

Summer-Fall 2018

# OHIO

Teaching English to Speakers of Other Languages

# TESOL JOURNAL



# AWARDS

## ONLINE APPLICATION AND INFORMATION

For more information regarding application and deadlines for grants and awards please visit our Ohio TESOL website under the tab Awards, Grants and Professional Development.

## CALL FOR NOMINATIONS

### Ohio TESOL Lifetime Achievement Award

This award is to honor an Ohio TESOL member who has made a significant contribution to research, publication, professional presentations, leadership, public service, or by assuming an active role in educational advocacy. *Deadline: September 15, 2018*

### Ohio TESOL Excellence in Teaching Award

This award is to honor an OHIO TESOL member who is considered by colleagues to be an excellent teacher. *Deadline: September 15, 2018*

### Ohio TESOL George Hertrich Service Award

This award is to acknowledge outstanding service to Ohio TESOL. This award recognizes contributions to the professionalism of our membership and dedication to furthering the ideals of Teaching English as a Second Language. *Deadline: September 15, 2018*

## CALL FOR PROPOSALS

### Ohio TESOL Travel Grant

A grant is available to offset costs associated with an Ohio TESOL member's attendance or presentation at the annual Ohio TESOL Fall Conference. *Deadline: September 1, 2018*

### Professional Development Grants (PK-12 and Adult/Higher Ed)

The board of Ohio TESOL has set aside funds to support professional development activities which have regional impact and are designed to assist those who work with PK-12 and adult/higher education students. *Deadline: 45 days before PD occurs.*

### International TESOL Travel Grant

Grants will be awarded to current members to offset costs associated with travel to the annual International TESOL conference. *Deadline: December 31, 2018*

### Marcie Williams International Travel Grant

This grant will be awarded to a current member to offset costs associate with travel to attend or present at an international conference outside of the United States. *Deadline: 45 days before PD occurs*

## CONGRATULATIONS!

### International TESOL Travel Grant

2017 International TESOL Travel Grant recipients are: Melissa Eddington, Dublin City Schools (PK-12), Nicole King and Jackie Foley, The Ohio State University (Higher Ed duo). Each received a \$1000 grant to offset the costs of travel and/or accommodation associated with attendance of the 2018 International TESOL Conference. Thank you to all who applied!

# GRANTS

## Ohio TESOL Journal

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by Megan Millage and Kaleb Brown

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## Submission Guidelines

Ohio TESOL, a non-profit organization in support of institutions and individuals dedicated to the education of learners for whom English is a non-native language within the State of Ohio and surrounding areas. Ohio TESOL Journal accepts previously unpublished articles of high interest to Ohio TESOL members as defined by our intersection strands: P-12, Post Secondary/ Higher Education, Adult/Refugee Education, and Research and Teaching, within the following categories: research, advocacy, book reviews, professional development, teaching, and district highlights.

All articles submitted are to be error free, of original authorship, and with references provided (if necessary) in APA Style.

Images submitted (as a separate JPEG/PNG file) must be of original work and taken in high resolution, the size may be no smaller than business card.

When making a submission please use our on-line submission system saving each attached file with the primary author's last

name and marker for identification (e.g. Hollingsworth\_article, Hollingsworth\_diagram1, Hollingsworth\_portrait).

Length of articles may vary upon type of submission category. No article is to exceed four pages in length.

- One page: 400 to 600 words
- Two pages: 800 to 1,000 words
- Three pages: 1,000 to 1,600 words
- Four pages: 1,600 to 2,000 words
- Book Review: 800 to 1,000 words

If charts, diagrams, photos, or references are required, please reduce the word count to compensate.

*For more detailed guidelines please visit: [ohiotesol.org](http://ohiotesol.org)*



Erica Stone  
Ohio TESOL President

**...a realization  
of the support  
needed for  
our content  
teachers...**

Ms. Stone has been working in the TESOL field for twelve years and a member of Ohio TESOL for ten years. Her graduate work was completed at OSU with Masters in Teaching English to Speakers of Other Languages and Educational Administration. She is the ELL Coordinator for Dublin City Schools, grades preK-12.

## Enthusiasm and Excitement

Greetings! I am both honored and humbled to assume my role as President for Ohio TESOL in 2018. My journey in TESOL began while earning an Early Childhood Development degree from Ohio University. Following graduation, my pursuits lead to teaching English as a Foreign Language in Taiwan. When returning to the States, I immediately started the process to obtain my TESOL endorsement and MA from The Ohio State University.

My first experience attending an Ohio TESOL conference was during the first semester of my endorsement coursework. Realization of the vast amount of Ohio educators impacted by Ohio TESOL was evident by the high number of quality educators crammed into the Hilton Center at Easton. The professional development and resources offered seemed a gold mine for our field that were not readily accessible within the school districts. This event quickly became the event I looked forward to each new school year.

My first official assignment was as an inclusion teacher for middle school English Learners. As a young educator, it quickly became apparent the challenges our English Learners faced while simultaneously acquiring a new language and meeting content classroom expectations. Also, a realization of the support needed for our content teachers as they faced managing and planning for a classroom with varying needs.

With all that said, my journey as the President of Ohio TESOL begins with enthusiasm and excitement, as I get the opportunity to coordinate a conference around a theme that has impacted my career since the beginning. Breaking through Language Barriers: Success Across Content is a topic relevant across all levels of education for English Learners, but also one that I hold near and dear to my heart as I continue to navigate this field.

## Teaching is Sharing

As I reflected on the articles within this issue, I was struck by the importance of providing techniques and tools that create independent and successful learners whether that be through the use of corpora as an instructional tool as presented in Jin's research article, using embodied cognition strategies as presented by Randolph, or using 3S Understanding's curricular approach for creating active participation as presented by Bensaid. However, what struck me the most was the reminder by Joo, Zhao and Yoon's article and by Erath's article that creating spaces for understanding what is being asked or required of students is paramount to creating successful learning outcomes. I wonder how often, even on a graduate level of instruction, my directions on tasks or assignments cause frustration or misinterpretation. Am I causing an "Ikea Experience" or task misrepresentation that may affect my students' learning outcomes? As I head into the new academic year, I know I'll be taking a closer look at how I represent tasks and assignments to my students.

As always, the Ohio TESOL Journal welcomes submissions from our readers. Our submission page is going under revision as our wonderfully patient Webmaster, Aaron Schwartz, teaches me how to use it. So please be patient when submitting and if you experience problems with the system shoot either of us an e-mail!

Teaching is about sharing knowledge, tips and strategies, so get writing and share your district's highlight, a book review, a research article, PD experience, an advocacy piece, or teaching techniques!



Jennifer Fennema-Bloom  
Ohio TESOL Journal Editor

Dr. Fennema-Bloom is an Associate Professor and Director of TESOL and Applied Linguistics at the University of Findlay

**Ohio TESOL Journal  
always welcomes  
submissions from  
our readers**



graded and commented, students were exposed to corpora for the first time in class. I introduced the meaning of corpus and corpora, primary composition and functions of corpora, and major corpora COCA and British National Corpus (BNC). Students were instructed to use COCA as a tool to revise lexical choice, collocation and nominalization towards their final draft.

The students were first instructed on the access of the websites and navigation of DISPLAY and SEARCH STRING bars on the website. Next, the students were introduced a few basic yet interesting searching functions of COCA for quick search results. I used several words with different generic features from a mixture of word class, such as argument, claim, fun, really, secretly, to show the difference of word use across genres. For example, the result from searching argument and displaying CHART quickly showed them the frequency of argument across genre and over time: argument appears in academic genre the most without significant change of frequency over time. Another example of gay and homosexual in display CHART illustrated the difference of word use across genres: gay is more frequently used in spoken language and magazines, meanwhile homosexual is dominantly frequently used in academic genre.

In this way, students were intrigued by this power tool. Moreover, they could have a first visual impression on the relationship between a certain word and genre and start to think about the word choice in their academic writing.

The second display function COMPARE were introduced next. By putting in men and women in WORD(S) and choose display COMPARE and section ACADEMIC for both words, results quickly showed the most relevant adjectives to describe each word in academic genre. In this way, students learned how to compare word use in contexts, especially when there is a pair of synonym nouns or verbs that require different modifications in context in their writing.

**Corpora refer to the database of real world texts with rich linguistic information from different genres across time.**

Collocation was introduced next. Because at the time when this study took place, the students were working on the revision of their first draft of Analysis of an Argument essay, so I used argument as an example again. By putting argument in

WORD(S), display LIST, set command [j\*] in COLLOCATES and choose section ACADEMIC, results quickly showed possible adjectives such as strong and convincing that could modify argument. Similarly, another search for conclusion using command [v\*] illustrated possible verbs such as draw, lead, reach a conclusion. An advanced search function for diverse ways to modify one single word was also introduced. For example, command [=beautiful].[j\*], controlling other parameters, yielded adjectives of similar meaning to beautiful to describe women. In this way, the students were instructed how to use COCA for diverse collocations in their writing.

In response to students' redundant use of relative clauses, nominalization was introduced as well to raise students' awareness. Most commonly used signaling nouns from Native English Corpus and Cantonese L1 Corpus and example sentences with abstract nouns (*Flowerdew, 2010*) was shown for illustration purpose.

