

For more information, please visit <http://viu.edu/sed/about-school-of-education/clc.html>

MAACCE Spring Conference 2014
"Learning: A Journey That Lasts A Lifetime!"
May 08, 2014

To register, visit: <http://www.maaccemd.org/conference/>



MEMBER NOTES



The latest news about WATESOL members!
To submit your member notes or other content,
please send to WATESOL Newsletter Editor Jihan
Asher: watesolnewslettereditor@gmail.com

Congratulations to Michelle Bagwell on being named One Stop English's January Teacher of the Month!

Liz England:

At the invitation of the United States Embassy in Costa Rica, WATESOL member, **Liz England** (Professor, TESOL and ESL, Shenandoah University, Winchester, VA) delivered the opening keynote at the National Conference for Teachers of English in the capitol city, San Jose, Costa Rica, at the Centro Cultural Costarricense Norteamericano in San Pedro on January 22. This project was funded by the English Language Specialist Program, a grant from the US Department of State and administered by Georgetown University.

Following the conference, Liz traveled to other universities and programs (in San Jose, San Pedro, Liberia, Moravia, Puntarenas, San Carlos, Alajuela). Traveling over land through cities, beautiful mountains, unspoiled countryside, pristine villages and lush seaside resorts, Liz met with colleagues and led workshops for teachers on language curriculum development and assessment. In addition to the Universidad Tecnical Nacional (UTN), Universidad Catolica and Universidad de Costa Rica, programs were also conducted at the World Teach Program in Orosi.

Topics included project-based language teaching and learning, authentic assessment and professional career path development. An extraordinarily beautiful country, Costa Rica offers great opportunities in English language teaching and learning at its universities and bi-national centers throughout the country.

For more information, please contact Liz England at Lenglan2@su.edu



Presentations & Publications by WATESOL Members

PRESENTATIONS:

Kelly Wiechart will be co-presenting a brief paper entitled "Perspectives on flexible distance education: Using Adobe Connect in a hybrid virtual/local classroom" at the Society for Information Technology and Teacher Education (SITE) International Conference on March 18 in Jacksonville, FL.

Brock Brady

- "Saving this Generation of Students: In-Service Training Strategies in Africa," Colloquium with Emmanuel Batungwanayo, Rwanda; Michaeline Thandiwe Dlodlo, S. Africa; Ousmane Sadio, Senegal; Abdellatif Zaki, Morocco. Thursday, 2/27, 4:45 pm, PB 254, Conv. Cntr.

Bedrettin Yazan:

- **Yazan, B., Chen, J., & Marissa, D. N.** "Shuttling between learner and teacher identities as part of developing pedagogical competence: Case studies of three preservice Chinese language teachers," American Association of Applied Linguistics, Portland, OR, March 2014
- Peercy, M. M., Martin-Beltrán, M., **Yazan, B.**, & DeStefano, M. "See? She always has all these great ideas!": The impact of Common Core State Standards on ESOL and mainstream teachers' collaboration and learning, American Educational Research Association, Philadelphia, PA, April, 2014

Pei-Jie Chen

- **Chen, P. J.** "Mutual growth and engagement: Student teacher and L2 writer in an asynchronous online writing tutorial." American Educational Research Association, Philadelphia, PA, April, 2014
- **Chen, P. J.** "Beyond politeness: Indirectness and negotiation for meaning in written feedback from an asynchronous online writing tutorial," American Association for Applied Linguistics, Portland, OR, March 2014
- Martin-Beltrán, M., **Chen, P. J.**, Guzman, N., Merrills, K. "Translanguaging to transform thinking and learning among linguistically diverse peers." In N. Hornberger, O. Garcia & M. Martin-Beltrán (Chairs), Translanguaging to negotiate culturally and linguistically diverse educational contexts for youth. American Association for Applied Linguistics, Portland, OR, march 2014. Partially funded by the WATESOL Travel Grant.
- **Yazan, B., Marissa, D., & Chen, P. J.** Developing pedagogical and linguistic expertise: A case study of Chinese language teachers' identity negotiation. 17th World Congress of the International Association of Applied Linguistics, Brisbane, Australia, 2014

PUBLICATIONS:

Biesenbach-Lucas, S., & Brantner-Artenie, D. (2013). *Next generation grammar – Level 4*. White Plains, NY: Pearson Education. Includes: Student Book; MyEnglishLab Online Book; ActiveTeach Teacher's Manual (DVD)

Brady, B. (2014) "Building and Strengthening Teacher Communities of Practice" in "**KOTESOL (Korean TESOL) Proceedings 2012**" Eds. Pinto, M, Shaffer, D., 13-21 (Seoul, KR: KOTESOL)

Vinogradova, P. (2014). "Digital stories in heritage language education: Empowering heritage language learners through a pedagogy of multiliteracies." In T. Wiley, D. Christian, J. K. Peyton, S. Moore, and N. Liu (Eds.), *Handbook of heritage, community, and Native American languages in the United States: Research, educational practice, and policy* (pp. 314-323). Routledge & CAL