After introducing corpora and the primary functions of COCA, the students were given the Corpus-Based Lexicogrammatical Error Worksheet in assistance to revise word choice, collocations and nominalization in their first draft. A survey was conducted

in class to explore students' perception on using COCA in their academic writing.

## RESULTS

### Revising Academic Writing with COCA

Using the Corpus-Based Lexicogrammatical Error Worksheet, the students were first asked to write down two instances in their drafts with problematic lexical choice. By exploring the word use in examples in COCA and providing descrip-

tion of the word, the students were asked to revise and rewrite the sentences again as a result.

Figure 1 is an example worksheet by student A.

In this worksheet (Figure 1), student A realized that side was usually used to indicate location or direction, perspective was a better choice for someone's opinion in this context. Example 1 and 2 are the sentences of lexical choice before (a) and after (b) his revision:

1a. It only presented idea from professors' and teachers' side.

1b. It only presented idea from professors' and teachers' perspective.

2a. We met strict teachers as well.

2b. We encountered strict teachers as well.

Even though not all of the students could make effective revisions, the worksheets collected from the students showed some impressive self-revision with the use of COCA. Table 1 summarizes more distinctive

FIGURE 1: Example Corpus-Based Lexicogrammatical Error Worksheet by Student A.

**Instruction: Using COCA, finish the following tasks by controlling "academic" genre:**

**I. Write down the problems noted in your draft:**

**A. Lexical choice (E.g. synonyms; academic vs. non-academic genre)**

- I only presented idea from professors and teachers side
- We met strict teachers as well

**B. Collocation (E.g. Adj. + N.; V. + N.; Adj. + Adv.; etc.)**

- He showed the confidence of determination
- it has a very striking manner.

**C. Nominalization (clauses → nouns or noun phrases)**

- The author argued that the college built a wonderful that was not for students and the faculty were not proud of their education.
- The story successfully drew reader's attention because the title is unusual.

**II. Find an example sentence on COCA that uses the word/collocation/phrase (for each of the items you wrote above). Write the example sentences below:**

**A. Lexical choice (E.g. synonyms; academic vs. non-academic genre)**

- From a teacher's perspective, this task provided students with a high-intent, problem-solving activity.
- When we encounter people from other societies or cultures, they catch our attention because they look "different".

**B. Collocation (E.g. Adj. + N.; V. + N.; Adj. + Adv.; etc.)**

- They don't know and show more confidence in challenging themselves.
- These latter relations would also have confirmed it in the most striking manner.

**C. Nominalization (clauses → nouns or noun phrases)**

- In this way, Leonard Michaels has said, they "make the world into a lesson".
- It can be used as an engaging and authentic lesson with students, constructing the unique and beautiful sounds of various stories.

**III. Describe how this word/collocation/phrase was used in COCA:**

**A. Lexical choice (E.g. synonyms; academic vs. non-academic genre)**

- "perspective" is used to describe someone's opinion while "side" is used to describe a place or location.
- "encountered" means experienced someone or something by accident.

**B. Collocation (E.g. adj. + N.; V. + N.; adj. + Adv.; etc.)**

- It should be "showing" and confident is or out. We would use the noun version confidence.
- "showing" is better than "showing" to modify manner in a more essay.

**C. Nominalization (clauses → nouns or noun phrases)**

- Instead of using clause "was not proud", I use "proud" to modify the "wonderful".
- "unusual" means not usual or strange. It is used to describe.

**IV. Revise and rewrite your sentence from what you have learned from using COCA:**

**A. Lexical choice (E.g. synonyms; academic vs. non-academic genre)**

- It only presented idea from professors and teachers perspective
- We encountered strict teachers as well.

**B. Collocation (E.g. adj. + N.; V. + N.; adj. + Adv.; etc.)**

- He showed the confidence of determination
- It has a very striking manner.

**C. Nominalization (clauses → nouns or noun phrases)**

- The author argued that the college built a wonderful world for students and faculty were not proud of their education.
- The story successfully drew reader's attention because the title is unusual.

examples of successful revision on word choice.

The second part in the worksheet asked students to write down two sentences in their drafts with problematic collocation. It was further explained to students that possible collocations to identify could be an adjective followed by a noun; a verb followed by a noun; an adjective followed by an adverb, and so on.

3a. effect our final grade

3b. affect our final grade

In example 3, student B realized that effect was a noun and affect was a verb. Furthermore, she located bring into effect in COCA as an example and described the use of affect as if something affects a person or something. Table 2 summarizes more example of students' revision on collocations.

The last part in the worksheet asked students to identify problematic clauses in their drafts and replace them with nouns or noun phrases (nominalization). Student A located a redundant clause and replaced it with a noun phrase (Figure 1), shown here in example 4. Table 3 summarizes more example of students' revision on nominalization.

4a. The essay successfully drew readers' attention because the title is unusual.

4b. The essay successfully drew readers' attention because of its unusual title.

Even though results showed some successful revisions on lexical choice,

TABLE 1:

**More Examples of Successful Revision on Word Choice**

**Before**

- The author successfully *reflected* the truth.
- To accept our *bad* attitude for the sake of education.
- There are some *effectual* things for this material.
- There are some figure shows that the core knowledge is really *help*.

**After**

- The author successfully *revealed* the truth.
- To accept our *poor* attitude for the sake of education.
- There are some *benefits* for this material.
- There are some figure shows that the core knowledge is really *helpful*.

TABLE 2:

**More Examples of Successful Revision on Collocations**

**Before**

- Students are still difficult to get an *effective* GPA.
- They lose because of *without* self-esteem.
- I can *feel* how this education benefit.
- ...how they had been creating an *unreal* world.
- The tuition is *heavy* for most students.

**After**

- Students are still difficult to get a *competitive* GPA.
- They lose because of *low* self-esteem.
- I can *realize* the benefit of this education system.
- ...how they had been creating an *imaginary* world.
- The tuition is *expensive* for most students.

TABLE 3:

**More Examples of Successful Revision on Nominalization**

**Before**

- as the author showed us *that we need to realize...*
- He wanted to tell us *that how the real world was different...*
- The government always put a caution sign at the place *that always happen car accident.*
- The most important reason is *that American students are confident.*

**After**

- as the author showed us *the realization of...*
- He wanted to tell us *the difference between...*
- The government always put a caution sign at the place *with high accident likelihood.*
- The most important reason is *the confidence of American students'.*

collocations and nominalization, most students could not comprehensively log down in their worksheets the distinguishing examples of the problematic words, nor could they describe how the word was used in COCA, namely part II and III in the worksheet. In other words, even though the before and after sentence examples looked satisfying, the results could not reveal the working process of student's utilization of COCA, therefore, the effectiveness of using COCA for successful revision was unpredictable. Possible explanation for this gap will be discussed in Discussion section.

from the Poststudy Questionnaire in Liu and Jiang (2009, p. 78). The result from the Likert-scale survey is summarized in Table 4.

More than half of the students (72.7%) thought COCA was somewhat or quite helpful in their academic writing; a few people thought it was of minimal help (27.3%). As could be expected from students' curiosity and engagement in class during the introduction of corpora, almost half of them indicated that they have learned a good amount from COCA as a tool (45.4%). Almost half of them indicated that they would plan

had perceived before (81.8%). Most students thought that context was more important in determining language users' choice of words after being exposed to COCA (72.8%).

Students' positive review on corpora in general was consistent with their positive improvement in revision on word choice, collocation and nominalization.

## Discussion

In the Corpus-Based Lexicogrammatical Error Worksheet, successful revision on lexical choice, collocations and nominalization by students using COCA was identified in each part. However, most students could not comprehensively record distinguishing examples of the problematic words, nor could they describe how the word was used in COCA. This could be possibly explained by the limited time students spent on examining specific tokens in COCA. In other words, it was very likely that the students did not spend adequate time to examine each of a number of examples given by COCA on the specific use of a word or a collocation for an inference or conclusion of its usage in context. Instead, a better choice at glance from the corpus result was a more direct and ultimate goal for them. In addition, undergraduate ESL students have insufficient knowledge in linguistics. Therefore, such terms as collocation, adjective, relative clause, and nominalization could be challenging for them in this corpus-linguistic based task, even though they understood

TABLE 3:

### More Examples of Successful Revision on Nominalization

#### Before

- as the author showed us *that we need to realize...*
- He wanted to tell us *that how the real world was different...*
- The government always put a caution sign at the place *that always happen car accident.*
- The most important reason is *that American students are confident.*

#### After

- as the author showed us *the realization of...*
- He wanted to tell us *the difference between...*
- The government always put a caution sign at the place *with high accident likelihood.*
- The most important reason is *the confidence of American students'.*

## Perception of COCA in Academic Writing

After implementing corpora assisted revision process on lexical choice, collocation and nominalization, a survey was conducted to explore students' perception of using COCA in their academic writing. The survey was simplified

to use in the future (45.4%); one student indicated high interest in using it for his/her future academic writing. In terms of the questions on the relationship between grammar and vocabulary, most students found grammar and vocabulary have a closer or much closer relationship than what they

what these terms mean after explanation. Lack of solid foundation in grammatical rules was also a barrier for ESL students to integrate corpora smoothly.

Students' positive perception on corpora from the survey generally reflected their positive revision in word choice, collocation and nominalization. However, one student indicated that he/she would not use corpora in academic writing in the future. In-depth understanding on this decision needs to be explored because this particular student's negative attitude towards corpora could be significant in introducing corpora to ESL students as an analytical tool.

Nominalization is an important writing skill for non-native speaking writers to keep the context a cohesive whole (Eggs, 2004). Therefore, nominalization was included in the worksheet in attempt to help the students revise unnecessary subordinate clauses into nominalized noun phrases. Even though

some students could successfully realize the problematic clauses and replace them with noun phrases, the assistance that COCA could offer was limited. It is imperative to reckon that the degree of nominalization in ESL writing depends to a great extent on students' vocabulary of abstract nouns, the grasp of noun forms of counterpart verbs, awareness and propensity of the reversed order of noun phrases, as well as the cognitive processing of abstract notions in English.

### Conclusion

This case study adopted and simplified Liu and Jiang's (2009) framework for introducing corpora to a real life ESL writing class. The main purpose of this study has two folds: to provide more empirical evidence on corpus-based lexicogrammar instruction on ESL academic writing; and to employ corpus as an instructive tool to directly benefit ESL students' writing.

Both Corpus-Based Lexicogrammatical Error Worksheet and survey

revealed positive results in general. Successful revision examples from the worksheets in particular showed positive pedagogical effect. Challenges of using COCA as an analytical tool for students' self-revision was also revealed. To conquer the barriers of implementing corpora in ESL writing class, instructors should encourage students to spend more time examining more examples shown in corpus results for an inductive learning of a particular word or collocation; instructors also need to walk the students through the process if necessary. Obscure notion of grammatical terms might be another time-consuming aspect in instruction along the way to reach an ideal effect of incorporating corpora in undergraduate ESL academic writing. ■



Jing Sun is a doctoral student in Second Language Studies at the University of Cincinnati. She has been teaching undergraduate ESL classes in speaking and writing.

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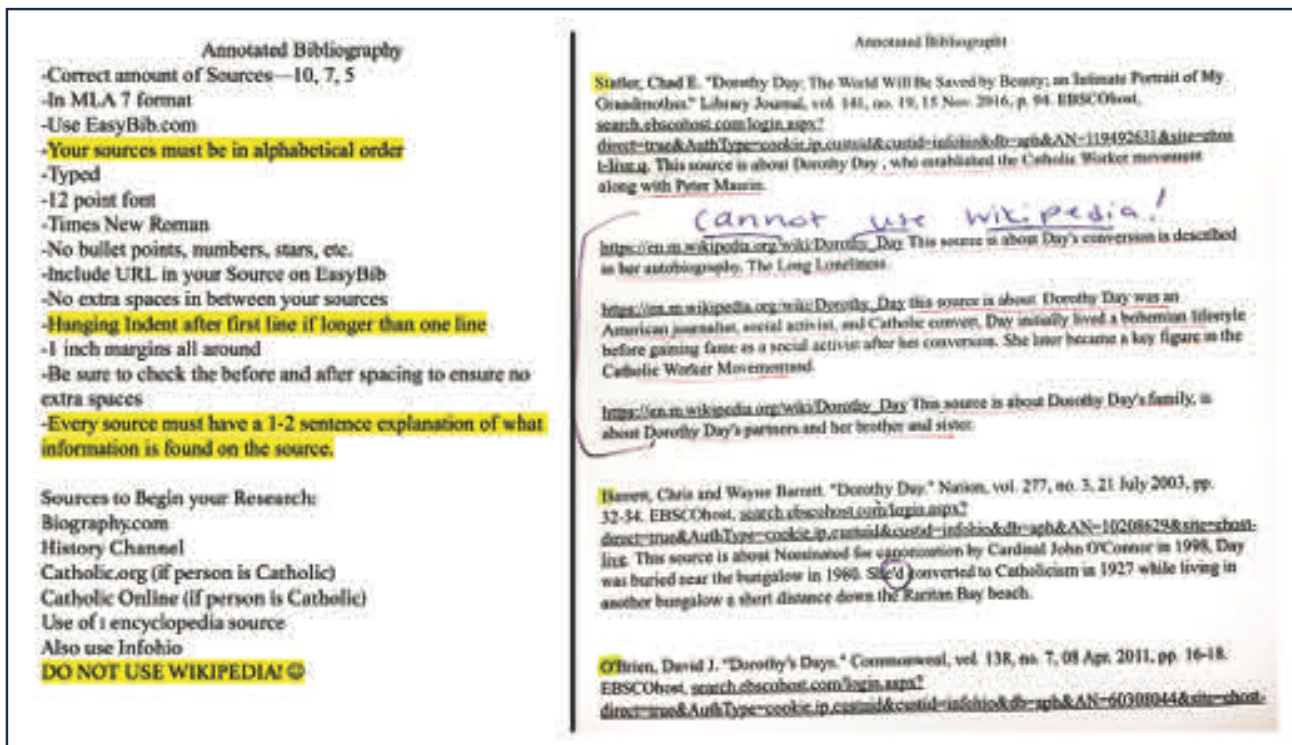


Figure 1. ELA Teacher's checklist and Lulu's written assignment

write a source-based research paper including annotated bibliographies in MLA format.

Task representation appeared to be an important factor in shaping these students' responses and writing development. First, due to a lack of metalanguage commonly used in mainstream ELA classes; and second, the students failed to conceive what the writing task was. In figure 1, Mrs. McCain provided a checklist for the "Annotated Bibliography" task listing the assignment requirements. According to Lulu who is a native-speaker of Chinese, she misunderstood the expected format of an annotated bibliography thinking that the main point of the assignment was putting sources in alphabetical order and using proper formatting.

Therefore, instead of using the websites and database listed on the checklists as Mrs. McCain instructed, Lulu used popular non-academic search engines such as Google, and Wikipedia. When asked about her inclusion of sources, Lulu explained that the language in the scholarly articles was too technical to use them with her limited English proficiency; therefore, she returned to Wikipedia, which was easier and familiar (Student interview, 5/25/17).

The second significant difference in task representation was in the length of the writing tasks. While, in this example the teacher required a 10-page research paper including finding, summarizing, paraphrasing sources, and annotated bibliography, the students were unable to

meet such complex writing demands. In China, students typically compose no more than simple paragraph either describing images or creating brief narratives using relevant vocabulary, varied sentence structure, and cohesiveness (Hirvela & Du, 2013). With their limited opportunities to practice extensive writing, students were not ready for the complexity of writing a research paper.

When confronted with a research paper in a high school mainstream English Language Arts class, ELL students were expected to write a 10-page essay with sources as evidence in MLA formatting. Yet, they were unable to make a plan of writing to appropriately fulfill the teacher's page requirements.

## Task Representation, continued

### A High-school ESL Class

Based on the premise that argumentation and argument writing is imperative for academic success in high school and postsecondary schools, and even for college entrance, such writing is known to be not a simple genre to master. This is why one ESL teacher was determined to teach argumentative writing to her ELL students at a local suburban high school. As a monolingual native speaker of English with a state recognized TESOL endorsement, Ms. Patrick was teaching eight ELs in the highest level of the school's ESL program. Most of the students had never received argumentative writing instruction despite being told to write argumentative essay in other subject-matter classes.

At the very beginning of a lesson, ELs were asked to do quick writes on what they know and understand about Operation Peter Pan by creating the argument based on reading and previous discussion on the perspective of the Cuban parents:

I'd like you to think about and create an argument for the position of sending the children away from the (Cuban) parents to the United States. And think about what those parents were thinking... So, I'd like you to write a paragraph or so, um, a half page to two thirds of page about the argument why did those parents feel that it was so dangerous that it was worth sending their children away from the families to the United States. *(Ms. Patrick's instruction on 4/15/2015)*

In spite of Ms. Patrick's careful instruction, ELs appeared to be lost and confused on the writing task. For instance, when Ladu, who is an Indian student, displayed a lack of understanding of the skills, products, and processes that the task required, Ms. Patrick failed to recognize his question:

- 01 Ladu: Why it was dangerous to send...
- 02 Ms. Patrick: What was the argument? Why was it so convincing that they believed that was the best things for the kids?
- 03 Ladu: Send them to United States?

- 04 Ms. Patrick: Send them to United States from Cuba.
- 05 Ms. Patrick: You guys have about 20 minutes.

*(Transcript on 4/15/2015)*

Ms. Patrick did not begin this lesson with a review of what students had learned about argumentation, therefore her instruction seemed to be too brief to co-construct how to argue from one's point of view. Students, like Ladu failed to understand the writing task required and thus were unable to take a position to develop an argument. What they did instead was simply identify and report the background information for Cuban parents' decision. Their texts contained an unidentifiable claim and vague position with limited structure and organization. For instance, Ladu only listed the reasons why Cuban parents felt compelled to send their children away without making a claim from Cuban parents' point of view (see figure 2).

As Flower (1990) pointed out, students' task representation may differ as result of their lack of knowledge on the conventions of academic discourses and of expectations set by the teacher. Thus, Ladu's interpretation of the writing assignment led to a different quality of writing than what Ms. Patrick had anticipated.

**Students' task representation may differ as result of their lack of knowledge on the conventions of academic discourses and of expectations set by the teacher.**

"As there was a revolution going on in Cuba, Fidel Castro was in power of Cuba. Their new leader, people thought would bring development and growth to country, but he turned out to be the same. Because of that people were afraid of him, their children will have no future. Their children will be forced by government to do what govt want them. There was increase in supression of freedom of speech. People cannot express themselves. And Cubans were allied to Communist Soviet Union, they were indirectly under threat of their neighbouring country U.S. which was capitalist and just 90 miles away. Then the parents were afraid that the environment will get worst soon and they will never have development in their lifestyle."

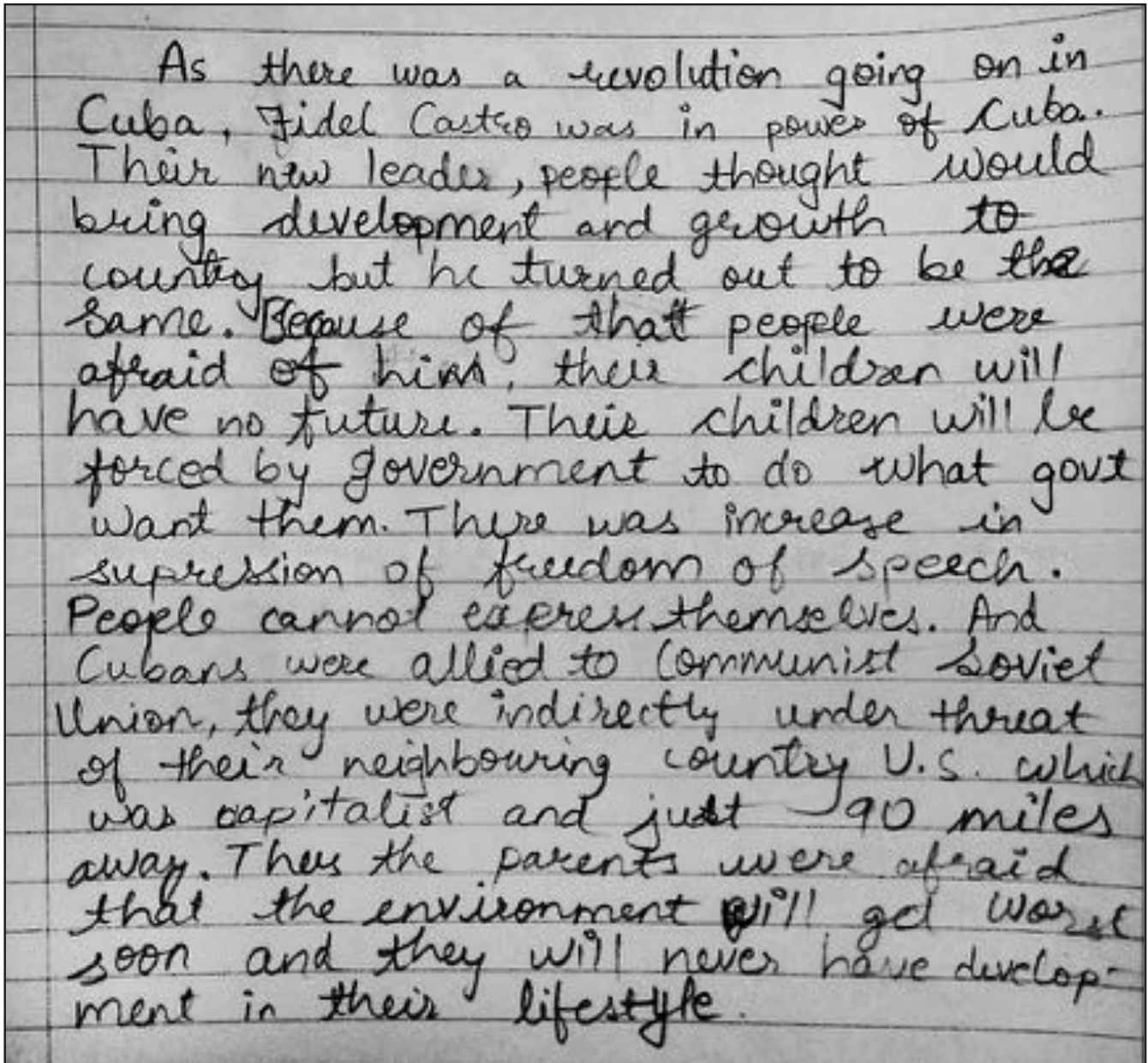


Figure 2. Ladu's Quick Write

# Task Representation, continued

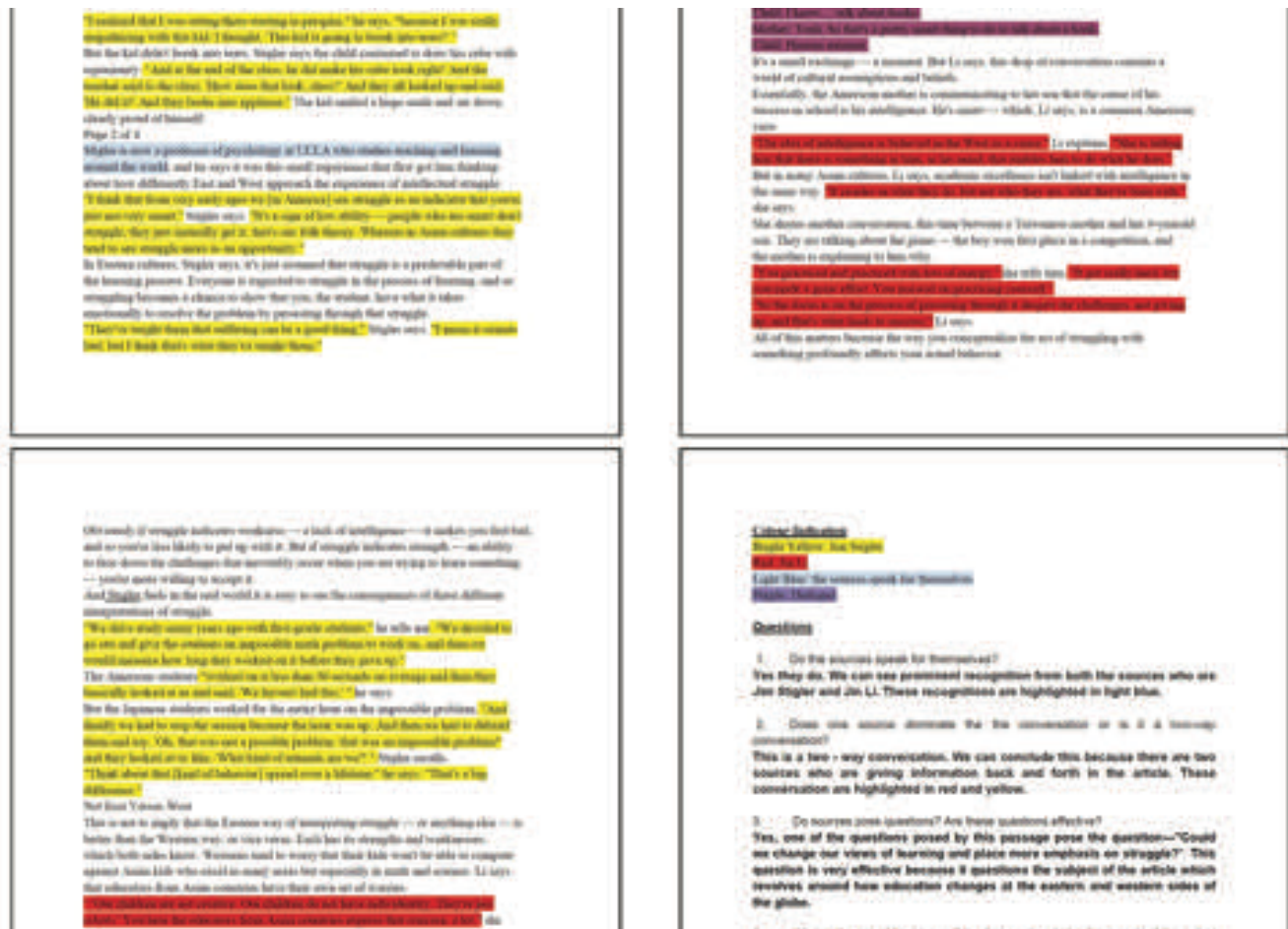


Figure 3. Color-coding group activity

## An Undergraduate ESL Writing Class

As part of their university composition course requirement, the undergraduate ELL students took an English composition entrance exam and were placed into an ESL composition class. One of the requirements for this class was to draft a research paper using a process writing style that included multiple drafts, peer feedback and individual conferencing with the instructor to create a final draft.

In between the first draft and revised final draft of the second paper, class time included lectures on the concept of “putting sources into conversation” and individual conferences. The instructor used different colors to show the connections of the sources that were either in agreement or disagreement. Other examples with colors were shown so students could see that the paragraphs did not have a singular source, rather a colorful array of the different sources relating to

each other in various ways. After class examples, students engaged in small group activities demonstrating their abilities to identify and locate the conversations among sources (see figure 3). Students first located and color-coded the different pose sources, which led them to identify the conversation of sources. Prior to writing the final draft, students met with the instructor individually to discuss peer and instructor feedback on the first draft of the second paper.

When Wanda, who is a native speaker of Chinese, turned in her final draft, she made two significant changes. First, she added her voice on the significance of her topic, using vocabulary like “based on my background.” Then, she added background information about the authors of one source to demonstrate the credibility of the source by disclosing the affiliated institution. Apart from these two significant changes, the rest of her revised draft remained unchanged. Wanda as well as other students did not create conversation in their paragraphs, but had one source per paragraph. They failed to incorporate all the feedback into the revised paper. It appeared that they were unable to see how the different steps between the first and revised draft informed and contributed to composing the final revised draft.

## Conclusion and Recommendations

In all three classroom examples, task representation was misunderstood by the learners. In the first example, there was a failure to understand the expected for-

mat of an annotated bibliography, the importance of the use of valid primary sources, and adherence to the length of the assignment. In the second example, students struggled with voice and argumentation in argumentative writing. Finally, in the third example, students failed to recognize how to use peer and instructor feedback in drafting and how to “put sources into conversations” as required by a literature review style of writing.

From these three examples we can see that task representation can easily be misunderstood by ELs. Thus, we recommend the following:

1) ELs’ previous writing experience and knowledge of academic writing should be analyzed to design and orchestrate classroom activity that take them through the writing process to the final product;

(2) ELs need the opportunity to identify the procedures in formatting of a research paper, advancing an argument, and processing of revision explicitly by analyzing the samples of their writing tasks.

(3) ELs need specific instruction to apply the strategies in writing for making decision about how to write and how to assess the quality of their writing. In this way, ELs can build their understanding of what skills, products, and processes the task requires; and can become more competent at making a clear plan for their writing, that will lead to a final product that more appropriately meets the teachers’ expectations in a given writing task. ■

Hyun Jung Joo and Yanan Zhao are currently PhD candidates under the advisor of Dr. Alan Hirvela, and Esther Hye-min Yoon is a doctoral student under the advisor of Dr. Youngjoo Yi, specializing in Foreign, Second and Multilingual Language Education at The Ohio State University. This article is based on their presentation at the 2018 Ohio TESOL Conference: “Why Do We Need the Second Draft?”: Special needs of Second Language Writers.

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# Why Study a Foreign Language?

Under the pressing economic conditions facing school districts across Ohio and many other states, school boards and school administrators must make difficult decisions on where to save money through curricular cuts. Unfortunately, one curricular area that has recently receives scrutiny for budget cuts is the foreign language program.

As a non-native English speaker who studied in Ohio for nearly four years as an international student, and currently teaches English at Beijing Institute of Technology on Zhuhai Campus, I would like to point out four benefits that foreign language study can provide. I hope this information will increase your understanding of how important it is for students to study foreign languages.

## Benefit #1:

### COGNITIVE BENEFITS

Studying foreign languages benefits our students cognitively. Numerous researchers (Byram, 1997; Deardorff, 2006, Shrum & Glisan, 2010) have suggested that students who study foreign languages embrace or gain flexibility, openness, personal autonomy, deep cultural awareness, respect, adaptability, and empathy. Furthermore, the window of opportunity for easier, more natural foreign language acquisition is extremely important for children. However, a window of opportunity opens

suddenly; it closes quickly, too. This means that anyone who wants to influence this stage of the language acquisition process must be prepared to act and to act fast.

## Benefit #2:

### ACADEMIC ADVANTAGE

There also is an academic advantage to learning a foreign language. Children who study a foreign language do better on school performance and superior problem-solving skills than those who do not study a foreign language (Baker, 2001; Garcia & Wei, 2014; Hakuta, 1990). To a greater extent, children who have studied a foreign language score higher on tests in math, English, Advanced Placement (AP), and entrance exam (SATs, ACTs, GREs, MCATs, and LASTs) than those who have not experienced language study.

## Benefit #3:

### MULTICULTURAL/DIVERSITY SENSITIVITY

Additionally, cultural appreciation and respect may be realized. Students connect with other cultures, develop an insider's view of another culture, and engender a deeper understanding of their own and other cultures when they study foreign languages. Based on the Standards for Foreign Language Learning in the

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21st Century, there are five Cs of foreign language education: **1)** communication; **2)** communities; **3)** comparisons; **4)** connections; and **5)** cultures. Our students can understand our own culture by drawing connections and comparisons between our culture and the new country of study, giving them opportunity to understand where we come from and how it has affected our personalities. In addition, students who study foreign language have a better understanding of the world and how we are all connected. By being able to speak a language with native speakers, our children can better understand other cultures, backgrounds, and traditions.

#### **Benefit #4:**

### **CAREER-ORIENTATION**

The fourth area for beneficial rewards of language study concerns the future of the learner and is career-oriented. Studying foreign languages makes children more competitive and indispensable in the job market. Most of us know how difficult it is to find and keep a job in the current market. This is why we must equip our children with foreign language competencies in order to face this changing world and globalizing job market. Thomas L. Friedman compared the past American world view to the current one. In the past, American parents might tell their children, "Finish your

dinner! There are children in China and India who are starving." But now, American parents are more apt to tell their children, "Finish your homework! People in China and India are starving for your job." Our students face a global job market, not only here, but also around the world! Students are able to multiply their chances for success or opportunities in the workplace if they acquire a foreign language. Employees who have foreign language capabilities and intercultural communicative competency can provide a bridge to new clients or customers. Therefore, those who know a second language can work as a facilitator between employers and clients.

I completely understand that some people will not accept my points of view. Nevertheless, as an educator, I humbly suggest that we need to encourage our schools and communities to embrace foreign language study. We should advocate for quality language programs in our schools and stop the erosion of these programs through budget cuts before we find ourselves with no choices and no programs that will enrich the educational experiences and opportunities that language education provide. Once again, from a word to a world, the missing "l" represents "language." For the sake of our children, please retain foreign language education in our schools. ■

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Karen Fullin, Mollie Gill, Saki Gejo,  
and Albandary Algarni

PROFESSIONAL  
DEVELOPMENT  
AND THE  
GRADUATE  
STUDENT:

Reflections on attendance of the  
TESOL 2018  
International  
Convention  
and English  
Language Expo

Attending the TESOL conference in Chicago during the spring of 2018 was a really new and exciting experience. As graduate students, none of us knew what to expect beforehand, and we were completely overwhelmed by the sheer number of sessions, speakers, workshops, materials, and recruiters. This experience helped us learn a lot, not only during the sessions, but also about the TESOL community, our future professions, and what to expect at a conference of this magnitude!

One of the first lessons we learned was about time management. With such a huge number of sessions and workshops, there was always something happening, and no matter how carefully we planned, sometimes there was just no way to attend everything we wanted to go to. We also learned to pace

ourselves; the first day we planned back to back sessions for the entire day, and we were utterly exhausted by the end of the day. In choosing sessions, we learned that it is better to choose a combination of what we were interested in, and what we really needed to better ourselves as researchers and future educators. We also learned that session descriptions can be misleading, and that sometimes the sessions you least expect to impress you are the most useful or interesting, while sessions with hot topics may not meet your expectations, as it is impossible in one 45-minute session to get

answers to all the questions we had. In the following sections we each would like to share with Ohio TESOL Journal readers our experiences and reflections of the conference. Hopefully our descriptions of some of the presentations we attended will inspire you as they did us.

**Karen Fullin's Reflection**

My favorite presentation by far was Empowering ELLs through Assessing L2 Pragmatics presented by Aysenur Sagdic. This session beautifully tied in with the research I have been doing for my thesis and, perhaps more valuable, gave ideas for practical applications for teach-

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ing and assessing pragmatics.

Sagdic described the necessity for pragmatic competence development in ELLs as supported by current research. She then gave a plan she had used with her students for pragmatic instruction, beginning with a needs analysis, data collection, pragmatic assessment design, assessment piloting, scoring, and feedback. She explained how corpora could be used in creating assessment materials and presented three types of assessment designs: **1)** discourse-completion tasks; **2)** role-plays; and **3)** pragmatic listening tests giving detailed examples of their use in teaching speech acts, formulaic expressions, and implicature.

Discourse-completion tasks (DCTs) give a specific situational prompt designed to elicit a targeted speech act or formulaic expression, such as asking a friend to borrow an umbrella. DCTs are good for measuring production skills, and can be adjusted for different levels of learners and include written or oral responses or multiple-choice. Role-plays can be formulated as either closed or open, either prompting the learner how they want to respond or leaving it up to them to decide. They are

useful for measuring both oral production and comprehension skills of speech acts, formulaic expressions, or implicatures.

Finally, the last assessment type, a multiple-choice pragmatic test, closely mirrors the task I had designed, where learners either read or listen to situation and chose the most appropriate response. Such tests can measure comprehension of formulaic expressions, speech acts, and implicatures.

Sagdic described such tests as a part of classroom assessment, not just as a research tool. Furthermore, she described some ideas for teaching pragmatics using clips from sitcoms, voice dubbing, and group discussions. I personally feel that pragmatics instruction, particularly instruction of less salient language features such as indirect requests and implicatures are not taught enough. Therefore, it was refreshing and inspiring to see how one instructor incorporated such activities into her classroom. I also felt reassured that my study's methodology was validated through her successful application of such tasks.

### **Mollie Gill's Reflection**

For most of the duration of the conference, I attended sessions that I thought I would be able to utilize in preparing for my graduate thesis; this included sessions about curriculum, corpus, and pragmatics. Although one day, I came across Tutor Training: Helping the University Writing Center Support ELs by Sara Gramley and Anne Kerkian of Brown University. Because I exclusively tutor ELLs at my university's support center, I could relate to the necessity of training those unfamiliar with ELL practices and pedagogy.

Gramley and Kerkian set out to discover factors, methodology, and linguistic and technical knowledge that is needed to effectively tutor ELL students. With these ideas in mind, they designed a training

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## Convention Reflection, continued

program around three concepts not often used when tutoring domestic students: **1)** pragmatics and interaction; **2)** structure and usage; and **3)** language and culture. Additionally, each training session included constant interaction, modeling, and practice, with authentic scenarios, between the presenters and tutors, allowing the trainees to ask questions, discuss best practices, and problem solve together.

Through this design, Gramely and Kerkian mentioned how they were able to see the benefits of the training program through the tutors and their clients as understanding between the two sides deepened and more effective practices were being utilized in the writing centers.

Following Gramely and Kerkian's presentation, I have been trying to be more active in combining the two tutoring centers on my campus, trying to build a stronger relationship with the domestic writing center by having tutors come and observe the ELL Center's writing sessions, and by having mini training presenta-

tions within the tutor training class that is required for new tutors. Explicating teaching those unfamiliar with language learning strategies and ELL pedagogy can only benefit international populations and tutors across campuses.

### Saki Gejo's Reflection

During the conference I attended sessions about corpus linguistics, grammar teaching, and error analysis. To me, the most interesting session I had in the conference was Word knowledge: A neglected area of teacher language awareness by

Professor Anne Ediger from Hunter College, City University of New York. The study examined ELs' error language productions from multiple linguistics perspectives including collocation, semantics, morphology, and phonology. The study design

resembled the work I did on my own MA thesis and made me more confident that I was on the right track with my own research.

Since I was participating in the conference not only as a TESOL/ Applied Linguistics graduate

student, but also as an English language learner; there were two sessions that personally helped me with my own struggles with English. The first session was English Articles: Beyond Rules, Exceptions and Abstract Explanations by Professor Benjamin White. This presentation showed us how to teach articles to ELs and deepened my understanding of English articles. The second session was The key to answering your students' grammar questions by Professor Keith Folse. He answered ELLs' common questions, such as how to use time referring prepositions (e.g. on, in, at) by finding language patterns, and depicted the pattern with visuals. His explanation of time referring prepositions was the most reasonable and understandable grammar explanation I have ever had.

Attending this conference was a great opportunity for me to learn what kind of research and at what levels are required for Ph.D students. Most of the presentations were given by native English speakers and at times I felt overwhelmed with the amount of knowledge I had to digest and what I didn't know. However, seeing presentations by non-native English speakers has motivated me to study more. Overall, I was able to raise my awareness of unfamiliar fields of TESOL and add different perspectives to my previous knowledge.

**Each training session included constant interaction, modeling, and practice, with authentic scenarios, between the presenters and tutors, allowing the trainees to ask questions, discuss best practices, and problem solve together.**

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## Albandary Algarni's Reflection

In choosing presentations to attend, I preferred to just attend the sessions that aligned with my interests, future teaching career and level or age of my students. The first session I attended was Strategy for Effective and Efficient Writing Assessment and Feedback by Bob Schoenfeld. In this session, he presented different problems of teaching writing and discussed pros and cons of practice, feedback and assessment. For practice, he discussed how writing assignments should be accessible, meaning that the students should know from the start of the assignment what will be graded. For feedback he showed us different examples of good and bad feedback illustrating that feedback is important to student motivation, and that certain types of feedback can in effect discourage the students' future writing production. Finally, in assessment he discussed how teachers should deal with mistakes in their students' writing. He advocated that teachers should ignore mistakes if they occur above the students' ac-

quisition level, and instead focus on writing conventions that have been taught. By the end of this session, he presented a sample rubric, arguing that rubrics should be very detailed and customizable allowing for teachers to illustrate for the students what they need to achieve.

Another session I attended was Speaking Naturally: Preparing Students for Social, Academic, and Professional Success by Robyn Brinks Lockwood. As an international student speaking naturally is the skill that I struggle the most with. The speaker was amazing, she presented the importance of involving students in an environment that reinforces natural speaking. She claimed that speaking courses that use scripts and may not be helpful, as it doesn't prepare them to

**Attending this conference was a great opportunity for me to learn what kind of research and at what levels are required for Ph.D students.**

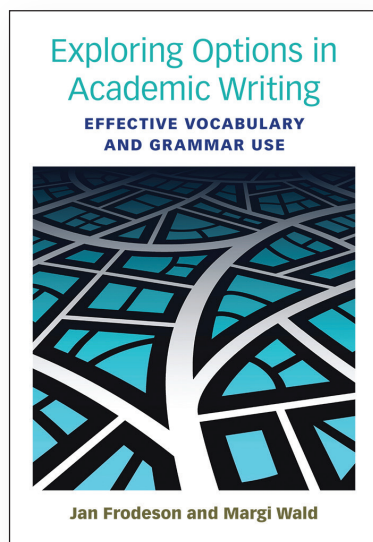
speak outside the class. Thus, she advocates for speaking courses that force international students to communicate with native speakers and participate in real conversation and discussions in and outside the classroom. After hearing her speak I immediately ordered her book entitled: Speaking in social context: Communication for life and study in the United States. I look forward to finishing her book and trying to implement her suggestions for communicative activities in my future classroom. ■

**Current grant information is on page 1 of this issue.**

**More information on grants is available on our website:**

<http://ohiotesol.org>

Saki Gejo and Karen Fullin are MA TESOL and Applied Linguistics spring 2018 graduates at The University of Findlay. Albandary Algarni is scheduled to graduate in December of 2018 and Mollie Gill in May of 2019. All four students received a departmental grant from their university to attend the TESOL conference.



## Exploring Options in Academic Writing: *Effective Vocabulary and Grammar Use.*

by Frodeson, J., & Wald, M.

Ann Arbor: University of Michigan Press  
ISBN: 978-0472034260

Most college students find it challenging to cope with the distinct style of academic writing (Hinkel, 2002), although they are expected to write in an academic style. Many factors account for this challenge, including but not limited to their inability to distinguish between academic and non-academic writing as well as their unfamiliarity with the style. *Exploring Options in Academic Writing: Effective Vocabulary and Grammar* is designed to assist students in writing effectively in this style. The book consists of 10 chapters with three core objectives: 1) to raise students' awareness of various resources for developing academic language proficiency; 2) to provide guided practice in strategies for crafting lexico-grammatical structures needed for academic writing; and 3) to familiarize students with vocabulary used for particular academic discourse functions.

Apart from Chapter 1, considered an introductory chapter by Frodeson and Wald, all the chapters have two sub-sections: Raising Language Awareness and Building Your Knowledge. While the former introduces the features a chapter focuses on and offers students the opportunity to identify their current level of understanding, the latter explains various aspects of the targeted vocabulary or structure that may be pertinent to student writers.

Chapter 1 generally raises students' awareness of academic vocabulary in context. It provides students with the requisite knowledge to investigate the characteristics of less familiar academic vocabulary, such as word denotation, literal versus figurative meanings, and word connotation. The chapter explains that, because words can vary in meaning based on various contexts, it is necessary for students to be able to appropriately decide on which words to use in particular contexts. Further, it directs students to resourceful tools, such as learner dictionaries, collocation dictionaries, and online concordances which they can use to investigate the characteristics of words before using them.

What's more, the remaining chapters mainly discuss connecting ideas, qualifying ideas and showing relationship between sentences. In guiding students to correctly show relationship within sentences, Chapter 2 and 3 focus on how to use different vocabulary to express ways things change. Chapter 2 explains the usage of change of state verbs, such as intensify, rise, and abate, to express varying degrees of changes, while Chapter 3 explains how to use these verbs to express positive and negative changes in the context of describing how something got better or worse. Frodeson and Wald explain that, in choosing verbs

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to describe such changes, student writers need to consider the kind of change they want to describe before deciding on the appropriate verb to use. Chapter 4 exposes student writers to connectors (e.g., so, therefore, moreover, etc.) and abstract nouns that can be used to establish cause and effect and to reduce repetitiveness in student writing. Equally important, Chapter 5 introduces academic verbs- for example, affect, contribute and account- to express causal relationships in sentences. Focusing on parallel structures, Chapter 6 explains how to create and connect parallel structures as well as how to check for faulty parallelism.

The next two chapters, Chapter 7 and 8 aim at guiding students to accurately connect ideas across sentences. Specifically, Chapter 7 examines creating cohesion with word forms by either using vocabulary related to previously used ones, or by using reference words such as the, this or such. Because students often do not realize the subtle difference between these reference words, the chapter explains it. For instance, this notion and such notion might seem the same, but they are not. The former refers to a specific notion while the latter refers to a notion of a particular kind. On the other hand, Chapter 8 centers on using topic introducers to show what a topic is about, and using logical connectors to connect ideas between sentences. Being able to use topic introducers and logical connectors would allow student writers to create logically structured texts. In Chapter 9, the use of hedges is discussed to guide student writers on how to qualify statements.

One hedging device that is mentioned is the use of modals: can, could, may, might, or should. As the last chapter of the book, Chapter 10 centers on reporting verbs used in citing sources. Citing is, undoubtedly, crucial in academic writing, and to prevent misinterpretation or misrepresentation of an author's stance, the appropriate reporting verb must be used in citation.

In line with its objectives, the book serves as a useful guide to student writers in various ways. To begin with, Foldsen and Wald expose students to helpful resources which guide them in using vocabulary correctly. Aside from providing these resources, the authors explain to students how vocabulary serves various academic functions, and how to thoughtfully make vocabulary choices. Further, by providing exercises, the book provides students with guided practice in using vocabulary and constructing grammatical structures appropriately. While the book provides plenty of opportunities for practicing how to use vocabulary, more detailed explanation of the concepts would have been appreciated. Overall, the book has achieved its intended goals of raising students' awareness of various resources for developing academic language proficiency, providing guided practice in strategies for crafting lexico-grammatical structures needed for academic writing, and familiarizing students with vocabulary used for particular academic discourse functions. Teachers could therefore recommend this book to students, both undergraduate and graduate, to assist them improve on their academic writing skills. ■

REVIEWED BY: William Kesse Bimpong earned his MA in Applied Linguistics from Ohio University, where he also currently teaches Swahili.

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I was in this same predicament not too long ago. I opened my YouTube app on my tablet and searched for my item. I found many people had filmed themselves while putting together the item and showed the process step by step. I guess I was not the only one confused by the little pictures on the instructions. It was so much easier to watch the video and look at the model. I had my drawer set put together in no time with no tears.

If an ELL student has no models, videos, or reference material to refer to at home they are more than likely to just not do their homework. Many times we forget that there may be nobody at home who speaks

English to help them or maybe they are the adult in the evening taking care of younger siblings while their parents are working. These situations all make completing their homework or studying fifty times harder. How can we alleviate this stress and give students tools that will help them study and make doing homework a more enjoyable time?

Video record instructions for a task using an online app and make sure the student has a link to your videos to watch later. Send home models, definitions, even a paper/pencil copy if it is an online assignment in case they don't have a computer at home. Having an easy to access website with reference links is also very helpful.

An ELL student is not going to soak up the language just by sitting in your classroom. Just like complicated building instructions may push you to give up even trying to build that new IKEA item you bought, an ELL student will tune out the teacher if what they are hearing or seeing is too complicated. You may feel that all the students must read with the same rigor and produce the same quality of work, because that is more equal, and all students need to pass the same test. This will guarantee very little growth in the student who is confused and overwhelmed as they become more and more OK with just not listening and copying a friend's paper just to get by. Giving ELL students the tools for learning and providing scaffolding techniques

will send them on the right path and give them a much better opportunity to grow. If you have a good experience with IKEA you are more likely to go back for more. We want all our students to feel like they want to learn and always want to come back for more. ■



Amy Erath is a middle school English language teacher for 16 years at Westerville City Schools. She was a fellow of the Columbus Area Writing Project, an affiliate of the National Writing Project, and also a member of the Society of Children's Book Writer and Illustrators.

# Employing Embodied Cognition to Help ELLs Acquire Vocabulary

Teaching vocabulary (e.g., single-words, phrases, and idioms) is a very rewarding activity for both teachers and their English language learners (ELLs). That said, it also comes with some very daunting challenges. One relatively simple but very effective solution to these challenges is to use the body-associations component of my Head-to-Toe Method of Associations for Vocabulary Acquisition (hereafter referred to as the Head-to-Toe Method). This particular “tool” encourages ELLs “to associate a body part, organ, or region of the body with the lexical items we study” (*Randolph, 2015, para. 2*). In what follows, I will first explain the essential ideas of the Head-to-Toe Method, give a brief explanation of embodied cognition and how it ties into vocabulary pedagogy, and then demonstrate how I use the body-associations in my classes.

## The Head-to-Toe Method of Associations for Vocabulary Acquisition

My Head-to-Toe Method is comprised of four categories, each having 10 language-learning components or tools. The crux of the method is to elicit and reinforce as many connections of one lexical item as possible; that is, ELLs “create their own neural webbing of connected associations for each lexical item they study” (*Randolph, 2015, para. 3*). The Head-to-Toe Method creates a powerful web of associations so that each term ultimately becomes a part of the student’s

own personhood. In essence, the Head-to-Toe Method tries to replicate how ELLs learn the vocabulary in their first language—by using their senses, emotions, and unique personality-dynamics to create a myriad of associations and connections related to a term. I will next define what embodied cognition is and show how it is deployed in the use of body-associations and their relation to vocabulary.

## Defining Embodied Cognition

The concept of embodied cognition has literally been around for centuries, but it wasn’t until recently that it became a conscious subject of study; and now scholars in psychology, neuroscience, philosophy, education, and applied linguistics are investigating this phenomenon as a key concept that might help answer why we think and act the way we do. Although it is difficult to track down a universal definition of embodied cognition, I will offer the following that encapsulates its essential characteristics. From what recent research has discovered, the concept of embodied cognition shows that the brain and the body interact with each other and work together in very intimate ways, and this mind-body relationship profoundly influences how we perceive, learn about, and make sense of our environment (*McNerney, 2011; Randolph, 2016a*). The question, then, arises, if our body can and does help us learn, why are we not taking advantage of it in the language classroom?

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It was this question that ushered forth my use of embodied cognition during vocabulary lessons.

### **The Body-Associations Component: The Procedure and Results**

I always start the process of teaching a lexical item by addressing its definition, part of speech, verbpinyin (i.e., a term's intuitive positive or negative "feeling"), color-association (i.e., a chosen color that is associated with the term), and emotion-based association (i.e., a certain emotion that is associated with the term). For a detailed explanation of this lexical mapping process, see Randolph (2016b).

Next, I ask the students to close their eyes and imagine the term and what they know of it thus far. I, then, ask them to become aware of their entire body. During this moment of focused awareness, they are required to assign a body-association to the term we are investigating; this could be a body part (i.e., the hands), an organ (i.e., the brain), or a region of the body (i.e., the abdomen). After they offer their associations, I ask them to support their personal connections with a reason as to why they have chosen particular body-associations.

Let's look at two examples: one using a conceptually concrete term—"snowflake;" and one using a highly abstract term—"theory." When I taught the term "snowflake," students had an immediate visceral response and offered the following associations: "nose," "tongue," "ear," "hand," and—the best one—"my smile, my lips." When I asked them why they

chose these, they responded that these parts are the ones that "first meet" the snowflakes. This immediate reaction helps solidify the term in their memory, and they "feel" the lexical item at a very deep, embodied cognitive level. When we recently studied the word, "theory," students associated the term with the "hand and chin," "feet," "eyes looking up," and "the brain." One student said he puts his hand on his chin when he entertains theories; one woman said she feels the earth touch her feet when she "feels" the word theory; another student claimed he looks up at the sky or ceiling when he deals with a theory; and, a fourth said she feels her brain "thinking."

### **Concluding Remarks: Patterns**

The more patterns that our ELLs see in the fabric of what is in the world and how it relates to language, the more they become invested in learning "and achieve more successful long-term memory storage and retrieval" (Willis, 2006, p. 15). Craik and Lockhart (1972) promoted this idea by arguing that the more students delve into a subject and make multiple associations, the stronger that learning becomes. The body-associations are the perfect example of this—they are concrete, visceral, real, and immediate. But most important, they help our ELLs learn and enjoy learning in the process. ■

Patrick T. Randolph has received two "Best of TESOL Affiliates" awards (2015, 2018) for his original work in vocabulary pedagogy and preventing plagiarism. Patrick lives with his soul-inspiring wife, Gamze; artistic daughter, Aylene; and comical cat, Gable, in Lincoln, Nebraska, USA.

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## Questions:

Imagine yourself in a forest on a sunny day.

1. What is the first animal you see?
2. What is the second animal you see?

Now imagine yourself in front of an old cottage in the middle of an open field. You walk near the entrance. You hear someone frantically banging the front door from the inside.

3. What do you do?
  - a. Open the door.
  - b. Keep walking and pretend you do not hear anything as the frantic knocking doesn't bother you.
  - c. Run away from the cottage as fast as you can.

## Possible Interpretations:

1. The first animal is a reflection of your personality.
2. The second animal reflects your partner's personality.
3. The third question reflects your faith (or lack of) in humanity.
  - a. It means you have a lot of faith in humanity.
  - b. It means you don't care much about your fellow humans.
  - c. It means you find the current state of our species scary and troubling.



## 2. ISSUES THAT MATTER!

On a daily basis, students watch short news videos or take turns sharing recent news stories, depending on their level of proficiency. Then all students engage in class discussions based on a news story first by sharing factual information and then by examining the magnitude of the story and explaining how it relates to their lives. This is a great activity to guide students to become more aware of what is happening around them and help them extrapolate, think critically, and reflect on real-life and relevant issues.



## 3. COMMUNITY MEMBER INTERVIEW

In this curricular experience, students are asked to find a seemingly ordinary person in the community to interview and write or present about her/ his life. Students are asked to share important information regarding the person's past, current job, family, and their contribution to the community and society. Below are some guidelines for students to complete this project.

- Find somebody you don't know well (a clerk at a store you usually go to; a librarian, a nice neighbor, an academic professor, etc.). Be sure to introduce yourself and explain the assignment.
- Schedule an appointment.
- Give/ send your interviewee a copy of your interview questions ahead of time.

Here are some sample questions you may ask:

- What is your job and what does it entail?
- How does your job help the community or society at large?
- What can you tell me about your family
- What can you tell me about the community where you live?
- How do you see yourself as an active community member?
- Have you done any volunteer work?

#### 4. COMMUNITY CONTRIBUTION

This project is similar to community service, and it may be better conducted programmatically. In addition to its linguistic, psychological and cognitive benefits, community contribution engages international students with the community and familiarizes them with American people and culture through real-life experiences. To ensure students are genuinely interested and engaged, it is advisable that they are offered multiple choices of places where they can participate, and for safety reasons there should be pre-established partnerships with trustworthy organizations (e.g. local nursing homes, homeless shelters, animal shelters, public libraries, local museums, national parks, etc.).



#### 5. JOURNEY OF UNDERSTANDING ESSAY/ PRESENTATION

In an advanced-level class, students deliver a presentation entitled “My Journey of Understanding,” in which they are supposed to discuss what they have learned since their arrival at the ESL program and how the experience has changed them as individuals. These presentations can even be delivered before a large audience including students, family members, host families, friends, and people from the community, celebrating students’ growth, integration and success.

#### Conclusion

In 3S understanding, both teachers and students should use their intellect in generative and generous ways. By generativity, Henderson means the ability to see oneself as lifelong a learner, and generosity refers to the capacity to interact with various others in a dialectic of freedom to becoming. When ESL instruction is based on 3S understanding, students are guided (and not taught) to be independent thinkers and autonomous learners capable of applying what they learn in meaningful ways. What students do in class should transcend the classroom to help them better understand themselves and also promote active democratic living. Even in high-stakes, standardized contexts, Henderson argues that teachers as change agents have the capacity to find what he terms as the “wobble room” and make a difference. The five curricular experiences above help you do just that.

Mohsine Bensaid is an ESL instructor at Ashland University. He holds a Master of Arts degree in TESL from Kent State University, where he is currently pursuing a PhD in Curriculum and Instruction

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# Save the Date: 2018 Conference

2018 Ohio TESOL Conference in Conjunction with the Lau Resource Center:

## Breaking Through Language Barriers: Success Across Content

Friday, October 12 – Saturday, October 13  
Greater Columbus Convention Center

Highlights for this conference include:

- Thursday site visits to Columbus area schools and universities.  
Sign up at registration, first come first serve!
- Presentations and updates given by Lau Resource Center representatives
- Peer-reviewed presentations, workshops and poster board presentations whose content spans our intersections in: P-12 education, post-secondary/higher ed., adult and refugee education, and research and teacher education.
- Keynote speaker, Dr. Frederic Bertley, President and Chief Executive Officer of COSI in Columbus, Ohio, will be presenting the Keynote and Breakout Session entitled: The scientific revolution: Science understanding in a growing clueless society.
- Saturday featured speaker, Dr. Brandelyn Tosolt, Associate Professor in Teacher Education at Northern Kentucky University will be presenting on Strategies for Embracing and Building on ESL Students' Identities.
- In addition, on Saturday afternoon, we will be offering an extended afternoon session for a screening of "Breathe Free," a short documentary and winner of "Best Documentary Short" at the Covellite International Film Festival 2017 with accompanying Columbus Crossing Borders Art Exhibit.

**We have an awesome conference planned for this year—  
hope you will join us!**

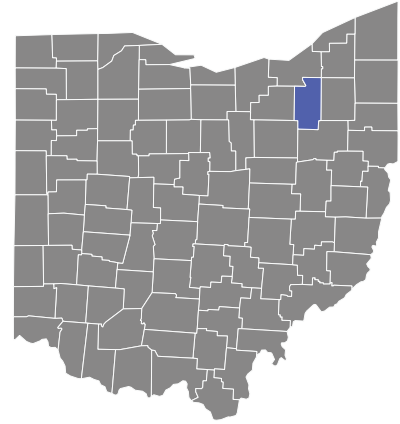


Our keynote speaker will be Dr. Frederic Bertley, CEO and President of COSI. He is a nationally renowned thought leader in the fields of applied science, education and community engagement.

In May of 2017, Dr. Bertley delivered the keynote for the New American Forum and more recently, participated on a panel for Columbus Council on World Affairs to speak on Fueling Economic Growth: STEM & Global Competitiveness.

# SUMMIT county

Barberton City Schools



### Sharing Stories of the American Dream

Each year, the English Language (EL) Program at Barberton City Schools promotes story telling throughout the district. Their district-wide cultural festival brings together students, families, teachers, administrators, and community members to celebrate cultural diversity in Barberton, Ohio. Featured speakers are invited and ELs in the district showcase their hard work in developing their reading, writing, speaking, and listening skills by sharing their life experiences through story telling. Guests of diverse backgrounds who speak languages such as Albanian, Arabic, Bosnian, Haitian Creole, Serbian, Spanish, and Vietnamese come together to celebrate the common thread of immigrating to America. Families bring food from their respective culture and high school organizations, such as the World Language Club, coordinate activities for children and adults of all ages to enjoy.

Last spring, the district's EL Program also invited 2016 Olympic runner, Makorobondo "Dee" Salukombo, to share his inspirational story with ninth grade high school students. Mavis Sugden, originally from Ghana, current student and former EL at Barberton, eloquently introduced the speaker. Sharing the same passion for academic and athletic excellence as Dee, she makes the most of her opportunity at Barberton in hopes of achieving the "American Dream."

Dee explained how he persevered through turbulent times in the Congo and as a refugee in Uganda before coming to the United States in 2004, with nothing but a second chance at life. Dee, encouraged by his parents, appreciated his educational opportunities. After graduating from Lakewood High School and Denison University, Dee started an organization called, "Project

Kirotshe," named after his hometown in the Congo.

Project Kirotshe helps youth grow stronger both physically, by training runners; and intellectually, by raising money for kids to go to school. Dee explained that in the Congo, jobs are limited and many young people cannot attend schools because they are unable to afford school fees. This lack of opportunities for jobs and schooling make youth more vulnerable to gang recruitment. Dee's organization has financially helped more than 100 children go to school and has helped contribute to the initial training of Beatrice Kamuchanga, who with Dee and two other teammates participated in the 2016 Olympics representing the Democratic Republic of the Congo.

Dee shared his compelling story and inspired the students and teachers at Barberton High School.

**Barberton High School**

**English Language (EL) Program**

**Barberton City Schools**

**633 Brady Avenue,**

**Barberton, OH 44203**

**330-753-1025**

He described what it was like for him and for others living in regions where resources are extremely limited and life is dangerous. Most importantly, his remarkable story and accomplishments instilled hope that others can also accomplish the "American Dream."

Contact Randa Nemer for a link to the video.

For more information on Project Kirotshe or to donate to this cause visit **[www.projectkirotshe.org](http://www.projectkirotshe.org)**

Randa Nemer is an EL teacher at Barberton City Schools, serving students in K-12. She has her master's degree in Curriculum and Instructional Studies and is TESOL endorsed with her primary licensure in ELA grades 7-12. CONTACT: [RNemer@BarbertonSchools.org](mailto:RNemer@BarbertonSchools.org)

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## CONFERENCES & PROFESSIONAL DEVELOPMENT

### Central States Conference

#### on the Teaching of Foreign Languages

March 14-16, 2019

Columbus, OH

[cstfl.wildapricot.org](http://cstfl.wildapricot.org)

### TESOL International Convention & English Language Expo

March 12-15, 2019

Atlanta, GA

[www.tesol.org/attend-and-learn/international-convention](http://www.tesol.org/attend-and-learn/international-convention)

### Ohio Foreign Language Association (OFLA) Conference

March 14-16, 2019

Columbus, OH

[ofla-online.org](http://ofla-online.org)

### Council of Adult Basic Education Conference

March 31-April 3, 2019

New Orleans, LA

[www.coabe.org/conference-2019](http://www.coabe.org/conference-2019)

### Computer Assisted Language Learning Conference

April 26, 2019

Athens, OH

### Ohio TESOL Session Workshop: Planning & Assessing Instruction

September 8, 2018

University of Findlay

[ohiotesol.org](http://ohiotesol.org)

*Breaking Through  
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